

Medway Council Primary Capital Programme



Strategy for Change 2009 - 2022

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Section 1: The local perspective

Medway, area and context

- 1.1 Medway aspires to be a city of learning, culture, tourism and high technology, and our regeneration framework sets out proposals to achieve this. Education is key to this vision specifically, "a quality and accessible offer of learning and skills provision through all ages and sectors, along with improvements in achievement and the skill base to enable local people and the economy to flourish."¹ Our Primary Capital Programme will enable us to realise this vision in full.
- 1.2 Medway came into existence as a unitary authority in 1998, located on the southern bank of the River Thames, bordered by Kent in the east, south and west and bounded by the river to the north. It has a population of 250,000 that is set to grow to over 300,000 over the next 20 years – the size of Newcastle and growing to the size of Coventry. It has a cluster of universities including the University of Kent, Greenwich University, Canterbury Christ Church and the University for the Creative Arts. It has the second oldest cathedral in England, a Norman castle, a historic Georgian dockyard and it occupies an excellent location on the River Medway with strategic links to London and mainland Europe.
- 1.3 It has substantial infrastructure in place and immediate access to green open space and areas of outstanding natural beauty. It also forms part of the largest regeneration project in Western Europe, the Thames Gateway.
- 1.4 Significant investment is planned that will bring about the transformation of Medway through the building of the highest quality residential accommodation, the development of the biggest retail centre outside Bluewater in the south east, new cultural provision, appropriate infrastructure improvements, alongside effective community engagement.

Demographics

- 1.5 Medway is one of the most diverse areas of the south-east, where pockets of deprivation co-exist with affluent neighbourhoods. We have some heavily populated urban and residential areas, but these are never more than half an hour away from rural farmland and village communities.
- 1.6 More than 30 languages are spoken in Medway and 5.4 per cent of the population come from ethnic minority communities, compared with 8.7 per cent nationally. The proportion in the school population is higher – nine per cent in primary and eight per cent in secondary schools. The Indian community is the single largest at two per cent of the population.²
- 1.7 Medway's population of 250,000 is younger than the average for England but the profile is slowly changing. Predicted growth in the over 60s between 2003 and 2028 is 75 per cent. Single person homes now make up almost a third of total households in Medway and the proportion of traditional family households has declined to 50 per cent.³
- 1.8 Overall Medway is not a deprived area. With a deprivation indicator of 55.90% we are the 94th most deprived Local Authority area⁴, however at ward level Medway has some of the most deprived areas in the country.⁵
- 1.9 There are 69,000 children and young people in Medway, which represents 27 per cent of our population. 11,100 children have special educational needs. 344 children and young people are looked after by the council. 157 children in Medway are on the Child Protection Register. There are 650 young carers in Medway.⁶ The proportion of year 6 children who are overweight or obese is higher than the national average, although at Reception age these figures are lower than the national average.⁷

Schools

- 1.10 Medway Council has 110 maintained schools, educating 40,928 children. 170 children are being educated at home.

