

SECTION 1 – THE LOCAL PERSPECTIVE

1.1 Background

Luton is a compact, densely populated, urbanised town and one of the largest in South East England. It has a resident population of 186,800 (ONS estimate June 2006) and approximately 71,000 households; in the last few years it has witnessed a large influx of families, including refugees, asylum seekers and people relocating from London and abroad. This has added to an already ethnically diverse community. Over 30% of the total population (over 50% of the pupil population) are from ethnic minority communities. Luton's diverse population is quite distinct from surrounding areas and the Eastern region as a whole. Luton's population is, also, a young population, partly due to a high local birth rate. Consequently, there is increased pressure on school places at both primary and secondary level within particular areas of the town. Luton has significant levels of socio-economic deprivation and many children face language barriers. The critical issues facing Luton include the need to raise attainment and to support community cohesion. However, Luton has a strong reputation for innovative work in developing preventative strategies and for inclusion in education, and partner agencies are committed to co-operating to improve outcomes for Luton children and young people.

1.2 Growth

Luton has a higher than average birth rate and is experiencing continuing inward migration. As a result, new estimates suggest a resident population of over 202,000. This growth is placing significant pressure on public services, not least in the supply of primary school places. The Council has assessed that it will require an additional 11 forms of entry by September 2011 to cope with the increase in the number of primary aged children.

1.3 Deprivation in Luton

Luton is an area of high deprivation. Over 10,000 of Luton's children and young people are living in families with low income and this issue is widespread across Luton. There are many measures of deprivation – Luton's is a stark picture: in 2004, 25% of children under 16 lived in families in receipt of income support/job seekers allowance. The 'child poverty' index shows 8 of Luton's Super Output Areas within the 10% most deprived in England, and of these, 3 are in the most deprived 3% and 1 is in the most deprived 2% in the country. There has been an increase in unemployment between January 2003 and January 2006, in contrast to an average national reduction. Unemployment in Luton is higher than the national average. From Jan 2002 to Jan 2006 the percentage of children entitled to free school meals that have taken up their entitlement has risen from 77% to 83% in primary schools and from 71% to 82% in secondary schools. Both these are set against a static overall national trend.

1.4 Performance

Improving education and training are key priorities for the town as residents have a comparatively low level of qualifications compared to other parts of the country (23% have the equivalent of NVQ3 or higher and 31% have no qualifications). Since the acquisition of unitary status in 1997, the Authority has invested heavily in early years provision and the employment of family workers through its award winning 'Flying Start' initiative and this had a direct benefit on improving attainment at Key Stage 1. Concerted efforts are being made to raise attainment at KS2.

1.5 Priorities

The Luton Forum is a partnership of statutory and mainstream agencies, voluntary and community organisations and business representatives. Following consultation with a representative group of residents, it has recently published its draft 'Sustainable Community Strategy 2026' for wider consultation. This identifies three key principles (equality, inclusion and cohesion) and four areas for development (stronger and safer communities, health and well being, environment and the economy, children & young people). Based on evidence from partners and community aspirations, the eight priorities for 2014 contained within the 'children and young people' section include:

- listening to their views,
- improving their health,
- ensuring their safety and well being,
- supporting them to achieve skills and experience to enhance their prospects for the future,
- reducing the differences in educational achievement between ethnic groups,
- providing positive activities and reducing anti-social behaviour,
- better meeting the needs of individuals with disabilities/learning difficulties, and
- supporting BSF and PCP investment in transforming education.

The Strategy will be underpinned by shorter term (3 year) implementation plans in the form of Local Area Agreements agreed with the Government Office for the East of England. This Strategy replaces the existing Community Plan 2002-2012

1.6 Readiness for Change

Luton Borough Council became a Unitary Authority in 1997 and, with a single PCT and a dedicated divisional police force, is well placed to provide integrated cross agency services to children, young people and their families. Luton has had a Children and Young People's Strategic Board in place for a number of years, and has a history of pooling budgets and strong multi-agency projects (e.g. family support workers in schools). Once its investment programme and start date have been agreed with the DCSF, the Council will seek to maximize match funding opportunities afforded by the Primary Capital Programme to realize fully the cohesive, regenerative and extended services opportunities on offer. The Building Schools for the Future and Primary Capital Programmes offer a unique opportunity to realise the Council's vision for its assets and the aim is to maximise the opportunities offered by extended schools for co-located services to the community.

SECTION 2 – BASELINE ANALYSIS

Children's Plan

2.1 Progress towards Children's Plan objectives

The Council is working hard to respond to the vision set out in the Government's Children's Plan, published in December 2007. It has set challenging targets at Foundation Stage to improve outcomes for all children, as well as narrowing the gap in educational achievement between children from disadvantaged backgrounds and their peers. The Council is, also, a Wave 2 Pathfinder for the Flexible Free Education Entitlement for 3 & 4 year olds and will be working with early years settings, across the Borough, to deliver flexible education, for 15 hours a week, from September 2008. In addition to this, the Council has now published its first Childcare Sufficiency Assessment indicating that, across the Borough, there are sufficient childcare places to meet parental demand.

During 2008-09 it will be developing and implementing its Early Years Workforce Strategy to ensure that it has a joined-up, coherent, well-trained and well-qualified workforce delivering high quality education and care. It will make full use of the Graduate Leader Fund to ensure that there are Early Years Professionals in all Children's Centres, by 2010, and in all full day-care settings, by 2015.

Standards

2.2 Performance at Foundation Stage, KS 1 and KS2, any specific issues and performance against floor targets

Foundation Stage

Attainment, measured by the percentage of children working securely within the early learning goals at the end of the Foundation Stage, is below, or significantly below, the national average in all thirteen Foundation Stage Profile scales other than dispositions and attitudes.

Given the low starting points, overall progress in Foundation Stage is good. During the period 2005-2007, the gap between outcomes in Luton and nationally has narrowed in seven scales, remained the same in four and increased slightly in two.

The significant variations in outcomes between settings, in similar circumstances, indicates that further work needs to be done to ensure a consistent approach to assessment.

There is, also, evidence to suggest that the rigorous moderations process has exerted some downward pressure on results.

In 2007, 33% of pupils achieved a score of 6 points or above in all of the personal, social and emotional development and communication, language and literacy scales. This represented a decrease of 1% on 2006 and remains well below the national average of 47%.

Key Stage 1

By the end of the Key Stage 1 overall attainment in reading, writing and mathematics is in line with the national average and these standards have been sustained over an extended trend period. This represents very good progress from the end of Foundation Stage baseline.

