

STRATEGY FOR CHANGE: PART 2

1. Our vision for Building Schools for the Future is ambitious, deliverable, affordable and offers excellent value for money. It is firmly rooted in our Children and Young People's Plan and complements both the corporate agenda and local context. It places the learner at the centre and seeks to maximise the potential of every individual. It is built upon a collaborative and forward thinking approach to teaching and learning.

MEETING EDUCATIONAL CHALLENGES AND KEY OBJECTIVES

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

2. The Schools' Chart (Appendix A) gives details of provisional 2008 KS4 performance and 2008 scores for KS2-KS4 CVA for individual schools and has been updated from SfC 1.

Performance at KS3

3. The overall picture is one of satisfactory results.
- The provisional results for 2008 show that in comparison with 2007 results English increased by 6% at L5+. to 73%, matching the target. Mathematics dipped by 1% to 72% and Science remained at 67% respectively. Mathematics is 1% below target and Science is 3% below target.
 - These are in comparison with the provisional National figures at L5+: English up by 1% to 74%, mathematics down 1 point to 76%, science up 1 point to 73%; LA figures are mostly below national averages at all levels, though sometimes the margin is narrow at L5+;
 - More able pupils did better in ICT with a 9% rise at L6+. English, mathematics and science have remained steady or dipped slightly. However, mathematics beat the target at L6+;
 - Progression by 2 levels from Key Stage 2 – 3 in English at 27% was 2% up on 2007 and close to the National Average of 27.4% whilst in mathematics was down 5% at 57% and 1.6% below the National Average.
 - In comparison with our Children's Services statistical neighbours there is a positive trend of improvement in all areas.

Performance at KS4

4. The overall picture at KS4 is good and improving. The provisional results for 2008 continue to show an upward trend with the gap closing when compared with national figures.
- The % 5+ A*-C figure is 60.7% up from 55% last year and closer to the national average for 2008 of 63.4%); This exceeds the Luton target by 2.5%. The corresponding figure for 5+ A*-C including English and mathematics is 44.5%, against a national average for 2008 of 47.7%, up 4% on 2007 and just 0.7% below Target;
 - While outcomes in Luton remain below the national average, results achieved by young people at the age of 16 are improving year-on-year, faster than the national rate of improvement. Since 2004, the proportion of young people attaining 5+ A*-C has risen by 30%, from 44% in 2004 to 60.5% in 2008. The national increase from 2004-2007 was 14.8% (54% to 62%); and
 - The proportion of young people attaining 5+ A*-C including English and mathematics has also risen by 13%, from 32% in 2004 to 45% in 2008. This compares with a national rise of 4% (43% to 47% - 2004-2007)
 - The average point score has continued to improve to 368.7 but is still well below the national figure of 386.8.
 - Progression by 2 levels from Key Stage 3 – 4 in English at 54% was 2.5% down on 2007 and just short of the National Average of 55.5% whilst in mathematics was up by 5.9 % at 35.9% which is well above the National Average of 27.9.
 - In comparison with our Children's Services statistical neighbours there is a positive trend of improvement in all areas except at 2 A*- C in science and in average point score.

- Some schools have made significant improvements in either one or in some cases both of the measures.

Contextual Value Added (CVA) KS 2 to 4 (Wave 6 only)

5. Two schools - Challney High School for Boys and Denbigh High School, have maintained their excellent CVA scores being 1040.5 and 1034 respectfully. Two schools Putteridge High School (981.4) and Icknield High School (991.7) are significantly below expectation and Cardinal Newman and Stopsley are performing satisfactorily (both 1001.6) in terms of RaiseOnline.

6. When one looks at CVA KS2 - 4 for English two schools are significantly below expectation (Cardinal Newman and Putteridge) whilst Challney Boys and Denbigh are significantly above expectation. The picture in Mathematics is considerably better with Stopsley High School joining Challney Boys and Denbigh in being significantly above expectation and all other schools being at least satisfactory.

Performance at post-16

7. Provision for 14-19 education is a local and nationally recognised beacon. There are two colleges in the town (Barnfield College and Luton Sixth Form College) and a third in Dunstable, which offer a wide range of courses, all co-ordinated under the umbrella of the Campus Luton Partnership. Both NEET (6.9%) and in-learning (81.7%) are improving and are better than the national averages (confirmed by GO-East May 2008). Luton's performance in NEET has historically been challenging and we are proud of the dramatic reduction in both indicators between 2006 and 2007 when NEET has decreased from 10% to 7.4%. Early indications for November 2008 suggest a further modest reduction. Our targets for NEET are captured with the Local Area Agreement as follows:

Baseline	08/09	09/10	10/11
7.2	6.9	6.5	6.2

8. Our well established multi-agency Campus Luton NEET Strategy Group has established a set of priorities to ensure our young people not engaged in employment, education or training remain a success story for Luton. The group is effective in maintaining a shared responsibility for reducing NEET, for bringing coherence to funding streams, ensuring appropriate provision is planned and data is used forensically to target intervention.

9. The group monitor the NEET Strategy which is structured around the key areas of *Prevention, Intervention and Sustainability*. Work strands that underpin the strategy are regularly reviewed and revised to ensure that our multi-faceted approach to improving EET maintains its significant impact. Reduction in NEET is an LAA target incorporated into the CYPP owned by Campus Luton.

Diversity of provision

10. Of the 13 current secondary establishments, two are 11-19 Academies, one is 11-19 Voluntary Aided, one is 11-19 Special Needs and the remainder are 11-16, of which four are Foundation and the remainder Community schools, two of which are single sex. Two community schools are currently considering the benefits of acquiring foundation status. Not all schools have specialist status, though some are well established and have identified second specialisms for re-designation. In addition, specialist SEN provision for PI/VI, ASD and HI exists within mainstream school settings.
(add information on proposed Studio School from Barnfield College)

11. As a result of Luton's rising secondary population, many schools are to be expanded, including significant expansion on the Icknield site that will be developed as an integral part of the existing High School and a co-located special school, accommodating 175 SEN places (up from 145) plus an additional 600 11-16 places. It is envisaged that close links will also be developed with the primary school on an adjacent site which may result in the development of a Learning Campus/Village.

12. Provision for post-16 education is a local, and nationally, recognised beacon. Two colleges in the town, and a third in Dunstable that works in close partnership, provide a wide range of courses. The staying on rate, particularly to 17, is rising and there is a strong determination to sustain and extend this trend. The colleges are full members of Campus Luton and support the provision of vocational and other courses in schools. In addition, the two Academies are to develop post-16 provision from September 2011.

13. Given Luton's rise in both the primary and secondary pupil population, the LA is in discussion with the LSC with regard to the anticipated rise in the number of 16-19 year olds up to and beyond 2018 to ensure adequacy of provision is planned.

Fair access and choice

14. Five out of the existing six mainstream schools in Wave 6 are oversubscribed either by pressure from their catchment area, by parental preference or a combination of both. Currently most parents are able to access a school of their choice, although some of the highest achieving are serving only their own designated catchment areas. The LA intends to increase the number of places in all high schools in order to maximise accessibility although the potential for expansion in some schools is limited by their restricted sites. Such an approach will seek to ensure that sufficient secondary school places are available locally to meet the needs of all residents, where a preference is stated for their catchment area school.

15. A review of secondary school catchment areas will begin in 2009 in time for completion by July 2010, allowing changes to be included within the September 2011 Secondary School Admissions Booklet that is published and widely distributed in the Summer of 2010. This will allow catchment areas to be redrawn to better match revised school capacities.

16. The LA's home to school transport policy was revised in June 2008 and eligibility for pupils aged 8 and over is as follows:

- Greater than 3 miles to their nearest suitable school;
- From September 2008, all secondary school pupils (aged 11 to 16) who receive free school meals, or whose parents receive maximum working tax credit, will qualify for free transport to any one of their three nearest suitable schools, providing the school they attend is more than 2 miles and less than 6 miles from their home; and
- Where a parent wants their child educated in accordance with their religion or belief, pupils who receive free school meals, or whose parents receive maximum working tax credit, qualify for free transport to their nearest suitable school where they live more than 2 miles but not more than 15 miles from the school.

17. Inclusion is a major priority for Luton, ensuring all students are able to access a wide and relevant curriculum wherever possible in a mainstream setting with support. There is resourced provision in three high schools (Icknield - HI, Putteridge - PI/VI and Stopsley - ASD) and all schools are committed to supporting students with a range of special needs.

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

Building on headline KPIs set out in Part 1 and showing value added from improvements to the school estate, organisation and buildings/design

18. The Campus Luton strategy is at the heart of BSF. Organisationally this establishes consortia of schools and the two Academies that between them and Barnfield College and Luton Sixth Form College provide a range of vocational and specialist diploma courses. Campus Luton has developed a plan for the roll-out of all specialist diploma lines through to 2013. The 17 diploma lines will be phased in over the period 2008-2013 by the Campus Luton Partnership, commencing with Information Technology in 2008,

Business Administration & Finance and Society, Health & Development in 2009 and the remainder from 2010 onwards, subject to the Gateway approval process. It is anticipated The potential for allowing access to students from other schools within the consortium significantly widens choice and opportunity.

19. The capital funding available through BSF, in parallel with that being made available by the LSC to rebuild the three post-16 colleges, will provide the infrastructure, resources and learning environments necessary to deliver facilities allow the above to deliver Campus Luton Partnership's core aims of raising attainment, widening participation and increasing opportunity.

Showing the improvements that have resulted from BSF enabling/triggering changes in policies and practices across each of the policy areas within the SfC

20. A wider range of courses aimed to more closely suit the needs and aspirations of students and their parents and to accommodate these in suitable buildings, has already begun to impact on the level of engagement of some students. The greater level of funding available under BSF, with significant improvements in learning environments, internal/external facilities and courses, will lead to improved attendance, more appropriately planned routeways (encouraging improved stay-on rates), greater involvement with lifelong education and training and better support for workforce reform and a more focused CPD provision. A focus of the Academies will be to target students typically not remaining in education and training post 16, to contribute to a reduction of the proportion of these students across Luton.

21. Schools and the LA are committed to personalised learning and the development of a wide variety of adaptable and agile learning spaces, which, allied to the realisation of the change plan, will bring about innovative approaches to pedagogy. This will include the opportunity for students to progress according to the stage of learning they have reached, and to not be held back by age if they are capable and have the maturity to progress to the next stage. All schools, including those being remodelled, will be fully DDA compliant including, for instance, having colour schemes to assist students with visual impairment.

22. Such aspirations have led to the development of a vision for all young people aged 11-19 years as follows:

- Working together for achievement and access for all - to engage and inspire young people in learning by demonstrating strong leadership and commitment to a shared vision to ensure that all young people are confident and take pride in being educated in Luton.
- Delivering high quality teaching and active, engaging learning experiences to ensure all young people have the opportunity to develop the values, skills and knowledge to prepare them effectively for adult life.

23. This will ensure:

- High participation in learning – motivate all young people to value, engage and succeed in learning as a means of personal fulfilment and as a route to further learning and to satisfying and rewarding employment, working together to help remove barriers to access, so that all young people can reach their potential.
- A modern curriculum – provide a co-ordinated and cohesive curriculum offer that will meet the learning needs of all young people. Young people will be able to select from a range of learning pathways enabling them to acquire the qualifications they need to progress to further learning and employment. This will require the sharing of resources, responsibilities and expertise. The curriculum will also reflect the social and emotional aspects of learning and help promote greater social and community responsibility.
- High achievement - raise the achievement and attainment of young people in Luton through the work of a dedicated team of educational professionals, delivering high quality learning experiences.

Showing improvements to the Every Child Matters outcomes and priorities in the LA's Children and Young People's Plan (CYPP) and corporate/regeneration plans

24. BSF has impacted corporately in the Council. It has promoted a greater element of joined-up action particularly in community regeneration and community services provision. The extended schools programme is pursuing co-ordination of the core BSF offer, with the provision of community facilities on school sites. Agreement has already been reached to include accommodation on every school site for Integrated Youth Support Service (IYSS) plus three multi-agency offices.

25. The current restructuring of the Children and Learning Department (Progressing Integration Project or PIP) will see the establishment of integrated multi-agency support teams as part of a neighbourhood approach to service delivery and linked to the corporate development of community hubs. The Borough is currently completing a strategic review of community facilities and services across the town with a view to co-locating bespoke service provision on both secondary and primary school sites. Discussions with Active Luton (a Leisure Trust established by the Council) centre on partnership working with schools regarding leisure facilities for the benefit of all, linked to a sport/PE strategy in consultation with Sport England. This includes extensive consultation with students and others to ensure appropriate, well-located and sustainable facilities.

26. The LA welcomes the recent DCSF commitment to fund the co-location of health, education and children services on school sites and the review referred to above will encompass this initiative as part of its proposals for both primary and secondary schools to lever in additional funding for project delivery by the LEP.