¹ Medway Regeneration Framework 2006-2016

² Medway's community plan 2007-2010

³ Medway's community plan 2007-2010

⁴ <http://www.teachernet.gov.uk/docbank/index.cfm?id=12225>

⁵ Medway's community plan 2007-2010

⁶ Medway Children and Young People's Plan 2006 - 2009

⁷ National Child Measurement Programme Results

- 1.11 There are 85 primary phase schools educating 20,758 children and 2 special schools with primary phase. These include 41 infant and junior, 10 voluntary aided schools - 2 Church of England and 8 Roman Catholic and 7 Church of England voluntary controlled schools.
- 1.12 Medway has well advanced proposals for 3 accelerated Academy projects, of which the first is scheduled to open in September 2009.
- 1.13 For the purposes of school place planning, schools are divided into 9 areas, based on distinct geographical areas. These planning areas are: 1: Hoo Peninsula, 2: Strood, 3: Gillingham West, 4: Gillingham East, 5: Rainham, 6: Walderslade, 7: Chatham, 8: Rochester, 9: Cuxton & Halling.
- 1.14 Since 1998, Medway has closed 10 infant and junior schools, formed 5 new primary schools, built 2 brand new schools and completely rebuilt 2 schools. Following the approval of the School Organisation Plan principles [2007], further amalgamations of infant and junior schools are likely.
- 1.15 Medway's School Organisation Plan principles are:
- all infant and junior schools should be amalgamated over time;
 - the future of schools that are, or at serious risk of becoming unviable, will be reviewed with a view to seeking possible amalgamation or closure;
 - enable popular and successful schools to expand wherever possible;
 - published admission numbers will be set in multiples of 30 wherever practicable to support schools in curriculum planning. Legislation prevents 5 – 7 year olds being taught in class sizes of over thirty and replicating this structure throughout the school will assist in class organization;
 - the number of transition points will be reduced wherever possible. This means creating schools for pupils aged 3 – 11 and removing transitions for pupils' midway through the foundation stage and between separate provisions for Key Stages 1 and 2.

Vision

- 1.16 The long-term aims and local investment priorities outlined in Medway's Primary Capital Programme are underpinned by a range of local plans and strategies relating to children and young people, all of which support the overarching priorities in the national Children's Plan.
- 1.17 In 2005 and early 2006, Medway Council consulted children, families and carers extensively about the priorities and vision for children. This resulted in the completion of Medway's first Children and Young People's Plan (CYPP).
- 1.18 The plan sets out our vision for our children and young people:

"Our ambition is for every child in Medway to lead a healthy and enjoyable life, safe from harm and neglect. Each child will get the support they need to grow in confidence, helping them overcome barriers in their lives. Children will be the very best people they can be. They will learn to help others and develop the qualities they need for a fulfilling and happy adulthood."⁸

Key to this vision for young people is our vision for schools. Medway's 21st century schools will offer:

- a commitment to listening to children, valuing what they say, and acting upon it, as well as involving them as active members of the school community, for example as peer mentors;
- personalised and stimulating teaching from a highly qualified and committed workforce, deploying information and communications technology (ICT) to present, process and store assignments;
- assessment for learning which continuously assesses pupils' progress and informs the tracking of every individual's learning through ICT systems; where appropriate, this results in targeted intervention for those encountering barriers to their learning;
- a focus on health and well-being, encompassing sex and relationships education, healthy food, and high quality physical activity;
- access to a range of services – the team around the child – for those who need it most;
- an extended curriculum, part compulsory, part voluntary, delivered before during and after normal school hours, encompassing social, cultural and sporting activities as well as the National Curriculum;
- community leadership, fostering community cohesion, high expectations of children and young people, and involvement in learning from the cradle to the grave;
- social and economic regeneration, including access to services which support employment such as childcare and Job Centre Plus.

⁸ Medway Children and Young People's Plan 2006 - 2009

- 1.19 Our CYPP will be delivered with the support of our partners including the Medway Children and Young People's Strategic Partnership whose purpose is to champion the well-being of all children and young people in Medway. This is described in more detail in section 3.
- 1.20 Improving outcomes for young people in Medway is a corporate priority and at the heart of our CYPP. We want Medway to be a place where all children enjoy learning and leave school with the qualifications, personal achievements, skills and motivation to succeed in their adult and working lives. Increasing children's achievements is a key priority. In the case of underperforming groups of pupils, we aim to narrow the gap between their achievement and that of the Medway average.
- 1.21 The Primary Capital Programme will enable us to realise this ambition by securing 21st Century Schools, willing and able to work collaboratively to deliver the Every Child Matters outcomes.