The transition from Foundation Stage to Key Stage 1 has been a focus for many Luton schools, in recent years, with the majority of Year 1 classrooms now reflecting effective early years practice. The further development of outdoor learning opportunities has become a priority for many schools, as they look to improve the Key Stage 1 curriculum.

Key Stage 2

At the end of Key Stage 2, attainment is below national average in English (-4%) and Science (-4%) and significantly below (-8%) in mathematics. Since 2005 the overall rate of improvement at level 4+ and level 5+ has been faster than that achieved nationally.

The number of schools below floor targets has reduced significantly over the last 3 years. In 2007, there were 3 schools below floor in English, 11 in maths and 3 in both English and maths.

Currently, a significant minority of pupils make less than expected progress at Key Stage 2, particularly in writing and mathematics. As a result, Luton pupils make less progress than pupils nationally between KS1 and KS2 with a contextual value added score of 99.6.

In writing, 203 pupils, (16%) working at 2b+ at the end of Key Stage 1, failed to achieve a level 4+. In mathematics, this figure was 145 pupils (10%). In contrast, the comparative figure for reading was 40 pupils (3%). Luton schools recognise this challenge and are determined to work in partnership to address issues of under-achievement.

There are marked differences in the performance of schools across the authority. Writing outcomes, in 2007, confirmed that 18 schools exceeded their FFT B estimates, by as much as 44%. 19 schools failed to meet the estimate, with 5 failing to do so, by 20% or more.

This achievement gap at Key Stage 2 is a pressing issue that must continue to be addressed in Luton.

Improving the consistency and accuracy of, day-to-day and periodic assessment, in order that learning opportunities are devised to reflect needs of individuals and groups, will be at the heart of the Council's primary improvement strategy over the next two years.

Every Child Matters

2.3 Areas of deprivation

By April 2008 Luton will have 19 designated Children's Centres serving the 30% most disadvantaged areas of the town and the Council is further developing outreach and home visiting services to encourage disadvantaged parents and carers to access Children's Centre services. At the same time, the Council is beginning to develop its Phase 3 Children's Centre strategy, which is designed to ensure that there are local Sure Start Centres serving all parts of the town, by March 2011.

2.4 Healthy schools

The Council's School and Welfare Catering Service provides catering services to the majority of primary schools in Luton. This Service prides itself in offering the following:

- three main courses per day, including a vegetarian option and choice of sweets
- salads, bread, fresh fruit and yogurt available everyday
- 75% of dishes prepared from fresh ingredients using recipes tailored to the service.

This offer to provide a nutritionally balanced meal to every pupil who wants one is linked to the Council's corporate objectives and, in particular, those relating to reducing health inequalities and improving the health of young people. The Service works with schools and the Luton Healthy Schools Coordinator to celebrate 'Heartbeat' and 'Healthy Schools Status' awards by publishing articles in the local press and in internal newsletters. With this pro-active approach, 33 primary phase schools (59%) have currently achieved National Healthy Schools Status and this is expected to rise by the end of June 2008, to 40 schools (71%).

2.5 SEN provision

The Council's approach to SEN provision is contained in detail within the 'SEN and Inclusion Handbook 2007' and can be summarised as follows:

Specialist Service Provision

- SEN Support Team - for 0-5 year old children and their families including PORTAGE home teaching
- Advice and Support for children with visual impairment
- Learning Support Service for children with learning difficulties
- Social and Communication Difficulty/Speech and Language Team
- Care Co-ordination Service – for 0-3 year old children with complex needs
- Children in Care Team
- Hospital Teaching Team

Specialist School Provision

- Resourced provision for children with complex needs in each of the Council's six nursery schools/children's centres (4 places at Gill Blowers, 8 places at all other establishments)
- Lady Zia Wernher School - for pre-statutory children (in a nursery) and statutory aged children (Years R-6) with physical and/or medical difficulties who have associated learning needs ranging from profound to moderate, plus outreach support
- Richmond Hill School - for children in Years 1-6 with severe and complex learning difficulties, plus outreach support
- Bramingham Primary School – 12 places for children with physical and medical difficulties
- Chantry Primary School – 12 places for children with visual impairment
- Icknield Primary School – 30 places for children with hearing impairment plus outreach support

Universal Mainstream School Provision

All other children with lower dependency high incidence needs are catered for in their local school and the Schools Access Initiative (SAI) budget is used to support any physical adaptations, as necessary.

2.6 Unmet need for extended, youth and community services, workforce provision and integrated children's services and access to extended and children's services

Figures from the Training & Development Agency for Schools (TDA) indicate that as at June 2007:

- 79% of Luton schools were delivering the full core offer, compared with 28% regionally, 33% nationally and 47% statistical neighbours
- 86% of Luton schools were delivering childcare, compared with 50% regionally, and 57% nationally
- 81% of Luton schools were delivering a varied menu of activities, compared with 57% regionally and 60% nationally
- 92% of Luton schools were delivering swift and easy referral, compared with 60% regionally and 68% nationally
- 81% of Luton schools were delivering community access, compared with 48% regionally and 47% nationally
- 90% of Luton schools were delivering parental support, compared with 53% regionally and 49% nationally.

The Council has recruited Cluster Managers, to work with schools and others in each part of the town, to further develop extended services in and around schools to meet the needs of children, young people, families and the community, within each locality.

Diversity, Choice and Responsiveness to Parents

2.7 Future Demand for School Places

Luton is currently experiencing a shortage of primary school places that is most severe in central areas of the town. This trend will continue as the primary pupil population is predicted to grow by 2,359 pupils between September 2006 and 2011 – a 13% growth within five years.

The pressure is most acute at the Reception Year intake point. The Council's pupil projections show that in 2011 there will be a need for an additional 317 places in the Reception Year, in addition to the 2,850 places that should be available in September 2008.

The increasing pupil population is being driven, primarily, by a rising birth rate coupled with an increase in inward migration, brownfield redevelopment and multi-occupancy of dwellings.

The Council aims to create additional school places by building new schools, as close to the central areas as possible, and by expanding existing schools. Catchment areas will need to be redrawn, to take account of new schools and changing capacities, to ensure that local school places are available for children.