27. Recently, the Council has confirmed the intention to develop a new aquatic centre in Stopsley, including a 50m olympic size pool with world class diving facilities. There is also planned to be an integral BSF link with the 2009/10 national rollout of the Primary Capital Programme to ensure opportunities are not missed across the entire school and community estate.

Showing the impact of the change management programme put in place as part of the BSF programme

28. A comprehensive Change Plan was written for Wave 3 and this has been updated to fit in with developments within the Campus Luton strategy, national context and the timelines and requirements for Wave 6. The Change Plan is co-ordinated through the BSF team but is managed by the responsible service teams within the Children and Learning Department, with oversight of the Plan resting with the senior leadership team, each member having a named responsibility for specific elements of the Plan.

The individual focus areas of the Plan include the following:

- Stakeholder engagement (by individual schools/staff and across schools)
- Curriculum development (11-19)
- CPD, Workforce Reform and Training (for staff and students in new technologies)
- ICT for curriculum and management
- Inclusion, SEN and Behaviour
- Exclusion
- Collaboration (finance, staffing, admissions, administration)
- Leadership of schools
- Governance and management of schools
- Extended schools, extended services and integration of Children's services
- Management of the commissioning, design and construction stages for each project

29. Progress with the Plan will be monitored through the regular meetings of the senior team. Each school is developing its own SSfC linked to the LA's SfC 1 & 2, but identifying the particular priorities for each institution. A small team of senior school staff, supported by funding from BSF and with leadership from the core team, has been identified and resourced to act as change facilitators for each consortium. They will work with staff, students and the wider community to bring about change and to enable these stakeholders to have a voice in the design and development of schools.

30. The vision for Campus Luton specifies significant changes in the expectations of teaching and learning. It has four main elements as follows: learning to know, learning to do, learning to live together,

and learning to be.

31. The change plan for teaching and learning, with its associated CPD programme, includes enabling teachers to work with groups of differing sizes, developing personalised learning, promoting functional literacy, oracy and numeracy and emphasising the use of assessment to plan learning. Specialist, special and training schools will all contribute to the development programme through use of their expertise and guidance.

32. The design of schools will incorporate the physical resources and spaces necessary to enable this change in learning and teaching. In addition to building flexible and adaptable spaces, BSF provides a managed service for ICT that will be accessible 'any where, any time' and opportunities for students to undertake work in specialised facilities across the consortia.

33. Ways in which schools are governed are also part of the Change Plan. This includes consideration of how strategic leadership is to be provided for shared or joint courses, and how far federation and joint working might be extended to benefit students and the wider community. Details of the Change Plan are given in Appendix B.

Giving targets and timescales, reflecting those set out in the School Chart, individual schools' SfCs

34. Whilst attainment and achievement in Luton has shown an upward trend in recent years that we would expect to continue, the BSF investment will provide world class learning spaces and ICT resources as well as changes to pedagogy that will bring about an acceleration in improvement. This is displayed in the Chart, particularly with regard to 5 A*-C with English and mathematics and CVA KS2-KS4, where very aspirational targets for each Wave 6 school have been set. As an early beneficiary of BSF investment, we expect Luton's performance to surpass the National Average within a period of five years following the opening of newly rebuilt or remodelled schools.

35. To confirm the aspirational nature of our targets, the following examples can be given:

CVA (KS2-KS4)	2006-2008 rolling average	BSF plus 5 years (2018)
Icknield	1002.5	1040
Putteridge	976.7	1015

5A*-C (inc English and maths)	2008	BSF plus 5 years (2018)
Icknield	52	65
Putteridge	43	65
Stopsley	52	65

36. In addition, even our highest performing school (Challney Boys) is expected to continue to improve in both CVA and 5A*-C (inc. English and maths).

37. Improving standards/achievement at Icknield and Putteridge is a priority for the Authority. As can be seen from the Schools' Chart (Appendix A) and tables above, we expect there to be improvement in the CVA (KS2-KS4) for all schools and significant improvement in those schools that are currently underperforming within a period of five years following the opening of newly rebuilt or remodelled schools.

Describing how Collective Partnering Targets (CPTs), Key Performance Indicators (KPIs) and Continuous Improvement Targets (CITs) will be monitored and evaluated

38. The LEP will use its expertise and experience to understand and challenge positively the LA's educational vision and, when requested, provide strategic support such that its overarching strategic intentions are achieved through BSF.

39. The LEP's contribution to the development of the overall vision and strategy will, in one sense,

support the LA in meeting all their targets as outlined in the CPTs. However, the targets that will be particularly relevant include:

- School organisation, diversity and choice (CPT 4)
- Improving learning and teaching (CPT 2)
- ICT provision (all CPTs)
- Widening the curriculum offered to pupils, including for 14-19 education (CPT 2)
- Collaborative arrangements across schools and consortia (CPT 4)
- Greater inclusion CPT 3
- Extended schools and integrating children's services in and around schools (CPT 3)
- Achieving objectives of Campus Luton (CPT 3)
- Achieving Luton's five strategic intents.

40. In addition, the LEP will work alongside the LA to engage with the wider corporate and community stakeholders to ensure that all are fully and appropriately involved and act as a contributor to corporate and strategic reviews. The outputs and outcomes associated with this relate to the following:

- School and Authority visions are aligned
- Supporting parents and families
- Socialised delivery of services
- Delivery of services in line with the wider corporate agenda and community strategy
- Increased levels of usage by the community (CPT 3)
- Meeting Be Healthy targets (CPT1), Healthy Schools' Award (CPT 3) and Child Care targets (CPT 3).

41. As part of procuring our selected bidder, agreement has been reached on KPIs linked to the following areas of assessment:

- Partnering services (e.g. quality of new project stage 1 proposals; quality of new project stage 2 proposals; satisfaction with partnering services)
- Quality (e.g. client satisfaction of design quality; test of condition, suitability, sufficiency and access; construction; operational service; ICT infrastructure; environmental performance; social and economic sustainability; disruption of school operations)
- Timeliness (e.g. new project development re. development, design, procurement, construction, operation and predictability)
- Costs (e.g. construction, predictability of design fees, lifecycle, facilities management, external works, abnormalities, whole life)
- Customer satisfaction (e.g. design, procurement, construction, operation, ICT)
- Others (e.g. safety, community use, popularity)
- Additional (e.g. minimise construction waste, safety, adding value, apprenticeships, work experience, mentoring, building futures, management trainees, skills academy)

42. Further details are contained in Appendix C, including the monitoring and evaluation of individual KPIs.

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

How the proposals address the need for reorganisation in order to ensure a better match between the need for places, parental preference and supply of places

43. As a result of Luton's rising secondary population, school place planning will continue to take account of demographic changes and developing patterns of parental preference. Thus, priority for expansion has been targeted at those schools that are:

- currently over-subscribed through pressure from their catchment area,
- currently over-subscribed through pressure from parental preference,
- are adjacent to a school that, because of site constraints, cannot be enlarged sufficiently to

accommodate the demand,

- ensuring a wide distribution of additional places across the town to meet the growing demand,
- or a combination of the above.

44. School growth will be planned on an incremental basis following completion of construction of each school across both Waves 3 and 6. As a result of school expansion, the LA will commence a catchment area review across the secondary sector in 2009 in readiness for inclusion within the 2011 admission round booklets published in August 2010. As part of this catchment area review, consideration will be given to widening the choice for single sex education by abolishing catchment areas for the two Challney schools, allowing them to serve the whole Borough, as is the case with Cardinal Newman VA RC Secondary School.

45. On school admissions the Luton Admissions Forum (LAF) we will continue to challenge admission authorities in order to protect the interests of young people and parents/carers and community school admissions arrangements will continue to reflect fully the Admissions Code of Practice.

46. The Academies will offer post 16 provision from September 2011 once they relocate to new accommodation within the framework of Campus Luton.

What support and advice will be offered to schools to help them engage with external partners including through Trust arrangements; develop new governance arrangements; and enhance collaboration with other schools through federation or Trust arrangements

47. Geoff Headley paragraph to be inserted

How the proposals support diversity of provision across the area including school type (foundation, community, voluntary, Trust or Academies) or specialism (specialist status, training school, leading edge, full service extended school, etc.)

48. Proposals for Wave 6 build upon the diversity that exists in Wave 3 to deliver some seven different school types across the Borough as follows:

Wave 3 Name	Status	Age range		Size	Socialism 1	Socialism 2	Other
Barnfield South	Academy	11-19	Co-ed	1,200 + 250	Perf. Arts	tbc	
Barnfield West	Academy	11-19	Co-ed	1,200 + 250	Enterprise	tbc	
Challney Girls	Community	11-16	Single sex	1,050	Science	tbc	
Lea Manor	Foundation	11-16	Co-ed	1,200	Perf. Arts	tbc	FSES
Ashcroft	Community	11-16	Co-ed	1,350	tbc	tbc	
Lealands	Community	11-16	Co-ed	1,050	Sport	tbc	
PRU 1 (Orchard)	Community	11-16	Co-ed	20	n/a	n/a	

Wave 6 Name	Status	Age range		Size	Socialism 1	Socialism 2	Other
Cardinal Newman	Voluntary Aided	11-19	Co-ed	1,500 + 300	Science	Applied learning	
Stopsley	Foundation	11-16	Co-ed	1,350	Sport	tbc	
Challney Boys	Comm//Foundation?	11-16	Single sex	1,050?	Sci & maths	tbc	TS, LE
Denbigh	Comm/Foundation?	11-16	Co-ed	1,200	Sport with ICT	tbc	
Icknield	Foundation	11-16	Co-ed	2,100	Visual Arts	tbc	
Putteridge	Community	11-16	Co-ed	1,350	tbc	tbc	
Woodland	Community Special	11-19	Co-ed	142 + 33	Cog. & Learning	tbc	
PRU 2 (Avenue)	Community	11-16	Co-ed	20	n/a	n/a	
PRU 3 (new)	Community	11-16	Co-ed	20	n/a	n/a	

Wave 6 – Other Name	Status	Age range		Size	Socialism 1	Socialism 2	Other
Studio School	Linked to Academies	14-16	Co-ed	200	tbc	tbc	

49. Diversity will further be developed as linkages (soft/hard federations and trusts) develop across the Borough under the umbrella of Campus Luton.

How the proposals will meet the faith-based needs of pupils and parents where appropriate

50. Our proposals include the expansion of Cardinal Newman VA RC Secondary School from 8 to 10 form entry to reflect the increasing numbers of practising Catholics seeking a denominational education. This increase has been brought about by international inward migration from Eastern Europe and the proposed age of transfer changes from VA RC Lower Schools in Houghton Regis (St Vincents) and Caddington (St Marys) in South Bedfordshire that will result in Year 6 pupils transferring to Luton to continue their Catholic education.

How the proposals ensure consultation will take place with key stakeholders including schools, parents, pupils and the community, the local LSC and FE providers, Dioceses, Primary Care Trust (PCT), Sport England, national governing bodies of sport, clubs and associations

51. The LA has established a consultative framework that was used in the development of our four Wave 3 Phase 1 projects and this will be used for the remaining Phase 2 and 3 projects.

Whether statutory proposals are required as part of the proposals and how the statutory procedures and timescales will be managed within the BSF process

52. The two Wave 6 schools in Phase 2 will require the publication of a statutory notice and the informal and formal consultation processes will begin in the Spring Term 2009. The remaining Phase 3 mainstream schools are all subject to expansion proposals and three of these will require the publication of a statutory notice and the informal and formal processes will begin in the Summer Term 2009. Additional funding has been set aside by the LA to resource this requirement as part of new project development (NPD).

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

How the local authority will ensure that there are clear processes for identifying, supporting and challenging underperforming schools that are aligned with national programmes such as School Improvement Partners and the National Secondary Strategy

53. Quality in schools is managed by the School Improvement Service within the Children and Learning Department of Luton Borough Council. A team of Secondary Consultants provide support for schools to raise attainment in particular subject areas and work with schools to develop capacity within individual school departments. The work of the consultants is brokered by the School Improvement Partner (SIP) for the school. This work is negotiated and monitored with the Head teacher and School Senior Leaders at termly Support Plan Agreement Meetings. Consultants produce, in consultation with schools, individually tailored support plans.

54. SIPs provide challenge and support for schools in analysing data and setting improvement priorities as well as negotiating and monitoring school improvement targets. Confidential reports, shared with the school and LA, are produced termly by the SIP as part of the ASPIRE process. A range of support is available to schools including an attached School Improvement Adviser (SIA) who provides support and challenge for schools and provides a link to the many services that are available within the LA.