Section 2: Baseline analysis

Progress towards Children's Plan objectives

- 2.1 The publication of our CYPP in 2006 was immediately followed by the formation of the Children's Services Directorate in Medway. In the same year, Medway experienced our first joint area review (JAR), which helped us to prioritise our objectives. Our principal objectives have been to:
 - 2.2 **Improve child protection and safeguarding:** These were found to be inadequate in the JAR and have therefore been a key focus of our work since. The area of children staying safe has been judged to be satisfactory in the two subsequent annual performance assessments (APAs). This shows the progress we have made, but also the distance we still need to travel.
 - 2.3 **Improve children's health outcomes:** especially in relation to:
 - healthy schools;
 - teenage pregnancy;
 - mental health;
 - nutrition.

By January 2009, 73% of our schools have achieved the national Healthy Schools Standard (up from 42% in 2006). Teenage pregnancy figures have remained obstinately high, and progress in improving mental health services has been too slow. Whilst school meals are now much healthier than they were, the impact on overweight and obesity has been minimal to date. This lack of progress in health outcomes resulted in a judgement of inadequate in our annual performance assessment in 2008. Improving the health of Medway's children is therefore a key priority for us, and we have developed robust plans with our partners to ensure that we achieve this.

- 2.4 **Enjoying life and learning:** The CYPP focuses on:
 - raising attainment at Key Stages 2 and 3;
 - rolling out our Sure Start children's centre programme;
 - extended services in schools;
 - reducing permanent exclusions;
 - improving attendance;
 - improving access to sport.
- 2.5 Key Stages 2 and 3 results for Medway children have shown steady progress since 2006, although they have not reached the ambitious targets we set. The Sure Start programme was delivered on time and within budget, and has now entered its next phase (8 centres – or extensions to existing centres – to be opened by 2010). Schools are increasingly delivering extended services; permanent exclusions are about the same as the 2005 figure which informed the plan; attendance has improved; access to sport has also increased, but Medway still lags behind the national trend of improvement. Overall, Medway's performance in the area of enjoying and achieving has been judged as good for the 3rd consecutive year in the 2008 APA.
- 2.6 **Helping ourselves and helping others:** In this area, the CYPP focuses on developing the youth service, consulting young people on issues that affect them, acting on what they tell us, and increasing the numbers of young people involved in volunteering. Good progress has been made in these areas and this was reflected in the APA judgement in 2008, which moved from satisfactory the previous year to good.
- 2.7 **Gaining the skills for learning and earning:** Key objectives in this area are implementing the Medway 14-19 Strategy, improving attainment and participation, and decreasing the proportion of young people not in education, employment or training (NEET). Good progress has been made and the APA judgement in 2008 was good in this area for the 3rd consecutive year.

Standards and performance - Key Stage 1

- 2.8 Children in Medway enter Foundation Stage at levels significantly below national expectations. In many cases this is linked with levels of deprivation. This is particularly the case in relation to language development.
- 2.9 Progress is made in line with the national rate but standards at Key Stage 1 remain below the national average for reading, writing and mathematics. However, this hides the fact that, at all levels and in all subjects, Medway's girls are very close to the national performance for girls whilst there is significant under-performance from boys at all levels and in all subjects.
- 2.10 Medway has deployed targeted support to selected schools to address underachievement as shown in the following two examples:
- Example 1: early intervention through the deployment of Additional Educational Needs (AEN) & Inclusion consultants to work with schools where pupils with SEN do not make sufficient progress. For Key Stage 1 at level 2+, the impact in 2007/08 for the selected schools was a rise in every subject as shown below:

Reading	from 64% to 72%
Writing	from 59% to 68%
Mathematics	from 79% to 84%
 - Example 2: the Early Reading Development Pilot (pilot for Communication, Language and Literacy Programme), which has had a positive impact on KS1 results within participating schools in 2008.