2.8 Level and location of surplus places

Luton has a mixture of primary, infant and junior schools with both nursery and early years units, although the balance has changed since 1997 as the Council has supported a policy of amalgamating infant and junior schools where circumstances allow. The sector provides 19,495 places for children in Years R-6 against a January 2008 number on roll of 17,957. Therefore, there were 1,538 surplus places representing 8.0% of total places. However, forecasts show a steadily increasing primary population as follows:

- 19,377 by September 2011 (+1,587 over current number on roll)
- 20,186 by September 2014 (+2,396 over current number on roll)

- 20,672 by September 2017 (+2,882 over current number on roll)

There are currently, 3 schools that have more than 25% surplus places. These schools are located outside the central areas of the town. The Council will continue to monitor this situation to ensure that there remains a close match between the demand and supply of school places, after taking into account any potential for localised growth.

2.9 Diversity of provision, responsiveness to parents, self-governing schools, successful and popular schools re. expansion

In the primary sector there are 54 establishments as follows:

- 46 community schools (14 infant, 14 junior and 18 primary)
- 6 Voluntary Aided Catholic Schools (2 infant, 2 junior and 2 primary)
- 1 Voluntary Aided Church of England Junior School
- 1 Foundation Infant School.

In addition, there are two primary special schools catering for children with high dependency needs and six nursery schools that have also been designated as children's centres.

Recent expansion programmes have focused on increasing the number of available places at oversubscribed schools to increase the Council's ability to meet parental preference. The table below illustrates that the Council meets the vast majority of parental preferences at the Reception Year intake point and at the Year 2 to 3 transfer to junior schools.

	2008: Allocated a Preference	2008: Allocated 1st Preference	2007: Allocated a Preference	2007: Allocated 1st Preference	2006: Allocated 1st Preference	2005: Allocated 1st Preference
Starting School	92.7%	92.4%	98.6%	94.5%	98%	97.8%
Infant to Junior	97.4%	97.4%	99.7%	97.7%	99%	99.7%

In respect of 2008 the following applies:

- Year R: starting school: 2,530 places were allocated with 2,345 1st Preferences; 97 2nd Preferences; 37 3rd Preferences and 41 allocated an alternative school.
- Year 2-3: infant to junior transfer: 1,247 places were allocated with 1,215 1st Preferences; 21 2nd Preferences; 6 3rd Preferences and 4 allocated an alternative school.

The town's admission arrangements (for community and foundation schools) give priority to children with siblings attending the school (after looked after children) to ensure that families are not split between two school sites. Thereafter, children living in the school's catchment are given priority to enable pupils to walk to school.

The Council will support any proposals to extend the number of self-governing schools, either individually or collectively, where this results in an improved service to the local community or communities.

Buildings and ICT

2.10 How building and ICT contribute or detract from issues above

Most schools currently have ICT suites and a growing number have extended the hard wired infrastructure into the classrooms, particularly to link with Interactive Whiteboards that are a common feature in many primary classrooms. A significant number of schools, now, have wireless networks and mobile laptop trolleys and are, therefore, able to use ICT resources within the classroom. It is

anticipated that this trend will continue, particularly as all primary phase schools are developing the use of a common learning platform solution. Some schools have either made the decision or are considering phasing out ICT suites so that ICT can be used appropriately, in the classroom, as and when it is required. Learners are enjoying increasing autonomy over their learning (such as the pilot schemes using hand-held technologies and including access to learning materials, choice of materials and the learning styles) they employ when engaging with those materials. The innovative use of ICT to improve pupil engagement, motivation and achievement has been supported by the Department's ICT Support Team and City Learning Centre. The Council has used funding to engage all primary phase schools, in 2007/8, with a Managing Learning Environment (MLE) project to explore the use of *Netmedia* to further develop the use of *Webquest* as a tool to deliver an improvement of transfer and transition between KS2 and KS3.

2.11 Availability, suitability and sustainability of ICT

Thus far, ICT investment in schools has been on a piecemeal basis with some governing bodies giving it a higher priority than others. This has resulted in not only a very broad range of provision but also a variation in the quality and reliability of kit used in schools. Many schools have bought back Hands-On-Support from the Department's ICT Teaching and Learning Consultants, which has impacted on both the quality of teaching and learning and the variety of technologies, that are being used to enrich and enhance curriculum delivery, although this remains variable and is not always evident, particularly in schools with high staff mobility or less spending on resources. Thus, the onus on the Council will be to continue to support ICT investment in all schools to provide a common high standard alongside the training and development of staff, to take full advantage of ICT opportunities.

2.12 Appropriateness of internal/external spaces to support personalised learning

There is a huge variation, across all schools, with regard to the number, size, shape and suitability of both internal and external spaces. Where schools are located on restricted sites, this has limited the opportunity for creating innovative solutions for both additional internal learning spaces and external learning spaces, to support the transformation towards personalised learning. However, in some schools, existing designs, resources and visionary thinking have allowed for the opportunity to develop some excellent solutions to support transformation. At this stage, in some schools, the transformation towards personalised learning is less mature.

2.13 Physical condition and suitability of primary schools

Many of Luton's primary schools suffer from a condition backlog (for essential repairs and maintenance) and suitability issues (such as the age of building/design obsolescence, whether accommodation is fit for purpose, accessibility and DDA compliance and size and quality of outside space). The Council has thus used these five criteria in helping to identify initial investment priorities and in particular those schools likely to need a substantial, or total, rebuild.

SECTION 3 – LONG-TERM AIMS

Children's Plan

3.1 Extent to which long-term aims will support delivery of the Children's Plan

Luton recently received a positive JAR outcome that confirmed the Council, and its partners, provide 'good' services to the town's children and young people. The Children and Young Peoples Partnership (CYPP) has drawn up an action plan covering areas that need to be addressed alongside a small number of issues highlighted in the most recent APA (2007) assessment of children's services. The Council is now intending to take the integration of children's services to the next level through its 'Progressing Integration Project' or PIP.

Safe, healthy and successful in Luton

The Council's approach to progressing integrated services for children and young people builds upon Luton's Children & Young People's Plan 2006 – 2009 that demonstrated a multi-agency approach to tackling agreed planning priorities for children and young people across all statutory agencies.

The Council intends to build on its successes for all children and young people so that they may achieve their potential, be and feel safe, be healthy, be respected and respect others and shape their own destiny.

The Council intends to progress integration by building services around the child/family, refocusing on prevention and early intervention, minimising risk and maximising potential, establishing a seamless access to services, supporting parents and carers, in their localities, and developing the workforce, changing culture and practice.