55. SIAs are currently working with their attached secondary schools to evaluate if they should be included for action in relation to the DCSF Coasting Secondary Schools Initiative (update in January once individual schools identified)

56. The Luton Curriculum Network provides a forum and resources for subject leaders from schools to share practice and develop subject leadership. These meetings are attended by representatives from all schools and take place termly. The curriculum deputies also meet and monitor the work of these subject groups. Local authority officers attend these groups alongside school leaders to facilitate sharing of data and effective practice to drive up standards. A strong link with the 14-19 Team enables 14-19 reforms to

de driven through this group

57. The LA provides continuing leadership development opportunities for head teachers and establish partnerships with schools in which effective practice is modelled and shared. We will continue the effective relationship with leaders beyond Luton, linked to London Challenge, and we will develop a strong Luton leadership identity through participation in the NCSL Local Leaders of Education (LLE) pilot.

58. The LA promotes literacy in all schools, at all levels. The literacy strategy steering group will continue to identify priorities, provide support, guidance and direction and promote improvements. All consultants will have an aspect of literacy included as a performance management target.

59. The LA regularly reviews its policy for categorising schools and providing appropriate support according to need.

60. With regard to school sixth forms, as of 2008 the LSC is required nationally to fund only quality provision. The LSC will work jointly with the LA on a Challenge and Support programme for School Sixth Forms. This will result in a jointly agreed list of SSF priorities for School Improvement Partners (SIPs) to take forward with the schools they work with.

That consideration has been given to whether schools that have consistently underperformed or have greater than 25% surplus places should be closed

61. Given the approach to the development of two Academies in Wave 3 allied to our rising secondary school population and resultant pressure on school places, there are no longer any schools that have consistently underperformed. However, the new DCSF category of coasting schools is an issue that will need be addressed as part of BSF investment.

That consideration has been given to identifying robust solutions for poorly performing schools (e.g. Academy or Trust status) in order to support improvement

62. This was covered in our approach to Wave 3 schools which resulted in two poorly performing schools becoming Academies in September 2007.

That consideration has been given to the scope for changing the governance arrangements of schools through federation and/or amalgamation arrangements

63. Add input from Geoff Headley

What processes the local authority has for identifying and supporting specific under-achieving groups and how the BSF programme will impact positively on these groups

64. Add input from Zaheer Ahmed

What processes the local authority has for identifying and supporting gifted and talented pupils and how the BSF programme will impact positively on these pupils

65. The Luton Gifted and Talented Plan is written and shared with all schools to support the National Programme for Gifted and Talented Young People. The Plan is framed against the national quality standards for Gifted and Talented education and provides a strategic overview to support schools in enhancing learning both within the classroom settling and through challenging extension and enrichment “Out of Hours” programmes. The Plan provides clear links between Gifted and Talented provision and other local and national programmes, including the Campus Luton 11-19 Strategy, AimHigher and Regional Gifted and Talented Partnership.

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

How the local authority will ensure BSF investment supports its response to the recommendations in ‘2020 Vision - Report of the Teaching and Learning in 2020 Review Group’ (download this publication at

www.teachernet.gov.uk/publications); this report makes specific references to BSF, and the critical contribution that improved school design and use of new technologies can play in personalising learning

66. The principles embodied in the Gilbert Report '2020 Vision - Report of the Teaching and Learning in 2020 Review Group' have been fully embraced within the revised Campus Luton Strategy and this is reflected in the five strategic intents (in particular b, c and e) as follows:

- a. To transform the quality of leadership and management (collaborative and organisational, at all levels)
- b. To transform the quality of learning and teaching
- c. To transform the curriculum
- d. To transform the chances of success of "vulnerable" young people
- e. To transform learning spaces

67. The vision has not changed but the Campus Luton Partnership recognises the need to revise its plans to ensure that the vision reflects the changing educational landscape. Since the publication of the strategy in 2004, amongst the many changes, the two Luton Colleges have submitted plans to the LSC Capital Programme for a re-build of their institutions; Luton has become involved in Building Schools for the Future; there have been substantial changes to the curriculum, including the imminent introduction of 14-19 diplomas; and two schools have become Academies.

68. Luton continues to strive for educational transformation and the best opportunities for our young people. We believe that this refreshed strategy will help us to achieve effective transformation by continuing to work together in the Campus Luton Partnership.

How the local authority will support schools in developing flexible approaches to learning that meet the individual needs of learners

69. ICT and eLearning are seen as key components of the Campus Luton model for transforming secondary education in Luton. There is significant evidence that ICT, when used effectively, can transform teaching and learning as shown by recent research and practice taking place in schools. Learners for whom traditional teaching and learning methods have failed can be motivated and engaged through ICT. ICT has a major part to play in the management of individual and personalised learning and progress and in increasing access to learning for teachers, pupils and the wider community. Leadership and management can also be radically improved through the effective use of ICT that can also help to bring about integration of services and systems across the whole spectrum of Children and Learning, particularly with regard to fully extended schools.

70. As a Local Authority we fully subscribe to the vision set out for ICT and eLearning by the DfES documents "Fulfilling the Potential – Transforming Teaching and Learning" 2003 and "Harnessing the Technology – Transforming Learning and Children's Services " 2005.

71. The latter provides a strategy that sets out to achieve four overarching objectives:

- transforming teaching, learning and child development, enabling children and learners of all ages to meet their highest expectations
- connecting with hard to reach groups in new ways
- opening up education to partnerships with other organisations
- moving to a new level of efficiency and effectiveness in our delivery.

72. The LA believes that these objectives are entirely in keeping with our vision for Campus Luton and that they can be achieved in Luton through Building Schools for the Future.

73. All learners will be e-confident; they will know how and when to use ICT.

- A Luton learner will be able to through the development of a first class Managed Learning Environment (MLE) be able to access resources to support their learning during any lesson or any time, any where. The resources will be organised and available in such a way that makes it easy for the learner to access the materials whichever school they attend and will be tailored to

meet their individual needs.

- *A Luton learner* will have online interaction with teachers and/or peers:
 - as individuals
 - as part of whole class teaching
- *A Luton learner* will be able to work at their own pace with online support from their teacher as well as support for SEN and Gifted and Talented where appropriate.
- *A Luton learner* will be able to access specialist lessons taking place in another school or location (such as the CLC) through video conferencing, streaming video, discussion groups, live and archived content and email. This will, for example, enable gifted and talented pupils from a number of schools to be brought together virtually for online “Masterclasses”. In addition it is expected that in keeping with the Campus Luton model of collaboration that some courses for gifted and talented pupils will be delivered using video conferencing. We will ensure that resources and digital pathways are tailored to meet the needs of all gifted and talented pupils.
- *A Luton learner* will have on the network his/her own personal space for work, a single login and password with an adaptive profile that will enable them to access the same resources wherever they happen to be. If they are working in another location such as a school or library, rather than their “home” institution in order to meet their aspirations and needs they will have the same access to the network and their personal files.
- *A Luton learner* will be able to check homework that has been assigned to them through the Learning Platform built into the MLE by accessing their teacher’s virtual area online. They will also be able submit homework online.
- *A Luton learner* will be able to access assessment data and information and receive immediate feedback through on-screen assessment.

74. All of the above factors will provide support for personalised learning

How the local authority will support schools to develop assessment for learning that includes the use of data to set and review personal targets

75. The Local Authority has through the Secondary National Strategy team and School Improvement Advisers placed a great emphasis on improving assessment for learning and the tracking of individual pupil level performance against targets and much progress has been made in schools. However, whilst there is much good practice it is not always embedded in school wide systems and policies and it is therefore essential that this work is continued with the support of the LEP. The MLE which will link the MIS system with the Virtual Learning Environment will be used as a key tool in this process for teachers to access and update pupil level data.

76. The MLE will be used to ensure that parents/guardians are kept up to date with their child's progress so that they will be better equipped to support their learning. As previously stated the MLE will provide high quality learning resources for Luton Secondary school learners that will be available any time, anywhere.

How the local authority will support the development of innovative approaches to learning including the use of ICT

77. The Local Authority supports the view of Professor Stephen Heppell when he says that ‘we are in a world of personalised learning - that doesn’t mean individualised learning with kids in a box doing multiple choice questions’. ‘Personalised learning means tailoring learning to your hopes, dreams and pre-dispositions’. There are three important factors that will help bring this about:

Availability of ICT

78. A key aim for ICT is the enabling of personalised learning which will be driven by high quality assessment of student's achievements and needs, using ICT to support the tracking of a diverse range of academic and vocational pathways to match the student's preferences.

79. This means adopting both technology and approaches to teaching and learning which:

Support independent learning and a range of learning styles

- Enable a choice of routes through the curriculum that best suit the ability and aptitude of the individual
- Offer a range of curriculum materials and tools to match differentiated need
- Enable teacher, peer and pupil on-line assessment for learning where appropriate

Learning Spaces

80. BSF will result in the development of a wide variety of flexible learning spaces both within the building and across the school site, in addition to the creation of 'heart' spaces and multi-purpose dining facilities. Combining this with access to individual learning resources will allow learning to take place in formal and informal school settings (including a school within a school approach), outside school and outside of the school day. More flexible timetables will exist alongside a diverse network of specialist schools and academies to extend the range of options available to pupils.

Change Management and CPD

81. The Change Plan, with its associated CPD programme, enables teachers and support staff to make use of new learning environments and new technologies that support personalised learning to work with groups of differing sizes, promoting functional literacy, oracy and numeracy and emphasising the use of assessment to plan learning in addition to management and administration. Specialist, special and training schools will all contribute to the development programme through use of their expertise and guidance. CPD will be closely matched to the BSF ICT managed service requirement to provide training for transformation.

82. Luton's approach to BSF Information and Communication Technology (ICT) is based on the collaboration through 'Campus Luton', a foundation of good existing service, including high computer-teacher ratios, 10Mb connections to all secondary schools, exciting pilot work with VLEs and increasingly e-confident staff. The ICT Managed Service for Wave 3 will provide through a Central Data Farm the new Managed Learning Environment to all schools regardless of BSF wave.

83. Luton's vision is to use the BSF programme to build on these foundations and, in particular, to:

- Ensure that ICT meets the objectives of the Every Child Matters agenda and that facilities are planned not just for the school but for the extended school
- Build the collaborative approach between secondary schools and beyond to include the primary phase, FE, special educational needs establishments and the workplace

84. A key aim for ICT is the enabling of personalised learning. This means adopting both technology and approaches to teaching and learning which:

- Support independent learning and a range of learning styles
- Enable a choice of routes through the curriculum
- Offer a range of materials and tools to match differentiated need

85. In order to achieve this diversity, Luton recognises the need for commonality to enable learners to:

- Access their space, and work at their pace, from any site
- Work on individual assignments and collaborative projects, within a managed approach with appropriate support and the ability to receive feedback and monitor their own progress
- Benefit from a wide pool of digital resources, shared across Luton and beyond
- Enjoy communicating, by email, video and other means, with peers and teachers

86. The service incorporates the WAN and broadband access to the National Education Network, as

well as local networks and equipment. Key applications are the integrated learning platform and management information system. This will enable teachers to:

- Concentrate on teaching and learning rather than technology
- Create, acquire, access and deploy a large and increasing range of digital resources
- Assign student work, communicate and monitor progress
- Analyse learning trends as never before and respond accordingly

87. This implies a changing role for teachers and need to develop e-maturity. Preparation for change, training and sharing good practice will be at the heart of Luton's ICT programme. Managers are expected to benefit from better management information to inform decision-making. The Local Authority Teaching and Learning Consultants and City Learning Centre staff and the LEP ICT Managed Service Partner will in collaboration provide a training programme planned with the Senior Leadership of each school to ensure that all staff in schools are fully conversant with and able to bring about the education transformation through new approaches to pedagogy that are essential if BSF is to make a difference. It is of paramount importance that we move from a teacher centric approach to a pupil centric approach to learning to ensure that the world class learning environments that will be created are fully utilised.

88. Luton's approach to ICT is holistic requiring integration as a necessity:

- Within each school, to maximise the environmental and economic effect of a 'smart building'
- Between schools to ensure seamlessness, smooth data exchange and scale economies
- With Authority services (e.g. social care and libraries), curriculum and technology

89. The approach will be underpinned by a high-performing infrastructure that centres on a business critical integrated 'deep and wide' ICT managed service. This managed service partnership will be sustained by commitment to continued engagement of schools and to funding for future development. All schools have agreed to a 10 year (with possibility of 5 year extension) ICT Managed Service and make revenue contributions of £180 per pupil which will enable a full refresh of equipment both at the Central Data Centre and in schools during the contract period. This will ensure that the benefits brought about in learning and teaching of the huge capital investment in ICT in our schools will not be jeopardised by the equipment and managed service not being sustained.