Standards and performance - Key Stage 2

- 2.11 Medway has increased the percentage of pupils achieving level 4 in both English and mathematics by 4 percentage points between 2005/06 and 2008/09 (financial years). This is compared with England, which had an increase of 3 points, our statistical neighbours with an increase of 2.4 points and the south east with an increase of 2 points. This has resulted in a closing of the gap between Medway and England to 4 points in 2008/09.
- 2.12 In English at level 4+ Medway has slowly closed the gap to the national figure from a 7 point gap in 2004 to a 2 point gap in 2008. Similarly in mathematics the gap has closed from 6 points in 2004 to 4 points in 2008. Also notable in mathematics is the fact that Medway has eliminated the gap between boys and girls at level 4+.
- 2.13 Using the new floor target of 55% of pupils achieving level 4+ in both mathematics and English, Medway has markedly reduced the number of schools below the floor target from 26 in 2004 to 11 in 2008. Medway has more than doubled the number of schools above the current national average figure from 12 schools in 2003 to 26 schools in 2008.
- 2.14 The successes noted above are largely due to targeted interventions that took place. The Intensifying Support Programme (ISP) - now called the Improving Schools Programme - has played a major role in reducing the number of schools below the floor target. This programme continues to run for both those schools below the floor target and those just above, but still vulnerable.
- 2.15 In 2006, 4 schools were identified as being "hard to shift". In 3 of the 4 schools, significant improvements have been brought about in Key Stage 2 results, so that they are all above the floor targets. The 4th school has a special unit for pupils with behaviour problems, but has been declared a "good school" in the last 2 Ofsted inspections. Under the new definition of "hard to shift" schools, Medway has only one school, which has been below the floor target for 4 years, that is already receiving intensive support from the ISP.

Standards and performance - amalgamations

- 2.16 Medway has altogether 85 schools for primary aged children comprising of:
- | | |
|--------------|----|
| Infant only | 22 |
| Junior only | 19 |
| 5-11 Primary | 44 |
- 2.17 Over the past 7 years 5 separate pairs of infant and junior schools have been amalgamated to form aged 3 to 11 primary schools. This programme is continuing. Currently, we have 3 similar pairs of schools in soft federations and moving towards hard federations in 2009. These are seen as interim steps to full amalgamation following consultation. The main reason for moving to all through primary schools is to provide smoother transitions between the primary phases of education.
- 2.18 Of the 5 full amalgamations that have taken place since 2002, 4 have shown improving trends in contextual value added (CVA). The 5th is the most recent and only has one year's CVA as an amalgamated school to compare this year with.

2.19 The amalgamation of schools is therefore proving to be a successful aspect of our School Organisation Plan principles and is set to continue.

Early Years Foundation Stage and Sure Start

2.20 Medway's Sure Start strategy – an integral part of the CYPP - seeks to improve the current wellbeing, and the future life chances, of children through a planned roll-out of evidence-based programmes and practices, and the delivery of coherent integrated early childhood services for local communities. Two strands of capital activity are at the heart of this strategy:

- development of a network of 20 Sure Start children's centres, co-located at primary schools that host a range of health, learning, care and guidance services for very young children and their parents and carers;
- expansion of the proportion of schools offering an integrated Foundation Stage of learning from the age of 3 years, starting first with those serving areas of greatest disadvantage and thereby helping to raise standards at Foundation Stage and ultimately Key Stage 1 and beyond.

2.21 Medway began with 4 children's centres in the most disadvantaged areas – and built on the lessons from the pilot Sure Start project in the All Saints area of Chatham. We now have 14 centres – each co-located with a primary school - built, staffed and delivering services to local families, across 2/3rds of Medway's area. Our 3rd phase will be to establish centres serving the remainder of Medway's communities.

2.22 A total of 30 infant and primary schools offer some or all of their children the full Foundation Stage of learning from the age of 3 years, and 36 do not. A further 2 will have their age range amended during 2009 as part of the phased expansion in areas of disadvantage, meaning that we are on course to achieve our target for more than half of all schools in Medway to offer the full Foundation Stage by 2010 compared with less than 20% in 2000.

2.23 Our aim is to continue to expand the proportion of schools offering an integrated Foundation Stage of learning from the age of 3 years.