The Council intends to progress from co-operation to collaboration and from collaboration to integration using existing building blocks such as:

- integrated processes – Common Assessment Framework, Lead Professional, Multi-agency Family Support Panels and School Liaison Meetings
- innovation – family workers in schools and community mental health services
- extended services development – Children's Centres
- Campus Luton
- pursuing perfection
- Luton Safeguarding Children Board
- workforce strategy

Its approach will be based on the following:

- five neighbourhoods and some Borough-wide services
- schools at the heart of their communities
- providing support at community, school and individual child/young person levels
- integrated teams/working practices
- co-location

The development of an integrated services delivery area (ISDA) will allow the following:

- achievement and pupil performance linked to emotional and physical well-being
- pupils maximising their potential if they feel safe, healthy and happy at school, at home and in the community
- links to extended services throughout the age range in schools and in the community
- closer working between schools and specialist and targeted services in locality based service delivery to identify additional needs at early stages

Standards

Luton's Draft 5 – 11 Achievement Plan for 2006 - 2008

The aim of this plan is to support and challenge Luton schools to raise pupil attainment and achievement. The objectives are to: -

- meet or exceed Local Authority statutory performance targets, for 2006, 2007 and 2008, at KS2
- raise attainment to meet, or exceed, national expectations at end of Foundation Stage, KS1 and KS2
- tackle underperformance in mathematics and writing
- improve pupil progress, in every school year and achievement in the core subjects, so that it exceeds national expectations, in terms of CVA in all schools

- enable all schools to deliver the ECM 5 outcomes, recognised through OFSTED inspection, and prevent any school entering a negative OFSTED category

Work is now in progress with officers of the Council and representative headteachers to produce a 'Primary Raising Achievement Plan 2008-2011,' to identify key priorities for improvement and actions required to bring about this improvement. 2008/09 will be detailed in its content and strategic intents will be highlighted for 2009/10 and 2010/11. The group producing this Plan will also be responsible for its monitoring and evaluation.

3.2 Improving educational outcomes (particularly for most disadvantaged children/families and low achieving groups of pupils)

A range of Council teams work in school settings and in the home to improve the educational achievement of pupils. This work is focussed through termly multi-professional School Liaison Meetings (SLMs). Progress data, including national curriculum levels, are used to monitor pupil progress and plan support for schools and interventions for individual pupils. School Improvement Partners (SIPs) monitor the progress of low achieving groups and broker Council support when appropriate. The Council's Equality and Diversity Team supports the children of travellers and young people newly arrived from overseas, as refugees and/or asylum seekers, to integrate into educational settings. They work strategically, to equip schools, across Luton, to better meet the needs of recently arrived pupils.

3.3 Robust solutions for poorly performing schools (in particular those where less than 65% are achieving level 4+ in maths & English)

The Council has robust systems for raising attainment and achievement in Luton schools. Raising Achievement Plans (RAPs) are drafted in partnership with all schools in support level D and those schools in support level C where raising achievement and/or attainment is a key priority. Written to a set proforma, they describe, in detail, the actions that will be taken by school staff and Council staff to address issues of particular concern in a school, in particular those that are hindering pupil progress.

3.4 Progression to and collaboration with secondary schools

The Council's approach to primary schools mirrors that taken with secondary schools with an expectation of collaboration to enhance accessibility to services and to provide improvements to service delivery. Such collaborative arrangements are critical in delivering its 'Progressing Integration Project' and its 'Strategy for Extended Services through Schools 2008-2011.' Such arrangements will be based on Luton's five areas.

3.5 Design of classrooms/other spaces

Design proposals will have to be 'future proofed' to ensure that they allow current and future education visions to be deliverable. PCP offers an opportunity to match the needs of the community with the design of buildings by ensuring multi-use, flexible, spaces that can be used throughout the day and year. Incorporation of modern techniques, to allow flexibility and adaptability, will ensure they can be used by as many people as possible, in line with the school's vision and community offering.

3.6 Enhancing teaching and learning through technology

PCP (ICT) funding will be targeted at all eligible establishments to ensure that the necessary wired and wireless infrastructure is in place to support the transformation of learning and the delivery of personalised learning. The Council will expect schools to commit their DFC (ICT) funding to support this investment. Where schools qualify for PCP (AMP) funding, consideration will be given to undertaking this investment at the same time, where possible. The Council expects to supplement the above with ICT capital funding. It is estimated that the level of investment required would equate to £200 per pupil or £4m overall. Such an approach may enable consideration to be given by the LEP to

delivering an ICT managed service across the primary sector, using collaborative arrangements where this makes economic sense to do so.

3.7 Increasing personalisation by providing flexible spaces (to cope with an increasing variety of approaches and group size/age mix of children)

Where schools qualify for PCP (AMP) investment, the funding will be used to either newly rebuild or remodel the existing accommodation to maximise the amount and variety of accommodation that can be used for teaching/learning opportunities, thus allowing a more flexible approach to learning. This will, also, include a more creative approach in utilising outside space.

Every Child Matters

3.8 Complementing investment on childcare, Sure Start Children's Centres, early years provision and extended schools)

The Council's nationally acclaimed Family Worker programme locates family facing workers in extended schools and Children's Centres and promotes the integration of parenting support and outreach services in ways that are seen as non-stigmatising by parents. All primary phase schools have an Extended Schools Family Room, supported by crèche facilities, to support adult and family learning activities. During 2008-09, the Council intends to consult on developing a similar model in secondary-phase schools and to maximise the opportunities for joining up services and linking funding streams to develop holistic services for children, young people and families. The Council's developing Play Strategy will deliver high-quality play facilities for children across the Borough, and recently bid for a Play Pathfinder which, if successful, will provide even greater capacity to develop a range of facilities and play opportunities, including promoting the use of school fields and playgrounds as community amenities.

3.9 Addressing needs of SEN children

The Council will support the inclusion agenda by progressing the following:

- use of capital funding, including PCP, to improve access to Luton's primary schools so that they can cater for a greater diversity of educational needs (those schools not qualifying for PCP (AMP) funding will continue to benefit from Modernisation and SAI funding)
- the development of the role of ICT to support inclusion and access to the curriculum across a diverse range of needs

3.10 Healthy eating (by 2011)

The Council will encourage an increase in the uptake of school meals provided by its Schools and Welfare Catering Service as a way of providing children with, at least, one balanced, healthy and nutritious meal per day. For those children bringing pack lunches to school, we, also, offer advice to parents and carers on what constitutes a healthy and balanced meal.

3.11 Sport and exercise – access to indoor/outdoor facilities for sport/games and provision of play areas/facilities

Recent data, taken from children in Year R and Year 6, suggest that 11.3% of four year olds and 21.1% of 10 year olds are overweight, compared to the Eastern region average of 9.1% and 15.5% respectively. As a result, Luton teaching Primary Care Trust (tPCT) and Active Luton (the leisure trust which operates the Council's sport and leisure services) have joined forces to deliver MEND (Mind, Exercise, Nutrition, Do it) which is a free and fun programme for overweight children aged between 7-13 years and their parents/carers. MEND is being run from Lea Manor Recreation Centre, High Town Sports and Arts Centre and the Regional Sports Centre.