How ICT will enable schools to provide greater and more flexible access to a range of learning environments and how BSF investment will help to encourage and enable greater parental involvement in their children's learning

90. It is expected that as a result of BSF the following will apply.

Schools will:

- Have personalised learning at the heart of their design, resources and curriculum.
- There will be an entitlement to personalised learning for all pupils and those who are stuck or falling behind will have the additional support needed to help them achieve and overcome their barriers to learning, particularly in the key skills of English and mathematics.
- Demonstrate a determination for every young person's needs to be assessed and their talents developed through a variety of teaching/learning strategies.
- Have the confidence to innovate and place personalised learning at the heart of their vision for transformation.

Pupils will:

- Be treated as partners in their learning with joint responsibility for it.
- Have their individual needs addressed, both in school and extending beyond the classroom and into the family and community.
- Be given additional support if they need it.
- Develop skills for collaboration.
- Be given the chance to achieve their full potential, whatever their talent or background.

Parents will:

- Receive regular updates that give clear understanding of what their child can do, how they can progress and what help can be given at home.
- Be involved with their child's learning and in planning their future.
- Be able to access an improved learning offer.

Teachers and support staff will:

- Have high expectations of every learner and participate in high quality professional development to equip them with the skills for personalised learning.
- Share good practice and innovation.
- As recommended by the Gilbert Report (2020 Vision) have CPD mainly school based with a focus on teaching, learning and assessment; it will integrate with daily practice.
- Have access to and be able to interpret data on each pupil to inform future teaching and learning.

ICT is central to our ambition to provide further opportunities for:

- Online Individual Learning Plans
- Developing interactive Schemes of Work
- Assessing pupils and tracking progress
- Providing better access to resources
- Communication with parents
- Online reporting pupils' progress and targets for students and parents
- Curriculum planning in collaboration with learners.
- Management and administration within schools
- Communication with potential employers and local community groups

How schools will enable access to a broad and balanced Key Stage 3 curriculum that meets the needs of learners and is aligned to the National Secondary Strategy

(add section from Rachel Bendefy)

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

How the local authority will ensure that there are coherent area-wide plans for the development of the 14-19 curriculum, including delivery of the 14 specialised Diplomas, and how BSF and local LSC investment will reflect these

91. Campus Luton is a framework within which all of the individual institutions and partner organisations charged with providing education and training to the young people aged 11-19 in the town assume and discharge a shared responsibility for the quality of the experience provided for and the outcomes achieved by the young people. Secondary schools and academies liaise closely with primary schools to ensure that effective arrangements are in place to enable continuity of learning and progress from Year 6 to Year 7. Similarly, Secondary schools, academies, colleges and work-based learning providers liaise closely with each other to ensure that effective transition arrangements are in place at the end of Year 11.

Principles and Ethos

92. Campus Luton exists because we believe that we are more effective advocates for young people when we work together. Whilst it is important that the unique character of each institution continues to be recognised and celebrated, our central belief is that the capacity of the whole is greater than the sum of its parts. This is encapsulated in the phrase *all together better*. Schools, Colleges, the Local Authority, the University of Bedfordshire, work-based learning providers and other partners work together to enhance the range of what is provided to learners while continuing to improve the quality of the learning experience for all those involved. We strive to emphasise creativity and enjoyment in teaching and learning, guided by current research into the conditions that make for effective learning.

93. We believe that in working together in partnership we will be able to provide stronger leadership and enhanced provision in order to inspire young people in learning and help them to develop the values, skills and knowledge required to prepare them for adult life. We aim to provide high quality teaching and active, engaging learning experiences. We want young people to have an influential voice in shaping their own learning so that they remain highly motivated, well informed and equipped to achieve the highest standards.

How the local authority will work in collaboration with the local LSC and other local stakeholders to ensure that the full 14-19 entitlement will be available for learners by 2013 and participation rates increased

94. The initial Campus Luton 11 to 19 Secondary Strategy was produced by the Partnership in 2004 as a five-year strategy for raising attainment and improving secondary education in Luton. Our vision has not changed but the partnership recognises the need to revise its plans to ensure that the vision reflects the changing educational landscape. Since the publication of the strategy in 2004, amongst the many changes, the two Luton Colleges have submitted plans to the LSC Capital Programme for a re-build of their institutions; Luton has become involved in Building Schools for the Future; there have been substantial changes to the curriculum, including the introduction of 14-19 diplomas; and two of our schools have become Academies. Our Campus Luton 11-19 Strategy 2008-2010 captures, in summary, our vision as:

95. Working together for achievement and access for all:

- Together, we will engage and inspire young people in learning. We will demonstrate strong leadership and commitment to a shared vision and we will ensure that all young people are confident and take pride in being educated in Luton.
- We will offer high quality teaching and active, engaging learning experiences. We will ensure all young people have the opportunity to develop the values, skills and knowledge to prepare them effectively for adult life.

96. The LA and CLP will seek to ensure:

High participation in learning

97. We will motivate all young people to value, engage and succeed in learning as a means of personal fulfilment and as a route to further learning and to satisfying and rewarding employment. We will work together to help remove barriers to access, so that all young people can reach their potential.

A modern curriculum

98. We will provide a co-ordinated and cohesive curriculum offer that will meet the learning needs of all young people. Young people will be able to select from a range of learning pathways enabling them to acquire the qualifications they need to progress to further learning and employment. This will require us to share resources, responsibilities and expertise. Our curriculum will also reflect the social and emotional aspects of learning and help promote greater social and community responsibility.

High achievement

99. We will raise the achievement and attainment of young people in Luton through the work of a dedicated team of educational professionals, delivering high quality learning experiences.

100. All young people will have the opportunity to:

- acquire the knowledge, skills, qualifications, attributes, values and attitudes which will enable them to succeed in their lives;
- benefit from high quality, impartial information, advice and guidance to support their development and progress; and
- have an influential voice in shaping their own learning.

Entitlement

101. The planning and range of curriculum provision and in particular its inclusiveness was rated as outstanding in the 2008 JAR being sited as a major strength.

102. Campus Luton has worked hard to ensure collaboration is meaningful across the Partnership and is learner centred. Our secondary schools, Sixth Form College and Further Education Colleges and Work based Learning Providers will continue to collaborate in delivering the 14-19 entitlement for young people, maximising qualification reform to ensure young people have the skills knowledge and experience needed in a world where work is undergoing significant change.

103. The Partnership has agreed to implement shared learning days across Campus Luton to enable equality of access for learners to collaborative curriculum opportunities. We are committed to finding collective solutions to potential barriers to access for learners. Provision is organised to minimise transport difficulties and are seeking a long term solution by contributing to LBC's Sustainable Transport Strategy. Travel to learn information incorporated in our 14-19 Prospectus is to be enhanced.

General Route

104. Following the 2004 Area Wide Inspection, significant capital funding (£1.5 million) was invested by LBC and the LSC in expanding vocational provision in accordance with local skills requirements.

105. This provision has expanded the range and breadth of the pre-16 curriculum which is delivered collaboratively through partnership working with Schools, Colleges and other Providers.

106. Schools offer a Core Curriculum in line with national requirements and School specialisms which is enhanced by the collaborative provision which includes Level 3 programmes for Gifted and Talented students.

107. There is a wide general curriculum offer available for 16-19 learners across Luton. Barnfield College runs an extensive network of community-based courses, an expanding range of higher education programmes and is a major operator of Apprenticeships through Barnfield Training Services. It also provides a range of vocational courses from basic to Foundation Degree levels. Full-time and part-time courses are designed to develop skills and knowledge to support chosen career paths or to enable progression to employment or further University study. In its most recent Ofsted Inspection in June 2007, the College received Grade 1s in all categories except Achievement and Standards where it achieved a Grade 2.

108. Luton 6th Form College supports young people in academic and vocational education and was awarded Beacon Status in October 2004. The College excels around equality and inclusion practices and in its most recent Ofsted Inspection in October 2008, the College received (to be added once Inspection outcomes in public domain)

Diploma Route

109. Campus Luton is committed to delivering the Diploma entitlement and has agreed an implementation time line. In agreeing the timeline partners considered regional labour market information and local job opportunities, delivery strengths, and elements unique to Luton e.g. Luton Airport and Luton Carnival Arts Centre.

110. Our strategy is built on existing good collaboration, all Campus Luton partners form the Diploma consortium ensuring that all young people have access to each Diploma as it comes on stream. Strategically we aim to deliver each Diploma line collaboratively maximising Institutional specialisms, expertise, facilities and workforce capacity.

111. We currently offer 1 line of learning in IT, with a further 2 coming on stream from Sept 2009. Subject to success in Gateway 3, Luton will offer an additional 5 lines of learning from Sept 2010.

112. The Diploma Management Group which is a standing group within the Campus Luton structure will continue to review and implement strategy including the refinement of partnership protocols and funding mechanisms.

113. The Diploma Line of Learning Groups will plan delivery for each individual subject area including the development of schemes of work incorporating work related learning opportunities in line with our employer engagement strategy. Key roles and responsibilities have been identified for all partners including the Lead Institution for each Diploma.

Apprenticeship Route

114. Given the Government's ambition to significantly increase participation in Apprenticeships within the next decade, Campus Luton will continue to work with its representatives of the Bedfordshire and Luton WBL Provider Network to ensure Providers are guided and supported through radical changes including the introduction of the Vacancy Matching Service (NAVMS) and the roll out of the National Apprenticeship Service (NAS).

115. The Apprenticeship 'offer,' including entry criteria is regularly shared with Information, Advice and Guidance (IAG) providers and other stakeholders across Campus Luton. IAG providers will ensure that all young people get objective impartial information and advice on vocational learning offer open to them, addressing uncomplimentary stereotyping of Apprenticeships.

116. As part of the national UK Vocational Qualification Reform Programme (UK VQRP), Sector Skills Councils are revisiting and rationalising sector qualifications. From 1 August 2009, the LSC will start to 'turn off' funding for predecessor qualifications. By 2010, QCF will become a regulatory framework for Apprenticeships, with funding being gradually solely redirected to the new qualifications. It is expected that all general qualifications including GCSE's and A-levels as well as Apprenticeships will be included in the QCF, enabling easier movement between 14-19 Diplomas and Apprenticeships.

117. Campus Luton has commissioned consultancy to look at the capacity of WBL Providers across Bedfordshire and Luton to meet targets specified in the Leitch Report. This will be utilised to inform LBC Commissioning volumes for 2010 and to maximise Apprenticeship provision through LSC tendering rounds.

118. We have plans to expand our Young Apprenticeship Offer and are currently bidding to deliver 4 YA's from 2009 linking these to provider specialisms.

Foundation Learning Tier

119. There are three providers offering post-16 learning in Luton who are currently involved in delivering QCF qualifications and progression pathways to learners as part of the phased implementation arrangements. Barnfield College is offering pathways to Independent living or supportive employment and First full Level 2 in ICT and Health & Social Care; Ridgemon Training is offering pathways to Construction apprenticeships and Education Business Partnership is offering pathways to Childcare and Administration apprenticeships. During Autumn 2008 and Spring 2009 FLT will be a standing item on the agenda at the Local LSC Work Based Learning Provider Network meeting where providers will receive regular updates in respect of how the phased implementation is happening locally as well as briefings on progress from a national perspective. LSC Partnership managers will initiate discussions with FE Colleges during the Spring of 2009 to ensure their readiness for full implementation in the Autumn of 2010.

Gifted and Talented

120. Please refer to information contained in Paragraph 65.

Aim Higher

121. The fundamental purpose of the Bedfordshire Aim Higher Partnership is to raise participation in higher education from among those social groups who are currently under-represented. Aim Higher Luton works in partnership with schools and colleges and other agencies to deliver a coherent and progressive programme of aspiration raising interventions for identified learners designed to enhance progression through school and college and into Higher Education. The Aim Higher strategic and operational plans are directly linked to the 14 – 19 strategy and other local and national initiatives including the Gifted and Talented programme.

Employer Engagement

122. Our work with employers has been driven by a clear strategy called the Index Model, which has been developed with employers who participate at many levels within Campus Luton. This has received recognition by the NCSL, who have used it as a model of good practice. There are strong and effective links with the local Education Business Partnership (EBP), the Work Based Learning Provider Network, LBC Economic Regeneration Team and Sector Skills Councils who contribute to the development and delivery of programmes. Building on the Best Report (DCSF) is being used as a template for good practice across LBC and will inform future plans.

How the specialist status of schools will be used to support the development of the 14-19 entitlement

123. The timescale for BSF is very appropriate to support the development of specialist diplomas by providing the opportunity to develop the necessary specialist accommodation and we are currently in the process of bidding for Diploma funding to support the development of a new Construction and Built Environment facility at Stopsley High School. Design plans for the schools are intended to reflect the vocational and other specialisms of each, whilst maintaining a core provision for Key Stage 3. The BSF Change Plan includes consideration of the curriculum, staffing and financial implications of such shared facilities and joint courses. Work has already started with pilot courses. The revenue plans for maintenance of buildings and ICT will retain these facilities at a high standard.