English as an additional language (EAL)

2.24 Between 2004 and 2008, there has been a significant increase in the number of primary pupils for whom English is an additional language, bringing the authority into line with the south east and our statistical neighbours. Many of these pupils are new to the UK and most are from homeless and rootless communities that were not previously represented, presenting new challenges in meeting their needs. Many are resident in areas currently served by infant and junior schools rather than through primaries.

2.25 It is our intention through the Primary Capital Programme to improve facilities to support the needs of children from minority ethnic groups, by increasing the flexibility of spaces in our schools, allowing space for personalised learning.

Deprivation

2.26 Medway is one of the most diverse areas of the south east where pockets of deprivation co-exist with affluent neighbourhoods.

2.27 According to the latest Income Deprivation Affecting Children Index (IDACI) statistics, 45% of Medway primary schools are in areas of high deprivation and 48% of children of primary school age are from areas of high deprivation.

2.28 The achievement gap between those eligible for free school meals and the rest has been consistently better than national for the last 5 years and continues to narrow at faster than the national rate.

2.29 The level of deprivation is much higher in some areas than others. Furthermore there is stark evidence of a link between levels of deprivation and standards in schools. Medway uses IDACI as a proxy for deprivation as it appears to have most impact upon attainment dependant upon social disadvantage. The mean IDACI per school for Y6 pupils is calculated and schools are then ranked into quartiles each containing a quarter of the IDACI range. The table below shows that those with the highest IDACI scores (i.e. most disadvantaged) had an average of 66% of pupils gaining English level 4 plus at the end of KS2 and 64% level 4 plus for maths. Only 2 schools in this quartile achieved above the average for English of 80% level 4 plus achieved by the quartile with lowest IDACI.

School Quartile	Group	IDACI range	% level 4 plus English	% level 4 plus mathematics
Upper Quartile	Schools with highest mean IDACI, i.e. most disadvantaged	Above 0.32	66	64
Second Quartile	Second 25% of schools based on mean IDACI	0.24 – 0.31	73	69
Third Quartile	Third 25% of schools based on mean IDACI	0.16 – 0.23	77	70
Lower Quartile	Schools with lowest mean IDACI	0.08 – 0.15	80	74

- 2.30 Overall this shows that Medway has areas that vary widely in terms of disadvantage. Some of the areas with high IDACI have other indicators of concern that score highly as well, throughout the age range and into post 16 and eventual employment outcomes.
- 2.31 On the basis of this evidence we will aim to ensure that Primary Capital Programme investment is targeted at our most deprived schools and areas. Our Sure Start strategy with the development of children's centres in our most deprived areas demonstrating our commitment to this approach.

Healthy schools and healthy eating

- 2.32 An internal council audit into the catering facilities in Medway schools showed that 27% of schools had major health and safety legislation non-compliance issues and this has meant that they could not deliver full catering service provision. A further 33% of schools have currently had recent improvements made but are still in need of further work to ensure that they are fully compliant with health and safety legislation. 40% of the schools recently had new works carried out and were fully compliant with health and safety legislation.
- 2.33 The audit also showed that 22% of schools had brand new or recently refurbished accommodation that was fit for purpose. 52% of schools had dining accommodation that was satisfactory – facilities at these schools, although appropriate, often had multi-functional use and dining times were often limited. 26% of schools had dining accommodation that was deemed inappropriate – this meant that features such as lighting or size were unsuitable.
- 2.34 8% of children in Foundation Stage 2 in Medway are obese and another 10% are overweight. By year six, 20% of children are obese and a further 15% are overweight.⁹ One of Medway's key priorities and also a proposed target for children and young people is to reduce childhood obesity by promoting healthy lifestyles. We will address this by improving nutrition for children, improving the quality of PE and school sport and by helping children get more exercise in their free time.
- 2.35 Currently an average of only 80% of Medway's pupils have an average of two hours of high quality PE per week (2nd lowest in any local authority in the country) and only 16% of pupils take part in one or more "community" sports (3rd lowest in the country).¹⁰
- 2.36 Of 101 participating schools, 80 have achieved Healthy Schools status. Medway's target was to achieve 60% by the end of December 2008 and we are already at 73%.
- 2.37 By improving the quality and number of play areas, and by investing in catering facilities, the Primary Capital Programme will support our ambition for every child in Medway to lead a healthy and enjoyable life.