The Council has recently published its Play Strategy 2007-2011 that was overseen by the Luton Play Partnership to ensure that play services are delivered through joint working arrangements. The Strategy identifies key themes affecting access to play facilities, including safety, anti-social

behaviour, lack of local provision and improved communication of the services available. The Partnership will work to minimise these needs and recommend priority actions to identify projects for inclusion on the Big Lottery Fund (BLF) portfolio.

The Council's prioritisation for PCP (AMP) investment has recognised the importance of external facilities and has therefore assessed both the size and quality of such facilities required to support the Key Stage 2 curriculum.

3.12 Co-location of Children's Centres in primary schools

A significant proportion of Luton's Children's Centres are located on school sites and, subject to outcomes of widespread consultation, it is anticipated that this strategy will continue as the Council seeks to develop a network of Children's Centres covering all areas of the Borough by 2011. The Council will seek to maximise the potential for joining-up funding streams, to meet the needs of children and young people across a broad age-range and to support integration of service delivery.

3.13 Staying safe

Chief executives and senior managers from the Council, Health and Police Authorities, the voluntary sector and other key agencies have joined forces to create the Luton Safeguarding Children Board (LSCB). The Board is bound by law to ensure that all agencies work effectively together to deliver properly planned services which will keep children safe from maltreatment, neglect and violence. It has identified four key priorities as follows:

- ensuring strategies are in place so that safeguarding issues are addressed early and effectively
- developing a co-ordinated response to reducing domestic abuse for children and families
- dedicated training to ensure that those working with children obtain the appropriate skills and knowledge in safeguarding
- ensure safe recruitment of people working with children and young people in Luton.

PCP (AMP) investment will be used to ensure that daytime security of occupants, using both buildings and sites, is prioritised for investment where this is identified.

Diversity, Choice and Responsiveness to Parents

3.14 Strengthening school governance – creation of trusts and self-governing schools

The Council will support the development of local primary school collaboratives:

- so as to minimise the risk of failure to individual schools, and
- as a means of supporting an area approach to service provision.

This will allow individual schools to specialise in a particular area or areas such as children's services, extended services, premises and site management, continuing professional development, behaviour and SEN provision/support, finance etc. for the benefit of the collaborative. Such arrangements may be able to tie-in with the delivery of managed services by the LEP. Such soft collaboratives might develop into federal or trust models in due course as schools/governing bodies become more comfortable with a collegiate approach to service provision.

3.15 Analysis of redressing surplus places (at LA and school level)

Given Luton's rising pupil population, only three schools currently have 25% or more surplus places and these are all located on the perimeter of the Borough. Luton has an effective track record of matching supply to demand and will address this issue if long term projections indicate a slow pupil recovery in the relevant areas and as the Council has done so over the last eleven years.

3.16 Increasing diversity, choice and access to popular and successful schools, including expansions and plans for establishing new schools in response to parental preference

New schools and those earmarked for expansion by utilising basic need funding will be over-subscribed, popular and successful to ensure that any new places developed will be fully occupied.

3.17 How has the LA sought parents' views and how it has responded to parental demands/concerns

The Council regularly consults with parents on the level of satisfaction with the admissions process and this provides a significant amount of information on any local or Borough-wide concerns. As a result of parental concerns and following consultation, the Council changed the order of the over-subscription criteria to give preference to siblings over catchment area, in order to reduce the occurrence of siblings attending different schools. This change will come into effect in September 2008. The majority of parents request places at their local primary school, in order to minimise the length of journey to-and-from school and to, also, remain within the local community served by the school. Thus, the Council is examining ways of increasing the number and density of primary schools in areas of greatest need by either building new schools on brownfield sites or redeveloping existing sites to increase the number of places available. However, the shortage of land for re-development allied to the compact nature of many of the Council's existing school sites will offer a significant challenge to this approach.

3.18 Consideration of all-age academies

Where demand exists for additional primary school places, consideration will be given, where practicable and feasible, of siting these on secondary school sites or Academies and considering the benefits of all-through schools. However, as with primary schools, many of our secondary school sites are sub-standard in size and therefore would not be able to physically accommodate such proposals.

3.19 Location, capacity, accessibility and school travel

The Council sees the availability of local school places in high performing schools as the key driving force of our primary school strategy. Such an approach not only maximises local availability but also minimises travel distance, thus easing traffic congestion and allowing pupils to walk to-and-from school. This is driving the Council's strategy of seeking to increase the number of school places in the areas of greatest demand.

Buildings and ICT

3.20 School size, layout and design to support long-term aims

The Council's strategy for those schools identified for either rebuilding and/or major refurbishment is to develop 4-11 primary schools where this is practicable and for these to be based, normally, on 2 or 3 forms of entry (i.e. schools with overall capacities of 420 or 630 places). Consideration will also be given to 4 forms of entry (i.e. a school with a capacity of 840 places) in exceptional circumstances. The Council's School Improvement Service will assist with schools' visioning to ensure that building layout and design support the delivery of personal and transformational learning in any enlarged school.

Modernisation requirements (over the next 14 years)

3.21 Rebuilding/taking out of use 15% of schools in worst condition

The Council's initial investment priorities include three projects (out of a total of six) identified for rebuild and it would wish to see these projects considered for delivery as part of its BSF Wave 6 two school PFI programme.

3.22 Significantly improving at least 35% of schools

The Council's initial investment priorities include three projects (five schools) identified for refurbishment. All remaining priorities have been identified for refurbishment although it is anticipated

that these will be reviewed on an annual basis (utilising the LEP partner) to ensure that investment priorities remain valid and up-to-date so that the Council gains as much as possible from PCP.

3.23 Making good use, long-term, of DFC to remaining 50% of schools by helping to develop affordable schemes that contribute to long-term aims.

Where schools are not prioritised to receive PCP (AMP) funding, the Council will work with the governing body to develop an investment ‘masterplan’ covering the entire site/building. The Council will make use of Corporate Repair and Maintenance funding, Modernisation funding, Schools’ Access Initiative, LCVAP plus DFC to redress condition, suitability and access issues to allow the school to forward plan its investment requirements.