124. The phased approach to BSF will allow an iterative solution to be developed to ensure complementary linkages between school specialisms and the appropriate delivery of diplomas.

How the local authority will ensure that advice and guidance is available to 14-19 year olds

125. Since April 2008, the Integrated Youth Support Service (IYSS) in Luton has a lead role providing information, advice and guidance (IAG) to 11-19 year olds, as one of its key functions. The Authority has responsibility for ensuring that the IAG standards are met across the Borough.

126. There is a Personal Adviser attached to every school and college in Luton to provide impartial information, advice and guidance. Fully qualified Personal Advisers have either a Level 4 NVQ in Advice and Guidance or in Learning Development and Support Services.

127. IYSS are in the process of recruiting a full-time post holder who will sit in the 14 to 19 team. The post holder will support schools, colleges and Pupil Referral Units in providing their statutory responsibilities to deliver IAG as well as advising on best practice.

128. A Luton Curriculum Network group for Careers Education and Guidance is attended by a representative from each school and college provides a Forum for sharing good practice and an opportunity for staff to keep up to speed.

129. IYSS produce a range of materials covering careers, education, relationships and personal choices. All young people living or being educated in Luton can access the careers package E-Clips. Additionally every young person in Luton can access a web based package called 'Fast Tomato'. *My Progress File* software is being purchased for all institutions and will be linked to ongoing development of the on line prospectus.

130. Luton, with its 14-19 partners, has recently launched the 'Forward Together' online prospectus'. This is a comprehensive one-stop information tool for 14-19 year olds in Bedfordshire and Luton which gives easy access to a wide choice of courses and providers. The prospectus provides information on GCSEs, Diplomas, A Levels, college courses and work based learning opportunities such as apprenticeships. It gives young people the opportunity to make more informed choices about the different learning routes that are on offer as well as providing links to other major sites that can offer help and support. Although aimed at the 14-19 age range, the prospectus will also be of value to parents/carers, teachers, employers and younger pupils who may already be considering their future education and career choices. As well as a full range of courses and programmes, the prospectus offers:

- Impartial and independent advice
- A guide as to how the qualifications are delivered
- News and events
- Additional information and links
- An opportunity for providers to showcase their courses

131. In the near future, the prospectus will also include the Common Application Process (CAP), an online system through which all young people can apply for education and training opportunities by filling in a single form and submitting it online. More details of this initiative can be found at www.forward-together.org. The on-line prospectus ensures that young people are able to access impartial information. The website also has been adapted for young people with Learning Difficulties and Disabilities. There is a link on the IYSS website to the Forward Together website and also this is publicised through schools, colleges and training providers.

132. The Local Authority has led on the delivery of the September Guarantee with its partners Connexions (now IYSS) and the Learning and Skills Council.

133. There is a detailed operational plan in place which is followed up and reviewed each November. In 2007, 100% of young people had a recorded outcome leaving Year 11. In 2008, 98.3% of Year 11s had a recorded offer (with remedial work being done in October with these young people) and of the Year 12s eligible 100% had a recorded outcome.

134. The LSC and Connexions/ IYSS meet regularly to look at data and the CCIS reports are regularly fed into the LSC. The IYSS keep the LSC up to date with indications for gaps in provision and in both 07 and 08 the LSC identified funding to secure provision to ensure that the Guarantee was met. However in both years existing provision was sufficient.

135. The IYSS work with schools and colleges to identify students who have not been offered a place in learning and also to update on the CCIS database those students who have an offer; this enable IYSS staff to deploy staff expediently over the Summer

How the local authority will consult with the local FE sector to ensure that it is fully integrated into the delivery of the 14-19 curriculum and strategies to improve post-16 staying-on rates

136. Local FE colleges and the LSC are full members of the Campus Luton Partnership which meets on a monthly basis. CLP is involved with the planning and delivery of the 14-19 curriculum, including targets to improve post-16 stay-on rates.

How the local authority will ensure that the BSF programme is encompassing the need to review and revise FE provision

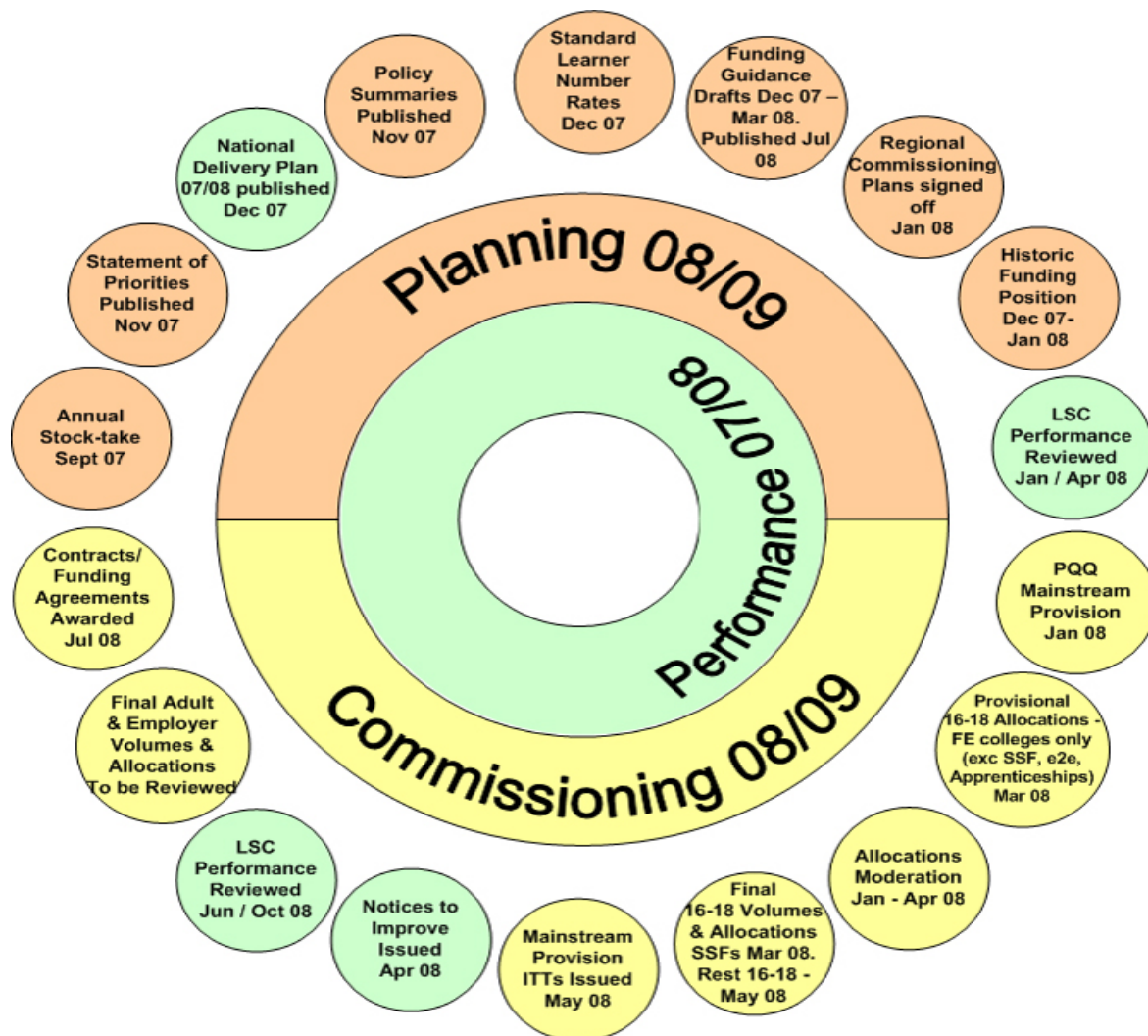
137. Implementation of the 14-19 Education Plan for improvement of standards and quality 14-19 will require investment to expand provision in order to ensure all young people have access to all their entitlement, both in terms of capital and revenue.

138. Whilst some of this funding can come from better use of existing budgets, the strategic partners will

take every opportunity to access funding from a range of sources, maximising investment in 'Building Schools for the Future' and the LSC's 'Building for Skills' Programme.

139. The dialogue around commissioning will be ongoing throughout the lifetime of the 14-19 Education Plan and will evolve as MOG transition arrangements, infrastructure and support are clearer.

140. In the short term, what we do know is that the majority of funding that will be commissioned will be currently what's described as LSC core funding, and will therefore, between 2008 and 2010, be driven by the LSC Business Cycle (see diagram below). The LSC and LA will work to align other funding streams, described below, to improve planning and delivery within the 14-19 sector in preparation for 2010.



141. Demand-led funding signifies the first step towards a common 16-19 funding and planning system and this year will be introduced to all LSC providers of post-16 provision.

142. The demand-led model of funding will mean that in year recruitment and past delivery performance will be used, alongside anticipated growth/reduction to inform the funding allocations for the year. Growth in participation, but not for breadth, will be consolidated into the baseline. This means that the allocation will be based on up-to-date, in-year data resulting in a system that is responsive to learner choice and ensures that the funding will follow the learner. For those institutions who recruit above their plan the funding will be guaranteed in their following year's allocation by consolidating this growth into the baseline, thus hopefully improving participation and success.

143. Significant new or changed provision will be offered to schools, colleges and providers through the commissioning process. This will allow growth to be allocated by negotiation against needs identified, and 16-18 competitions for growth over 200 places, including new provision following school presumptions.

144. LSC funding accounts for all 16-19 core provision in FE colleges, school sixth forms and work based learning providers.

145. The LSC and LA will prioritise funding focused on meeting the skills and employment needs of our local area and our local targets and sectors. The key sector priorities in the East of England have been identified in conjunction with the East of England Skills and Competitiveness Partnership (EESCP), the East of England LSC and Milton Keynes South Midlands (MKSM) Growth Area.

146. Sector Priorities include the following:

- Construction (The built environment)
- Health and Social Care (including early years and play work)
- Engineering and Manufacturing
- Leisure, Tourism and Hospitality
- Logistics
- Retail
- Food and Drink Manufacturing
- Land Based industries

147. In addition, the following areas have been identified as priorities for the development of specialist skills and employment opportunities locally, and should therefore be considered.

- The expansion of Luton Airport
- 2012 Olympic and Paralympics Games

To what extent is the local authority ensuring effective integration of education and other services to support delivery of the Every Child Matters agenda and other relevant corporate priorities?

What arrangements are in place, both within the local authority's Children's Services and with its external partners (including Primary Care Trusts), to ensure that BSF enables joined-up planning, funding and delivery of integrated services for children, particularly through extended schools provision e.g. Children's Trust developments

148. BSF will act as a catalyst and provide the opportunity for integrating services for children and the wider community. The Authority is reviewing its provision and considering how to make best use of the opportunity. Active review is ongoing to identify school sites with the potential for providing a physical base for wider services and how ICT and other forms of communication can enable better provision. The BSF Project Board is charged with bringing about this greater integration of services.

149. Add section from Margaret Birtles

What arrangements are in place to ensure that BSF supports relevant corporate priorities (e.g. neighbourhood renewal and regeneration), as well as the new duty placed on schools to promote community cohesion

150. Add section from Margaret Birtles

How the plans under BSF support the local authority's priorities in their Children and Young Persons' Plan (CYPP)

151. Refer to relevant Wave 3 SBC/OBC documentation

How the local authority will ensure that the plans for extended school and community use provision are

based on a realistic audit and assessment of need, taking into account the views of children, parents and the wider community

152. Add section from Tracy Cowan

What progress is being made in joining up available funding streams, (e.g. Sport England and Football Foundation) to maximise the potential for offering sports facilities for community use

153. Add section from Huw Jenkins

How the proposals will support schools in achieving and sustaining the Healthy Schools Standard, including the opportunity of up to four hours of sport a week (both within and without normal school hours), healthy eating and improved kitchen/dining facilities

154. Add sections from Huw Jenkins

How does the local authority plan to champion the needs of all pupils, (including those with SEN)? – Anne Fitcher to review this entire section

How the proposals will improve provision for children with special educational needs

155. Luton has a national reputation as an inclusive authority. Since 1997, its strategy for SEN and inclusion has been based on 5 key principles:

- To continue the investment of resources and funding into Luton's mainstream and special schools
- To maximise opportunities for Luton's children and young people to have their special needs met within Luton
- To increase opportunities for pupils with SEN to attend their local mainstream school
- To reduce reliance on SEN statutory procedures (statements)
- To increase the ability of all Luton's schools and educational settings to meet the needs of pupils with a wide range of needs successfully

156. The following have been identified as BSF and Campus Luton priorities and build upon the above:

- Enable as many students with SEN as possible to access the enhanced curricular offer inherent in Campus Luton arrangements within a mainstream school setting through improved accessibility and effective learning support
- Strengthen existing support and establish identified provision for students with communication and interaction needs
- Strengthen existing support and provision for students with behaviour, social and emotional difficulties, thereby reducing costly out-borough placements
- Enhance the quality of existing borough-wide integrated provision for students with significant visual, physical and hearing impairments
- Enhance the quality of existing borough-wide provision for students with significant and complex learning difficulties, including those with more severe autistic spectrum disorder

Existing provision

157. Most young people with SEN aged 11 – 16 in Luton are educated at their local mainstream school with additional support. From September 2009 there will be two provisions attached to mainstream schools for young people with social communication difficulties. There is also a provision for those with a hearing impairment and for those with a visual impairment or physical difficulty; a Key Stage 3 and a Key Stage 4 PRU. Those young people with significant and complex needs attend a secondary special school, Woodlands.