3.24 Set ambitious but realistic long-term aims that can be achieved

The investment plan will be based on the needs of all primary schools and will mirror the PCP timescale (currently 14 years from 2009/10 to 2023/24). This will allow both schools and the Council to plan and predict future investment.

3.25 Consider joining up other funding streams

The Council will consider every opportunity of joining-up funding streams in order to:

- resolve as many issues as possible in one ‘hit’
- overcome the potential disruption caused by a piecemeal ‘stop-start’ approach, and
- deliver larger capital investment projects that secure better value for money

3.26 Small LAs to assume that they will meet national outputs for rebuilds over only a small number of spending review periods

All priorities for rebuilds will be identified in the early phases of the programme to link with BSF Wave 6 and the opportunities afforded by PFI.

SECTION 4 – APPROACH TO CHANGE

Capacity building and change management

4.1 Building capacity at all levels (LA, Diocese, schools, communities, private sector) to best take advantage of the programme

The Luton Vision for all Children 0-11

Working together for achievement and access for all:

- together, we will engage and inspire children in learning. We will demonstrate strong leadership and commitment to a shared vision and we will ensure that children are confident and take pride in being educated in Luton and ensure that we are rigorous in achieving the highest standards in all aspects of the Every Child Matters agenda.
- we will offer high quality teaching and active and engaging learning experiences. We will ensure all children have the opportunity to develop the values, skills and knowledge to prepare them effectively for next phase of education and adult life.

The Council will ensure:

- high participation in learning - we will motivate all children to value, engage and succeed in learning as a means of personal fulfilment and as a route to further learning.
- a modern curriculum - we will provide a co-ordinated and cohesive curriculum offer that will meet the learning needs of all children.

- high achievement - we will raise the achievement and attainment of children in Luton through the work of a dedicated team of educational professionals, delivering high quality learning experiences.

Entitlement for Children

All children 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 information, advice and guidance; and
- have an influential voice in shaping their own learning.

Strategic Intent

In order to transform and build the capacity of Luton schools to provide the very best educational experiences leading to high attainment and achievement the Council has identified the following five strategic intents each with a set of underpinning supporting statements

1. To transform the quality of leadership and management (collaborative and organisational, at all levels):
Bringing all leadership and management up to the standard of the best, drawing on good practice in Luton and elsewhere
2. To transform the quality of learning and teaching:
Bringing all learning and teaching up to the standard of the best, drawing on good practice in Luton and elsewhere
3. To transform the curriculum:
Bringing all curriculum provision up to the standard of the best, drawing on good practice in Luton and elsewhere
4. To transform the chances of success of “vulnerable” young people:
Bringing all provision for vulnerable young people up to the standard of the best, drawing on good practice in Luton and elsewhere.
5. To transform learning spaces:
Creating world class learning environments wherever possible.

Change Plan

The Council will work with all stakeholders to produce a high level Borough-wide change plan to enable it to meet these strategic intents and transform all of these vitally important areas. It will work with school leaders to produce operational change plans that will bring about the transformation in learning in their schools. ICT will be used to support all aspects of change identified within these strategic intents.

Planning, monitoring and evaluation

4.2 LA's role as commissioner of services and delivery agent for Children's Plan

The Children and Young People's Strategic Board has agreed to adopt Children's Trust arrangements as required by statutory guidance (April 2008). This will strengthen the governance of the partnership and ensure through joint commissioning arrangements a “joined up” approach to delivery of the Children's Plan. The Local Authority has a statutory responsibility to deliver services through this approach and this builds on a strong bedrock of local co-operation and partnership working.

4.3 Securing senior commitment to the programme (Leader, Portfolio Holder, Chief Executive and Corporate Director (Children & Learning))

The Leader, Portfolio Holder and Department's Management Team have all contributed to the development of the PSfC and the document plus relevant appendices will be considered by the Council's Executive at its meeting on 2nd June 2008.

4.4 Managing the development and on-going delivery of the programme with clear indication of how programme will be managed

PCP will be managed by the Council's BSF Team and will be included within the remit of the LEP once this is formed in May 2009. This will ensure that the necessary expertise and capacity is in place to deliver projects over the life of the programme.

4.5 Consulting on and securing wide agreement to the PSfC

Following consultation with primary schools on 'Transforming Primary Education in Luton', the draft PSfC will be subject to widespread consultation with all stakeholders. It is an iterative document that will be subject to review and update over the life of the PCP to take account of developments and new opportunities.

4.6 Choosing individual projects in pursuit of long-term aims

Projects will be prioritised on the basis of need (asset investment requirements, level of deprivation and over-subscription) and phased on the basis of performance (ICT impact, KS1, 2 and CVA attainment). In addition, other factors such as amalgamation, expansion, extended services, ICT investment, location for children's centres etc. will also be taken into account. This will ensure that PCP investment delivers the greatest impact on children and their families in the Borough.

4.7 Monitoring delivery of programme, assessing impact and sharing good practice

Following BSF Financial Close in May 2009, the Council will establish a Commissioning and Compliance Team to take forward approved projects and to monitor delivery of those projects by the LEP. As with BSF, the Council's School Improvement Service will monitor the impact of individual projects on the delivery of educational transformation and personalised learning and the knowledge and experience thus gained applied to later projects.

Achieving educational transformation

4.8 Involving schools/communities in planning/designing specific projects, using experience to transform education

As with BSF, school design groups will be established for each PCP project to allow all relevant stakeholders to participate in identifying design priorities to support education transformation. The Council will support schools to access the wider community for relevant and pertinent contributions and to bring experience of previous project design and delivery to discussions.

4.9 Ensuring that ICT supports the overall aims for teaching/learning and institutional development

As with BSF, ICT will be integral to the design process to ensure that design solutions will deliver against the transformation/personalised learning agenda. The Council's approach to personalised learning will use different forms of class and curriculum organisation and flexible groupings that will require a different approach to the design of learning spaces. Pupils will have access to ICT across the entire site and will be able to keep track of their own learning and goals through the learning platform. Children will learn to understand themselves as learners - each child will keep track of their own learning, owning their personal targets, which will be ambitious, challenging and active.

4.10 Ensure links to early years and secondary education

The further development of a Virtual Learning Environment (VLE) to cater for the needs of children from 4-19 will allow continuity of provision between Foundation, KS1, KS2, KS3, KS4 and Post-16 provision. It will, also, ensure that those children who are temporarily absent from schools through illness or injury or by attending specialist provision in an off-site PRU will retain contact and continuity with their mainstream peers.