158. Further education for 16-19 year olds is offered at Woodlands special school to those students with high dependency needs, for whom current local college or other post 16 provision is currently inappropriate. Students follow programmes of study leading to national accreditation, with the main focus on developing daily living skills and personal management/decision-making skills to support students when they finish school. Woodlands has recently received capital funding from the LSC to extend its existing post 16 provision, and is now able to offer continuing educational opportunities for 24 such students. This development has reflected parental concerns about the range of courses, level of support

and extent of provision available to such students in local college settings.

159. In order to provide more local options for students with the most significant disabilities as an alternative to residential specialist college placements, the LSC has developed its 'Improving Choice' initiative. This seeks to provide packages of individual learning and support for young people and adults aged 16-25 in Bedfordshire and Luton (drawing on a range of budgets/services). LBC has won the tender to provide the brokerage service for these packages from November 2008 and it is hoped that this will increase the take up from Luton still further.

160. Some steps have been taken to extend the range of learning opportunities available to students with LDD (beyond Woodlands), building on the existing range of 'taster' courses in colleges at 14-16, and work-based learning options at 16+ (e.g. E2E).

Strengthen existing support and establish identified provision for students with communication and interaction needs

161. It is proposed to support high school staff and post-16 providers in developing greater confidence and expertise in communication and interaction difficulties through:

- The ongoing provision of training to high school staff on disorders and relevant teaching strategies from the Social Communication team in Access and the outreach service at Woodlands School. (The latter also provides some support to post-16 providers)
- Ongoing advisory teacher support to High Schools regarding individual pupils from the Social Communication Difficulty team with Access and the Outreach Service from Woodlands School.

162. It is also proposed to develop 3 co-terminus area provisions on the site of identified secondary schools (currently Lea Manor and Stopsley have such a provision) specifically for students with more severe communication and interaction difficulties. This would be in keeping with the collaborative area model of Campus Luton and support students in attending school-based provision within their community. Provisions would have access to support from Access teams, CAMH and social care as appropriate.

Enhance the quality of existing borough wide integrated provision for students with significant visual, physical and hearing impairments

163. The following actions are proposed:

- Ensuring all schools are fully compliant with the Disability Discrimination Act, and have effective acoustic enhancement and appropriate decoration to support the needs of VI pupils
- Developing Putteridge High School with an enhanced centre for PI/VI pupils centrally sited within the school, as outlined in a recent provision review. This includes a new build of one classroom (80 sq m) adjacent to other facilities including clean room, changing facilities, toilet for disabled pupils, adjustable work surfaces, electric doors, adequate number of lifts, hoist shower and room for therapies/preparation area. The development of a therapy pool would also be desirable. For VI, additional ICT support and the provision of a Braille tutor/qualified teacher in VI is required.
- Developing Icknield High School provision to include soundproofed rooms for small group work, appropriate ICT equipment in a dedicated suite, and access to trained communicators, teachers of Deaf/Speech and Language Therapists as appropriate

Enhance the quality of existing borough-wide provision for students with significant and complex learning difficulties, including those with more severe autistic spectrum disorder

164. The proposed actions include:

Continuing to develop close links with mainstream schools and post-16 providers to allow flexible in-reach and out-reach support. Woodlands School Outreach Service provides the following specialist advice:

- Advice and Training re: use and moderation of 'P' Scales
- Advice and Support for pupils with Autistic Spectrum Disorder (ASD) and challenging behaviour (close links with relevant mainstream provision)

- Accessing learning through ICT/Interactive Whiteboard and other technological equipment
- Transition planning from school to college and beyond for pupils with severe, profound and complex needs
- Moving and handling assessments, advice and training (Centaur)
- TEAM TEACH training
- Advice and support for accreditation for pupils with severe and complex needs
- Extending opportunities to enable the participation of all students at Woodlands School in Layer 2 curricular opportunities (outlined in the 14 – 19 provision document) as appropriate.
- Continuing to monitor and develop the recently established therapeutic provision at Woodlands to support a small number of students with very highly complex needs, in association with social care and Child and Adolescent Mental Health (CAMH) colleagues
- Considering the development of a long-term residential resource linked to Woodlands and onsite provision for short breaks attached to the school, in association with social care colleagues

165. It should also be noted that improving outcomes for children with disabilities has been identified as a key focus for multi-agency working within Luton's wider Children's Services and is expected to lead to close integrated planning and support across all agencies for children and young people with complex learning needs.

How BSF will improve disabled access, and enable inclusion of children with SEN

166. Regardless of need, all pupils with SEN and Disability (including behaviour) will require accommodation, which enhances pupils' access to a broad, balanced and relevant curriculum. Building design needs to support learning in being relevant, dynamic and personalised for all learners, thereby reducing the incidence and nature of challenging behaviour, opportunities for bullying, disaffection and social exclusion.

167. Key implications are as follows:

- BSF school buildings to be rebuilt/refashioned to address fully existing shortcomings in respect of the Special Education and Disability and Discrimination Act (SENDA), thereby enabling inclusion of more disabled students in their own school and accessibility to enhanced curricular opportunities in other local establishments. This should include full acoustic enhancement and decoration suitable for those with visual impairment.
- BSF schools to include a range of flexible specialist and generic learning areas to accommodate large and small learning groups (theatre style rooms, workshops, individual computer pods and tutorial space, small group conferencing, time out facilities, working space for staff and for a range of multi-agency professionals etc) serviced to meet all needs and disabilities, together with the latest developments in ICT to enhance access. This should include opportunities for video conferencing as well as personalised individual study. Student café and common room areas should be open and inviting, blurring boundaries between formal and less formal study. The emphasis must be on flexible and inclusive learning space so that functions can change as do needs and requirements over time.
- BSF schools to have as few corridors as possible to ensure that all learning and leisure space remains open and accessible thereby eliminating 'blind spots' where challenging behaviour and bullying is potentially invited.
- BSF schools to have a common system of electronic registration to allow quick resolution of possible truancy and absence to ensure that schools are able to discharge their duty of care to students.
- Light, durable materials to be used with increased use of transparent media (glass, perspex etc.) so as to propagate a sense of shared responsibility of behaviour and activity outside classroom/workshop areas.
- Onsite specialist provisions to be fully accessible and inclusive to all students to dispel the negative influence of special or different spaces that currently segregate special needs provision from mainstream facilities and activities.

- Offsite or co-located provisions to reflect the design requirements for mainstream schools and provisions listed above.
- All designs to meet relevant health and safety requirements.

What consultations have taken place or are planned on any proposed changes to SEN provision

168. Proposals have been formulated through consultation with schools, post-16 providers and Elected Members of the BSF Commission and seek to enable as many students with special needs as possible to access the enhanced curricular offer inherent within Campus Luton arrangements as follows:

- Within Campus Luton arrangements, individual pupils remain on roll in their 'home' establishment and attend another area school on a full/part-time basis for an agreed period of time where appropriate activities/approaches were offered. This enables students to attend school within their own area community and benefit from the wider curricular offer.
- Given that all schools will be compatible with Disability Discrimination Act requirements, it is proposed that students with less severe hearing, physical and visual impairments, those with less severe behaviour, social and emotional difficulties and less severe cognitive difficulties will participate in the collaborative working model within Campus Luton, wherever possible. These students are likely to benefit from the greater emphasis on personalised learning and personal responsibility inherent in the model. The proposal to include students with special needs within Campus Luton arrangements has implications for the consistency of behaviour and learning expectations for individual students across establishments which could be managed via their individualised learning plans.
- It is anticipated that the inclusion of students with special needs in such arrangements can be supported via existing multi-agency forums such as School Liaison Meetings (comprising Access teams, social care, IYSS and health professionals) and subsequent support arrangements for individual students, awareness raising and training for school staff and consideration of wider school issues. Anticipated developments include access to a small amount of outreach work from Woodlands via School Liaison Meetings, an extension of CAMH school-based support (currently being piloted in BIP High Schools) and closer links with IYSS.
- Since young people with Statements of Special Educational Needs are eligible for consideration of transport to and from school for journeys in excess of 3 miles, it follows that additional costs are likely to accrue where they move between school sites during the day. Students with mobility difficulties may need transport for even short distances, particularly if they have little time to get from one site to another. All transport arrangements made need to ensure that all students arrive at their destination ready to learn, as well as meeting health and safety requirements.
 - Where students are expected to make their own way to other establishments (including those with SEN but not in receipt of SEN transport) schools will need to be alert to the possibilities that this presents for truancy. Both the 'home' school and the receiving school will require tracking and monitoring systems, including designating staff time to check and follow up on students moving between locations. It would be advisable for the BSF programme to work with individual schools to explore the use of electronic registration systems and the various types of personal recognition systems (e.g. thumb printing and 'credit cards') that are beginning to emerge. Where problems are identified with truancy between locations, schools will need to apply their usual range of strategies and sanctions. Where issues persist, and where appropriate, referral should be made to the Education Welfare Service.
- Over time, Campus Luton will offer some post-16 courses on the premises of high schools. This is likely to benefit young people with SEN who have been educated in mainstream settings, enabling them to gain confidence, maturity and a further qualification in familiar surroundings.

How PRU provision will be improved to ensure access to a wider, broad-based and balanced curriculum

169. Currently the LA has two existing PRUs (40 places in total) with a proposal to develop a third (20 new places) as part of Wave 6. However, PRU provision is under review in the light of the following:

- a range and variety of learning spaces/facilities that provide and promote greater inclusivity within

- a mainstream school setting
- further development of personalised learning to meet the learning needs and aspirations of the individual
- greater emphasis on outreach support to mainstream settings from both Woodlands and support services such as Access teams, social care and CAMH professionals as appropriate.
- reducing the stigma of pupil attendance at PRUs
- reducing the vulnerability of PRUs to fall into an Ofsted category
- neither of the existing two PRUs has security of tenure in their current location

170. Two existing education sites are to be come available as a result of BSF investment (Barnfield South Academy is to move to a new site in January 2011 and Woodlands Secondary School (Special) is to be co-located to the Icknield Campus no later than September 2013). Thus, this provides the LA with options for the re-siting of the existing PRUs and the potential development of alternative learning provisions to cater for 60 pupils on one or both of these sites.

171. Add further information following meetings with PRU heads (6th Jan 2009) and secondary heads (15th Jan 2009).

How the proposals will help in improving attendance and behaviour, and in reducing bullying

172. Proposed actions include:

- Continuing to strengthen the quality of the Behaviour Support Service in terms of support and training offered. The Behaviour Support Service has been recognised by schools as a year-on-year improving service (source: Audit Commission Surveys)
- Continue to engage senior managers with responsibility for behaviour across all high schools and post-16 providers in identifying ways forward for collaborative working and sharing good practice across/within Campus Luton consortia
- Focussing on the dissemination of good practice by high school that benefited from the Behaviour Improvement Programme
- Including students with behaviour, social and emotional difficulties in enriched curricular arrangements of Campus Luton wherever possible i.e. attending another area school on a full/part-time basis for an agreed period of time where appropriate activities/approaches are offered (see above). For a small number of students at risk of experiencing difficulty with these arrangements, trialling the effectiveness of 30 minute weekly sessions with a personal tutor is proposed to support an individualised learning programme
- Enhancing existing Learning Support Units across the town to specialise in particular activities or behavioural approaches such that students with more pronounced BESD may benefit from short-term access to an enhanced LSU in another establishment

How the proposals will ensure the safety and security of the school community, and support local crime reduction strategies

173. (add section from David Snape)

How the proposals ensure improved achievement for underperforming groups and for those who are at risk or vulnerable

174. Alternative curriculum - there are now more than 15 sites at which students in the secondary sector can access learning for a minimum of 18 hours per week for at least 28 weeks of the school year. The recent acquisition of additional funding sources, including LiC, SEP and ESF has attracted a wider range of 14-16 providers to Luton, including some who provide shorter term projects and qualifications, off-site support, mentoring and outreach and group work in schools. Access to these funding sources has been centrally co-ordinated to target specific groups learners

175. The LA will continue to develop the range and quality of provision through systematic monitoring and staff training. Providers will be supported in developing accredited learning pathways for learners at pre entry and FLT level.

176. The LA has one PRU which provides places and support for pupils who have been excluded or are deemed to be at risk of exclusion at Key Stage 4. This Unit provides an extensive range of accreditation opportunities as well as the normal GCSEs in English and Maths. It has a 90-100% history of EET over the last 3 years enabled by strong partnership working with Connexions (IYSS).

177. The LA also has another small group of similar pupils who undertake extensive work on preparing for GCSEs begun in schools through a virtual school network and there are plans to develop this further.

178. Campus Luton partners see the alignment of complementary funding streams (Schools Engagement Programme, IiC, ESF and E2E) to bring coherence to programmes for vulnerable young people as fundamental to their effectiveness this remains a key priority.

How the proposals take account of the faith needs of the local community

179. Luton currently has no proposals to develop additional faith schools apart from the proposal to enlarge Cardinal Newman VA RC Secondary School. The majority of pupils, including meeting their faith needs, are catered for in their local mainstream school.

What is the local authority's change management strategy for achieving transformation through BSF (including Continuous Professional Development and Workforce Reform)?

How the proposals ensure that a change management programme will be put in place to prepare all staff (in schools and the authority) to implement new policies and teaching/learning practices

180. In Luton we are bringing about a cultural change in schools through remodelling the school workforce and providing significant opportunities for the development of the staff who comprise the workforce. Teachers are being enabled to concentrate on the core business of teaching and learning to raise the achievement of young people in the town. This is being achieved by:

- The development and implementation of an overarching strategy for the professional development of staff working in schools.
- The introduction of new support roles in school, which has enabled the transference of certain key tasks (e.g. examinations officer; time-tabled; cover supervision) to non-teaching staff.
- The implementation of new staffing structures and job descriptions, including teaching and learning responsibilities.

181. These processes are laying strong foundations for the developments that will be accelerated further through the BSF programme.

How the local authority will provide training and development opportunities for school staff to support them in delivering new methods of teaching and learning, encompassing ICT, the 14-19 entitlement, personalised learning, ECM and issues arising from workforce remodelling

182. Key to our developments is the continuing professional development available to all of the school workforce. This involves:

- Providing training in change management for leaders at all levels in schools teams, governors and LA staff.
- Sharing a vision for the development of staff based on the notion of "teacher as learner" and supporting the development of a coaching methodology for staff development in schools and colleges. Providing continuing training in pedagogy (including behaviour management skills) for teachers and support staff particularly with regard to the use of new technologies and types of learning spaces
- Developing management skills for teachers and teaching assistants working together.
- Developing and running a programme for Higher Level Teaching Assistants (HLTAs) in conjunction with the University of Bedfordshire

- Supporting innovative approaches to workforce reform. A growing number of secondary schools have established a team of “in house” cover supervisors. The manager of the Lealands Team is working with other schools in Luton to spread good practice.
- Providing the opportunity for profiling teaching assistants against the national competencies (National Vocational Qualification (NVQ) levels 2 and 3; and the Higher Level Teaching assistant (HLTA) standards) and as a consequence putting in place a level 2 ICT course on the theme of “Using ICT as a tool for learning” for teaching assistants. This course was supported with LSC funding.
- Continuing development of staff in roles that have emerged through other initiatives (eg. learning mentors, family workers, the extended schools programme).
- Putting plans in place to enable staff to access the common core competencies for the wider school workforce (e.g. midday supervisors).

183. Rather than devise a local accreditation framework for staff development, it has been a guiding principle of work in Luton that colleagues should be able to access qualifications within the national frameworks for example those that are run by NCSL..

How the local authority will support individual school management teams to maintain and improve standards during a major building programme.

184. The School SIP, SIA and Secondary Teaching and Learning Consultants, together with the BSF Team, will provide both support and challenge to schools during the construction phase to ensure that decant solutions do not impact negatively on school performance.

185. A decant plan will be formulated by the LEP and LA in collaboration with the School's senior leadership team to ensure that construction activities do not have a negative impact on standards.

How will the local authority harness the opportunity of BSF to drive down carbon emissions from schools and promote sustainable behaviours among pupils and their communities?

186. The LA will consider the following opportunities:

How carbon emissions arising from schools' direct use of heat, power and transport will be reduced

187. Graham Neill/David Cham/Robert Garwood to provide information

- Encourage the use of bicycles
- Reduce transport use by the ensuring a good local community and support services facility within the school site as community hub - enhanced by the Luton 'reshaping the estate' agenda (the School Travel Plan is a document setting out a package of measures for reducing the number of car trips to school from parents, pupils and staff. More parents currently drive their children to school, causing congestion around school gates and on the roads during peak hours. The congestion caused also makes it more difficult for those who are cycling or walking to school).
- By designing the school to allow use of facilities in an efficient way - linked with a good services zoning strategy.
- By achieving a good BREEAM rating.
- By upgrading the fabric of the building to meet at least the minimum current standards, in respect of thermal/environmental performance.
- On refurbished schools ensuring that the retained estate has optimal energy efficiency measures applied to it
- By using biomass and other renewables
- BY ensuring controls - BMS, lighting, heating are properly programmed and users know and understand how to use them
- Using low energy fittings, (lighting - lumens/watt), powersave,
- Zoning of areas and creating cost centres to ensure accountability.
- Educating the users and monitoring and targeting energy usage.
- Ensuring all equipment is 'A+ badged'

How BSF investment will help minimise the effects of emerging extreme weather conditions, such as flooding

188. Graham Neill/David Cham/Robert Garwood to provide information

- By providing porous surfaces, drainage ponds and the storage of water for grounds maintenance to reduce the traditional rainwater drainage requirement - so reducing the impact on the surrounding area water courses.
- Natural ventilation and sun shading will be used to reduce heat build up in classrooms.
- The buildings level of thermal insulation will be enhanced, reducing the need for heating and cooling.
- The fabric will be more robust and hence will better withstand storm conditions. In particular large areas of old float glass will be replaced.
- By mitigating the effects of flooding by ensuring infrastructure - ICT, power, etc is shielded from the effects and/ or routed/positioned so as not to cause entire failure should flood defences be breached. Power cables and sockets at high level or IP protected.
- Summertime overheat - night time ventilation strategy.
- Zoning of areas with areas requiring less infrastructure on lower floors - more specialised areas (D & T, etc.) on upper floors in possible.
- Increased wind speeds, frequency, etc. - careful design and attention to detail to mitigate the effects -
- Doors with robust closers, etc to withstand effects and doors positioned so as not to be in a wind trap etc. Similar for windows.

How BSF will enable schools to showcase good sustainability practices in energy, water, waste, travel, food and procurement to their pupils, staff and communities

189. Graham Neill/David Cham/Robert Garwood to provide information

By the use of:

- Wind energy, woodchip boilers, low energy lighting, services zoning, sunshading, natural ventilation.
- Grey water recycling, Porous drainage.
- Clear on site waste recycling strategy.
- A good provision of cycle shelters, green travel plan.
- By low energy fittings, low water usage fittings
- On site food production - allotment - small scale

How BSF will improve the teaching of sustainable development through the provision of innovative learning environments, inside and outdoors

190. Graham Neill/David Cham/Robert Garwood to provide information

How BSF will catalyse further environmental improvement and regeneration efforts in the local area to improve local environmental quality and quality of life

191. Graham Neill/David Cham/Robert Garwood to provide information

ADDRESSING KEY ESTATE PROPOSALS (AND PROJECT PLANNING)

Procurement Strategy

191. The LA has accepted the LEP as the delivery model for BSF and a commitment to comply with the standardised approach including the following standard BSF contractual terms:

- template ITCD documentation
- template ITSFT documentation
- template output specification for PFI, Design & Build and ICT
- the Strategic Partnering Agreement

- the Shareholders' Agreement
- the PFI contract
- the Design & Build contract
- the ICT contract
- VA or other back-to-back agreements (where required)

192. The LA has identified a Selected Bidder with a view to reaching Financial Close in May 2009 and establishing a LEP. The Luton LEP, subject to satisfactory performance in Wave 3, will have exclusivity to design and build all Wave 6 schools as well as the opportunity to deliver a number of other projects such as the Primary Capital Programme, community facilities, leisure facilities, housing and LSC investment at Barnfield and Luton Sixth Form College as part of a strategic approach to the regeneration of Luton.

Assessment of Existing Asset Base and Pupil Numbers

An assessment of the number of pupils (in mainstream and special schools) that will be expected for each school in 10 years time

193. The Council has recently updated its population estimates for mid-2007 (October 2007) that suggests a total population figure of 203,800 against an estimate of 188,800 by the Office for National Statistics (ONS), a difference of 15,000. The greatest increases have occurred in the 5-19 and 20-34 year old age bands as a result of continuing inward migration which the Council believes has been underestimated by the ONS. Furthermore, an analysis of the gender balance for the 20-29 year old age groups, allied to the 5-19 increase, indicates that this inward migration is predominantly families rather than single males.

194. Our proposals take account of Luton's rising secondary pupil population that will require the development of 15,600 places by September 2018. Projections have been updated to include September 2008 actual numbers on roll (Appendix D) and this confirms the accuracy of the information already supplied in SfC 1.

Prioritisation of BSF investment

Proposals to develop plans into sequential phases of grouped schools based upon appropriate prioritisation in accordance with the Department's criteria of educational and social need (based on GCSE results and eligibility levels for free school meals); and the strategy for avoiding schools being "blighted" by the phased programme of BSF investment

195. Our approach to phasing remains unchanged from that indicated in SfC 1, having taken into account asset, performance, deprivation and capacity issues allied to the need to mitigate against potential blight. All Wave 6 schools are now working to this timetable.

Wave 6 – Phase 2

196. As part of Phase 2 of the BSF Programme, four schools will be entering the design proper stage following the establishment of the Local Education Partnership in May 2009 and all of these schools are subject to expansion proposals as follows:

- Cardinal Newman RC VA Secondary School - from 1210 (+240) to 1500 (+300) and equivalent to 60 per year group at 11-16 – Wave 6
- Ashcroft High School - from 1,120 to 1,350 (equivalent to 46 per year group) – Wave 3
- Lealands High School - from 910 to 1,050 (equivalent to 28 per year group) – Wave 3
- Stopsley High School - from 990 to 1,350 (equivalent to 72 per year group) – Wave 6

All of the above will require the publication of a statutory notice and the statutory consultation process will begin in the Spring Term 2009.

Wave 6 – Phase 3

197. The remaining Wave 6 Phase 3 schools will be entering the design proper stage in May 2010 and all of these schools are subject to expansion proposals as follows:

- Challney High School for Boys - from 825 to 1,050 (equivalent to 45 per year group)
- Denbigh High School - from 1120 to 1200 (equivalent to 16 per year group)
- Icknield High School - from 1,500 to 2,100 (equivalent to 120 per year group)
- Putteridge High School - from 1215 to 1350 (equivalent to 27 per year group)
- Woodlands School - from 145 to 175 (equivalent to 4 per year group at 11-16)

198. All of the above (bar Denbigh and Woodlands) will require the publication of a statutory notice and the statutory consultation process will begin for these schools in the Summer Term 2009.

Estate Options

Potential disposals, site acquisitions, amalgamations, new schools etc

199. All existing mainstream sites are to be retained and all Phase 2 and 3 projects will be subject to an increase in capacity. The co-location of Woodlands to the Icknield Campus will allow re-development of the existing site e.g. re-sited PRU(s)/alternative learning provision.

Consideration of grouping projects into sample schemes and subsequent phases within the Wave

200. Wave 6 has been split across two phases to maintain momentum of the overall BSF programme.

Indicative costs of the proposals for each school as approved by the local authority's technical advisors

201. David Cham is updating SBC information for inclusion – this will need to include proposed higher capacities where relevant and an indication of the percentage of new build, major refurbishment, minor refurbishment and do nothing areas so that FAM can be adjusted accordingly.

Consideration of significant risks likely to impact on costs

202. Please refer to the Risk Log (Finance) attached as Appendix E.

203. David Cham is updating SBC information for inclusion – this will need to include proposed higher capacities where relevant and an indication of the percentage of new build, major refurbishment, minor refurbishment and do nothing areas so that FAM can be adjusted accordingly. In addition, the following documents should be submitted with the SfC2:

Appendix F - A summary of the options appraisal carried out prior to selecting the preferred proposals

Appendix G - Drawings showing the planned scope of works for each school in the Wave

Colleges

204. Post 16 capital funding (excluding HE) will continue to be administered by the LSC nationally until the Machinery of Government (MOG) changes take effect and will include the 16-19 capital fund for new places in schools and FE colleges. In the recent publication "Building Colleges for the Future - the LSC's national capital strategy", the LSC outlines how the capital programme is designed to support the following objectives:

- Securing the right organisational solution and provider network in each local area
- Ensuring that qualifying 14-19 capital projects in the FE system and the schools sector are appropriately funded, and promoting collaboration between providers and funders to deliver the 14-19 curriculum
- Supporting vocationally excellent FE, voluntary sector and other qualifying providers that have been awarded the training Quality Standard
- Supporting sustainability and reducing the carbon footprint of the FE system and encouraging innovation in sustainable design and construction
- In order to take full advantage of training opportunities, the LSC will expect all contractors who access public funding to have in place a formal training plan that maximises access to apprenticeships, work based learning and other training opportunities.