4.11 Innovative approaches to design, supporting wider educational transformation

From May 2009, the Council's LEP partner will bring a wealth of experience in design innovation to bear on PCP projects in order to deliver the required transformation. Inspiring, innovative, flexible and environmentally sustainable designs are embedded in Luton's ambitions. Whether the proposed projects are new build (rebuild) or refurbishment, all schools will end up with buildings of the highest quality, benchmarked against stakeholders expectations using DQIs and reference schemes. Luton will follow CABE's ten good design principles when developing and assessing design quality.

4.12 Plans to ensure no school has more than 25% surplus places and LA reduces overall surplus to less than 10%

The Council will monitor the situation closely in order to match supply to demand, as it has done so over the last eleven years, removing school places where there is no prospect of long-term recovery. However, the key challenge for the Council is in securing an adequate number of primary school places to keep pace with an increasing need. This may make it difficult, if not impossible, to provide a capacity headroom in Luton's centrally located schools.

Every Child Matters

4.13 Reinforcing the role of the school at the heart of its local community

The Council has developed a 'Luton Strategy for Extended Services through Schools 2008-2011', which is currently the subject of consultation with schools. This seeks to develop schools as either providers of, or signposts to, local services and is based on four key principles and five strategic intents. This will complement the Council's approach to 'Progressing Integration Project' (PIP).

4.14 Supporting wider commitments to ensure extended services are accessible in or through schools

In addition to the 'Extended Services through Schools Strategy', the Council's 'Progressing Integration Project' will see developments in four key areas:

- new neighbourhood/locality-based approach to service delivery
- further developments of the family worker scheme and a Team around the Child (TAC) approach
- new, integrated commissioning framework, and
- robust new governance framework

4.15 Opportunities for co-locating Sure Start Children's Centres and wider community services with rebuilt/refurbished schools

Many of Luton's Children's Centres are co-located on school sites and, subject to outcomes of widespread consultation, it is anticipated that this strategy will continue as the Council seeks to develop a network of Children's Centres covering all areas of the Borough by 2011. It will seek to take advantage of PCP and Children's Centre funding to deliver a joined-up approach to both project and service delivery, where decisions and timescales allow.

4.16 Approaches to improving health, promoting healthy eating and access to indoor/outdoor areas for sport/games and the provision of play areas and facilities

The Council's recently published 'Play Strategy 2007-2011' and 'Sports Facilities Strategy 2008-2021' aim to improve access to and widen participation in physical activities as a means of improving health

and reducing levels of obesity. The Council has set up a PE & Sport Stakeholder Group to work closely with core BSF team members on sport visioning to achieve transformation of learning and teaching environments. It has been working closely with Sport England and Active Luton to map strategic needs and to articulate the value of sport, as a tool to justify increased investment.

4.17 Supporting links to early years provision

The Council has a good track record in working with private, voluntary and independent early years providers, utilising school sites where space and opportunity allows. Where possible, the Council will seek to join-up funding from PCP, basic need and Children's Centres to develop services for children and their families from 0-11 years where such priorities overlap. Such an approach will allow an holistic approach to service provision within a locality.

Finance

4.18 Proposed use of other DCSF capital funding programmes including DFC totals for primary schools

All projects will seek to maximise the pooling of capital funding streams and revenue contributions to capital outlay (RCCOs) where possible from national, local and school sources in order to address all relevant issues and to deliver best value.

4.19 Securing local finances to add to programme

PCP (AMP)

The bulk of PCP funding will be used to address existing and significant AMP issues through either re-building or refurbishment of schools and its purpose is to bring all schools up to a minimum standard of accommodation. The Council will expect schools to commit some of their DFC (AMP) funding to support this investment. Schools benefiting from PCP (AMP) funding will see their DFC reduced by 50% once they become operational following investment.

PCP (ICT)

This will be targeted at all establishments to ensure that the necessary ICT infrastructure is in place to support the transformation of learning. The Council will expect schools to commit their DFC (ICT) funding to support this investment. Where schools qualify for PCP (AMP) funding, consideration will be given to undertaking this investment at the same time where it delivers to the required timescale. The Council would expect to supplement the above with ICT capital funding. Such an approach will enable consideration to be given by the LEP to delivering an ICT managed services across the primary sector. It is estimated that the level of investment required would equate to £200 per pupil or £4m overall and would deliver the following levels of investment to schools. Such an approach will enable consideration to be given by the LEP to delivering an FM managed services across the primary sector.

PCP (ECM)

This will be targeted within each of the 5 areas (Central, North, South, East & West) where an existing facility either does not exist or needs enhancement to enable the development of a collaborative model to support the delivery of children/family services. Where schools qualify for PCP (AMP) funding, consideration will be given to undertaking this investment at the same time where it delivers to the required timescale. The Council expects, where possible, to supplement the above with other relevant funding streams such as Extended Schools and Children's Centres funding. An indicative value of £0.5m for each collaborative model (£2.5m in total) is suggested for this development.

Other AMP Funding Streams

Where schools are not identified to receive PCP (AMP) funding (i.e. some 50% of the primary estate), the Council will continue to target other funding streams such as Modernisation Funding, Schools

Access Initiative and LCVAP (in partnership with the two Diocesan authorities) to redress AMP issues. Schools will be expected to commit some of their DFC (AMP) funding to support this investment. Schools not benefiting from PCP (AMP) funding will continue to retain their DFC funding at the 100% level.

Basic Need

In response to a rising primary pupil population, the Council will need to increase the number of primary school places over the next 10 years and, as such, this fund will be added to PCP funding where such an opportunity allows. In addition, and because of the urgent need for additional school places, lower priority schools likely to receive PCP (AMP) funding may be given a higher priority in order to deliver, at an earlier date, the required additional school places.

4.20 VAT implications of extended services at schools with charitable status

The Council will be mindful of the tax implications of delivering extended services from schools which have charitable status (such as Voluntary Aided, Foundation or Academies) or services which already have charitable status (Active Luton and Luton Cultural Services Trust).

Procurement

4.21 Procuring efficiently and securing best VfM

The Council will use existing procurement opportunities afforded by BSF in order to deliver value for money in the procurement and delivery of primary projects.

4.22 Efficient procurement of ICT

The LEP partner will be providing both ICT and FM managed services to all secondary schools and the Council will seek to explore how such services might be extended to the primary estate through either a Full Managed Service or a catalogue of services that schools could purchase from, including procurement of hardware and software, technical support and curriculum training and support.

4.23 Use of LEP as delivery vehicle

The Council will be establishing a LEP from May 2009 onwards and has already included PCP and other relevant funding streams within its wide OJEU Notice. Thus, it will have a robust procurement/delivery vehicle in place to take advantage of the national rollout of PCP funding in April 2009.

4.24 Use of PFI (above £20m) where this offers VfM

The Council's initial PCP investment priorities include three rebuild projects and it is keen to explore with DCSF how such projects might be delivered alongside our two proposed PFI secondary schools in Wave 6 of BSF.

4.25 Participate in activities of the appropriate RCE

The Council will make use of Regional Centres of Excellence (now Regional Improvement and Efficiency Partnerships) guidelines and initiatives where these can support and benefit local PPP arrangements.

Design

4.26 Ensure excellent design

The Council's Principal Architect is acting as Design Champion, working alongside the CABE enabler and DQI consultant to ensure design excellence. In addition, DCSF exemplar designs for primary schools will be used to generate ideas and provide a benchmark for quality and cost.

4.27 Develop an integrated approach in designing for improved classroom teaching and for personalised learning

All eligible primary schools will benefit from PCP (ICT) funding in order to ensure a high level of wired and wireless provision across the school site. This will ensure that a consistent standard on infrastructure quality and robustness is achieved to support the foundation needed to deliver education transformation and personalised learning.

4.28 Ensure the needs of SEN pupils are met

All new build (rebuild) and refurbished schools will be designed with inclusivity as a high priority to ensure SENDA and DDA compliance, thereby allowing such schools to cater for a broad spectrum of children with additional educational needs.

4.29 Consult with the school workforce, governors, children and parents during the design phase

The Council intends to mirror the approach taken with the BSF Wave 3 (Phase 1) schools. This has resulted in the establishment of local design groups that include staff, pupil and governor representatives. Additional mechanisms are then put into place to involve the wider pupil population, parents/carers and community to maximise the level of local input. Such activities have involved participation in visioning/design workshops and visits to relevant newly rebuilt or refurbished schools. In addition, through the Early Years and Extended Service Team, the Council has organised pupil workshops to inspire and develop innovative solutions from the key consumers of education.

4.30 Make use of Design Quality Indicators (DQIs)

DQIs have been used to inform the output specifications of our design solutions for the two Phase 1 sample schemes and the two Academies. It will make use of DQI input into our design proposals for PCP.

4.31 Maximise design quality by the use of design champions, client design advisers, regional design panels, peer to peer reviews or CABE

The Council's BSF CABE enabler, Steven Pidwell, has been a significant contributor in Phase 1 sample design meetings and it is hoped that CABE, subject to central funding availability, will also have a meaningful input into PCP.

4.32 Achieve sustainable and efficient use of energy – BREEAM rating of 'very good' to be achieved alongside a 60% reduction in CO2 (using 2002 regulations as the benchmark)

The Council is intending, along with its LEP partner, to deliver a BREEAM rating of 'excellent' on new builds (rebuilt) and 'very good' on all refurbishments with respect to its sample BSF projects and the two Academies. The Council expects these high standards to also apply to all PCP projects.

SECTION 5 – INITIAL INVESTMENT PRIORITIES

5.1 Initial priorities for the first four years

An initial review of all primary schools plus special and nursery schools was undertaken based on AMP criteria 1-4. This indicated that because of the disparity in the quantum of investment backlog, only mainstream primary schools were likely to be beneficiaries of PCP (AMP) funding. Thus, a more detailed analysis was undertaken of the 54 primary schools only, linking infant to junior schools to allow a consistent approach to be taken between primary and infant/junior pairs. Details of the overall prioritisation of the primary school estate are attached as Appendix A, with schools grouped into their relevant areas. The initial prioritisation of primary school investment has been addressed by assessing seven input criteria and then phasing has been determined by the addition of four output criteria. These criteria have been assessed for each school or infant/junior pair and have been given equal weighting.

Criteria used to determine initial investment priorities
Criterion 1 – AMP: Suitability to deliver the curriculum
Criterion 2 – AMP: Condition (repair and maintenance backlog)
Criterion 3 – AMP: Accessibility of building to promote inclusion
Criterion 4 – AMP: Age of buildings
Criterion 5 – AMP: Size and quality of external facilities
TOTAL 1 (Criteria 1-5)
Criterion 6 – Deprivation: tax credit percentages
TOTAL 2 (Criteria 1-6)
Criterion 7 – Over-subscription: number of children on waiting lists
TOTAL 3 (Sum of criteria 1-7) – this has been used to determine investment priorities
Criterion 8 – Performance: impact of ICT
Criterion 9 – Performance: KS1 Level 2B+ in R&M and W&M
Criterion 10 – Performance: KS2 Level 4+ in E&M
Criterion 11 – Performance: KS2 contextual value added (CVA) score
TOTAL 4 (Criteria 8-11)
OVERALL TOTAL (5) – Sum of criteria 1-11 – this has been used to determine phasing of investment priorities within separate rebuild and refurbishment groups

This process has identified an initial investment priority of six projects (nine schools in total on seven sites).

5.2 Conclusions

Primary schools or infant/junior pairs of schools have been grouped according to their area (Central, North, South, East or West). At this initial stage, the requirement is to identify a priority list of schools/school pairs to benefit from capital investment (equivalent to half of all primary schools – 27) and from this list to select six projects (nine schools) that exhibit the highest priority. This has identified the following initial priorities:

Rebuild:

1. Denbigh Infant and Junior Schools (630 places)
2. Maidenhall Primary School (630 places)
3. Stopsley Community Primary (420 places)

Refurbishment:

1. Beech Hill Primary School (630 places)
2. Whipperley Infant/Farley Junior (420 places)
3. William Austin Infant & Junior Schools (1050)

Details of the above schools have been recorded on the relevant Excel spreadsheet.

5.3 Other priorities

In addition to and because of the great benefit of pooling funding streams, other factors will be taken into account in determining future phasing within this list of priority schools as follows:

- future expansion requirements (supported by Basic Need funding)
- amalgamation proposals (supported by Modernisation funding)
- sites identified for the development of a Children's Centre (supported by Children's Centres funding)
- sites identified for the development of extended services and to support the Sustainable Community Strategy 2026
- sites identified to support the development of the 'Progressing Integration Project'

- potential linkages to the roll out of managed services to the secondary school estate (ICT and soft and hard FM) based on economies of scale

5.4 Statutory Notices

Where, as a result of pressure on school places, the Council decides to increase the capacity of any of its initial priority schools utilising 'basic need' funding and/or to take the opportunity of amalgamating infant & junior schools, it will ensure that the relevant statutory notices are published with sufficient lead-in time to negate any potential risk of delay to these projects.

Draft