205. Luton Sixth Form College has recently secured almost £50m from the LSC for their capital programme (estimated to cost circa £57m). The building work has just started on a programme which will see a complete rebuild at the existing campus. Firstly the new accommodation will be built on

existing playing fields. When the College moves in to this, the existing buildings will be demolished, new playing fields and car parks will be created and some of the newly released land will be sold off.

206. Barnfield currently estimate a total rebuild cost of around £97m. The College plans to redevelop its New Bedford Road Campus with a new building almost three times the size of the existing accommodation, to dispense with the campuses at Rotherham Avenue and Enterprise Way, to retain the relatively new York Street facility and to refurbish the Westbourne Centre in Bedford. The College is working on its bid and hopes to submit it to the LSC for approval in the near future

207. Dunstable College is to be demolished and completely rebuilt on its Kingsway Campus at an estimated cost of £40m. The project will commence in the Summer of 2009 and is being generously supported by the LSC.

ICT Managed Service

208. The local authority should provide a rationale for their chosen approach towards the provision of an ICT managed service, including:

An outline of how the local authority will manage the transition from current ICT arrangements to a new managed service

209. From September 2009, the ICT Managed Service Partner will provide a new MLE and hosted at a data centre in Luton to all secondary schools (excluding the two Academies). As schools enter the BSF programme the following will occur:

- The Managed Service Partner will provide a local choice catalogue from February 2009
- On remodelled schools, it is envisaged that the service will commence on completion of the first phase of construction, with full adherence to the payment mechanism on completion of the final phase
- For new build schools, the service will commence on hand-over of the new building
- The Managed Service Partner will provide broadband services from 1st January 2011 to all schools, regardless of phase.

An assessment of the minimum requirements for flexibility of the new service (i.e. schools 'buying in' to varying levels of service provisions)

210. The LA has already secured agreement from all schools to a £180 per pupil per annum contribution to pay for the managed service and a full refresh of the capital investment at appropriate points during the 10 year contractual period. The contributions will begin from service commencement date.

An outline of how the new ICT provision will be scalable and flexible for future investment, (i.e. integrating subsequent schools into the ICT provision)

211. The output specification for both the data centre and individual schools provides a fully scalable solution with regard to the integration of Wave 6 schools into the managed service.

An explanation of how the proposed ICT provision fits within the wider local authority and community context (i.e. where appropriate, outline existing corporate provision and other relevant contracts)

212. The corporate Information Management Department have been fully engaged as part of the ICT Workstream to ensure that the necessary interfaces between the LA and ICT Managed service partner are understood and in place at service commencement. This is particularly important with regard to the ICT provision for extended services such as IYSS and the multi-agency office accommodation which is to be located in each school. Broadband connectivity is currently supplied to all schools by the LA and this will be taken on by the ICT Managed service provider at the end of the current contract. It is possible that the ICT Managed Service Partner will also provide broadband connectivity for corporate services.

Affordability

Where co-located non-school facilities are planned and evidence of alternative funding sources

213. Margaret Birtles to add section – an existing agreement for IYSS and multi-agency offices already exists for every high school.

The extent to which ICT will be funded, (covering both capital and revenue) including an indication of funding sources and formal agreements and commitments (including schools).

214. The ICT provision for extended services will be fully funded by the LA for both capital investment and operational costs. The latter will be subject to local partnering agreements with each school for each of the extended services.

215. The completed Funding Allocation Model, reflecting the scope of works for each school in the wave, should be submitted to PfS prior to submitting Part 2 of the SfC. The SfC should include the outcome of the affordability/option analysis for the whole wave, presented in the form of a phasing table, which can be prepared by extracting the data sheet named “FAM summary” from the funding allocation model. This will be attached as Appendix H.

Consultation

216. The following consultations have underpinned the development of the Wave 6 projects:

Across the Council

217. Regular meetings with:

- Environment & Regeneration Department staff (planners, regeneration),
- Housing & Community Living (housing, community)
- Corporate & Customer Services (Capital & Asset Management, Corporate Finance)
- Leisure Trust (Active Luton)
- Cultural Trust (libraries)
- Marsh Farm Community Development Trust (regeneration)

218. Regular reports to:

- Major Projects Group
- BSF Commission
- Scrutiny Committee
- Executive
- Children Services Joint Negotiating and Consultative Committee (CSJNCC)
- Children & Learning Department Management Team

Young people

219. Capturing the learner voice to influence strategy is a priority for Campus Luton during 2008/2009 and we have established a Priority Task Group to make recommendations to the wider Partnership and identify existing good practice. The TellUs Survey, asking children and young people across England questions covering the Every Child Matters outcomes, is carried out each year and samples schools within Luton as to the views of their young people relating to the five ECM outcomes. These are then incorporated into the Children and Young People's Plan and inform Campus Luton Strategy.

210. The engagement of young people across Luton in shaping, informing and monitoring the education and training they receive is robust. Our key mechanisms are:

- Youth Parliament: A group of elected young people who inform LBC as to whether the services they provide are appropriate and effective.
- School Councils: All schools have a mechanism for capturing learner voice through School Councils. The Extra Mile programme promotes the sharing of effective practice. This is being developed across Campus Luton.
- Provider Learner Surveys: All Post 16 providers carry out an annual Learner Survey to assess young people's views as to the quality, breadth and appropriateness of their provision. Providers also engage young people directly in their governing bodies to ensure their views and opinions

shape the development of the provision.

- IYSS Young People's Participation Project: A key initiative of the IYSS is the YPPP which seeks to engage young people in challenging the services and provision within Luton. Dedicated personnel ensure that this is a high priority at corporate level.

Schools (Headteachers and Governing bodies)

211. Regular meetings take place with:

- the Luton Headteachers' Group
- Meetings with individual schools

VA Governing Bodies and Dioceses

212. The LA has worked closely with the Governing Body of Cardinal Newman VA RC Secondary School and with representatives of the RC Diocese of Northampton in reaching agreement on a way forward.

LSC and local FE providers

213. All are active members of the Campus Luton Partnership which meets on a monthly basis to determine strategic and operational issues associated with the delivery of the 11-19 curriculum.

Local partners (PCTs, Social Care, Police etc.)

214. Regular meeting and discussions have taken place with the PCT and police on the opportunities afforded by BSF investment.

Local businesses and employers

215. Ref. Environment & Regeneration regular breakfast meetings (previous in November 2008 and planned for February 2009) with major employers based in the town – add information from Richard Martin

Neighbouring local authorities

216. Central Bedfordshire (new unitary from April 2009) and Hertfordshire County Council

National Governing Bodies of Sport

217. Regular dialogue takes place with Sport England on all of our project proposals to ensure that PE and sporting opportunities and developments are given full consideration.

Add paragraph from Huw Jenkins

Competition for new schools

218. The proposed significant additional school places on the Icknield site (600) will form part of an enlarged single institution but designed on a separate college framework to maintain the required human scale necessary to deliver personalised learning. A federated/trust approach to education on the Icknield Campus as a result of the co-located special school and neighbouring primary school will be explored as part of the re-development of the site.

Managing the Process

LA's commitment to high-quality design, (including the level of resources allocated to ensure this is delivered)

219. We have appointed our own design champion who is a Principal Architect and full-time member of the BSF Team and has been actively involved in challenging and evaluating the designs of the two Wave 3 Phase 1 sample schemes. He will be an integral part of the Council's support team for the remaining Phase 2 and 3 projects.

Indicative project plan through to financial close

220. The following applies through to project Close and beyond:

Wave 3 – FBC and FC in May 2009 and LEP established

Wave 6 – Mini OBC (two Phase 2 D&B projects) – May 2009

Wave 6 – Mini FBC – May 2010

Wave 6 – construction starts June 2010 for completion no later than September 2012

Wave 6 – Maxi OBC (remaining Phase 3 projects inc. PFI) – November 2009

Wave 6 – Maxi FBC – May 2011

Wave 6 – construction starts June 2011 for completion no later than September 2013

Project team budget and resource approvals

221. A large and multi-disciplined team, with experience gained in both the public and private sectors, is already in place to develop and support the delivery of BSF for both Wave 3 (Procurement) and Wave 6 (new project development).

Capacity of the local authority and the commitment of stakeholders to deliver the project

222. Once the LEP is established following Financial Close in May 2009, the following will be established:

- an Enabling Team seconded to the LEP (as part of a joint Transformation Regeneration Team) and working closely with the LEP Board Member, to support new project development. This will include support for SSfC, OBC and FBC requirements.
- a joint Commissioning and Compliance Team, working closely with the Strategic Partnering Board Member(s), to support the delivery of approved projects and to monitor the performance of operational projects. This will also monitor the implementation of service delivery from the LEP.

223. The establishment of the LEP and partnership working with the PSP will significantly increase the capacity of the LA to procure, develop and manage the BSF, PCP and other major projects linked to the regeneration of Luton.

Stakeholder governance

224. The Campus Luton Partnership sits within the LA structure to provide governance and to ensure activity contributes to Local Area Agreement targets and the Children and Young Peoples Plan and to fulfil its functions as outlined in the DCSF 'Raising Expectations' document.

225. The Children and Learning Department is currently being restructured to enable the integration of services 'around the child' and this is encompassed within the Progressing Integration Project (PIP). Following consultation, revised structures will be implemented from April 2009. The positioning of 14-19 activity is an element within this and due consideration is being given to ensuring structures are fit for purpose from MOG Transition in 2010 and a consultancy is currently underway to make recommendations on these areas.

226. To ensure that Campus Luton activities are planned and prioritised so it can be most effective in areas where it can make a collective difference, it is steered by the organisations that are accountable strategically for its work, namely the LA and the LSC. The steering group drives, facilitates and monitors the work of the CLP and its associated structures.

227. Priority Task Groups have been established to focus Campus Luton partners on agreed annual priorities. Our 2008/9 priorities:

- Funding and protocols
- Progression routes and developing the appropriate curriculum offer
- Sharing practice on developing functional skills to support less advantaged learners
- Careers, Education and Guidance
- Appropriate provision and progression for vulnerable and LDD young people
- Capturing the voice of young people

228. The Campus Luton partners work in their own organisations to implement the 11-19 Strategy and collaboratively on identified priorities, which align with the Five Strategic Intents as described in the Campus Luton Strategy.

External adviser strategy

229. The BSF programme benefits from external advisers drawn from the national framework as follows:

- Financial – Ernst & Young
- Legal – Addleshaw Goddard
- Technical – Mott Macdonald
- ICT - SOCitm

Project governance, management structures, roles and responsibilities

230. At present the project is overseen by the Project Board but following Financial Close this role will pass to the Strategic Partnering Board (SPB). From Selected Bidder to Financial Close a shadow LEP will be established to prepare for and ensure a smooth transition from Financial Close to operational LEP.

231. The project also currently benefits from elected member involvement through the following:

- BSF Commission (a cross-party group of elected members and key stakeholders)
- Council's Executive
- Council's Scrutiny Committees

Risk management strategy

232. Please refer to the Risk Log (Management) attached as Appendix I.

Change management plan, communications strategy and procedures

233. Insert from SBC/OBC

LIST OF APPENDICES

234. The following appendices are provided:

Appendix A – Chart of schools in the Wave

Appendix B – Change Plan

Appendix C – Details of agreed KPIs

Appendix D – Pupil projections to 2018 based on September 2008 actual numbers on roll (NOR)

Appendix E – Risk Log (Financial)

Appendix F - A summary of the options appraisal carried out prior to selecting the preferred proposals

Appendix G - Drawings showing the planned scope of works for each school in the Wave

Appendix H – Funding Allocation Model (FAM) for Wave 6

Appendix I – Risk Log (Management)

NOTE*Approval of Part 2 of the Strategy for Change*

Following endorsement by PfS, the full SfC will be circulated to all Departmental policy teams for assessment in accordance with their stated priorities (see details for each key policy area in Appendix 1). PfS and the Department will also check that a local authority's Part 2 submission is in line with the previously approved Part 1, and that there are no significant departures from the overall strategy as previously approved.

If the Department feels there are significant weaknesses in Part 2, the local authority will be advised where further work is needed and a new submission date will be agreed. If the local authority meets all or most requirements well or very well they will receive final approval for their SfC. We do not anticipate the need to seek further Ministerial approval (in addition to that already secured for Part 1), unless Ministers specifically request it, or unless the Part 2 submission deviates significantly from the overall strategy agreed in Part 1.