Provision for children with Special Educational Needs or disabilities

- 2.38 Medway has 2 special schools with primary phase and a range of additionally resourced mainstream provision. Medway's outreach and school support services are based in three integrated area teams, and there is a separate team to support children with disabilities.
- 2.39 Medway recently undertook a review of arrangements for meeting the Special Educational Needs (SEN) of our pupils. Generally speaking, provision for children with SEN in Medway is good and children with SEN make good progress. However, the number of children from Medway educated outside mainstream schools is rising, which includes a number of children educated outside Medway. Medway is striving to educate as many children as possible in their local school, within their local community, because this protects their family and social relationships as well as their learning. Accordingly, the review made a number of specific recommendations which include:

⁹ National Child Measurement Programme Results

¹⁰ School Sport Survey 2007/08, DCSF.

- develop a multi agency diagnostic process for autism to ensure that the steep rise in numbers of children with a diagnosis of autism is based on a complete view of every child's needs and abilities;
 - establish an integrated foundation stage at Abbey Court school (profound, multiple and severe learning difficulties);
 - increase capacity at Rivermead School (hospital school);
 - widen the remit of Horsted Infant and Horsted Junior Schools and establish resourced provision for pupils with a diagnosis of autism. (Both schools currently have a physically disabled unit, which would be remodelled);
 - establish primary aural/oral provision for hearing impaired students – particularly for those with cochlear implants – at Twydall Infant and Junior Schools;
 - develop outreach programme at special schools;
 - develop three hubs (specialist centres within mainstream schools across Medway to develop and promote best practice).
- 2.40 Medway is developing a new SEN strategy setting out our framework for the further development of our provision across a five to seven year period.
- 2.41 Medway's aim is to increase our SEN capacity and enhance our provision, in particular for those schools highlighted in our review of SEN provision.

Provision for Extended Services

- 2.42 As an authority, Medway has met all of its Training Development Agency (TDA) Extended Services targets. 42% of primary schools in Medway have been assessed as delivering the 'full' core offer, 51% delivering part of the core offer and 7% of Medway schools not yet delivering any of the core offer.
- 2.43 In order to achieve the 2010 target for extended services provision more schools require access for their community during the day and to be able to have secure space to run after school activities alongside family learning opportunities in the evenings and holiday periods. This requires suitable and dedicated spaces, as well as sensitive management of access to ensure that children are kept safe at all times.
- 2.44 As we develop other professional access within schools there is a need to have separate space to deliver appropriate therapies including occupational therapy, physiotherapy and speech and language therapy, within mainstream settings, which impacts on existing spaces. Dedicated space is necessary to provide office facilities as well as clinical settings for these professionals within ordinary school settings. These demands will increase as the local authority makes more provision for children with special educational needs in the mainstream.
- 2.45 Our Sure Start children's centres are providing extended schooling activities as well as community based health and welfare services that are easily accessible and our aim is to continue to grow and enhance this provision.

Workforce provision

- 2.46 The combination of the personalisation agenda, workforce reform legislation and Every Child Matters outcomes has had the net effect of markedly increasing each school's workforce. In some schools this means that the well being of staff is being affected by the lack of space in areas such as staffrooms and administrative areas. Only 41% of our schools have a special provision for teachers to use for planning, preparation and assessment (PPA) time.
- 2.47 It is our intention through the Primary Capital Programme to improve facilities for staff for all aspects of their "non-contact time" such as the PPA time and allow space for professional development meetings such as those required by mentors with newly qualified teachers, or for confidential performance management meetings.

Diversity, choice and responsiveness to parents

- 2.48 In January 2008 Medway's Cabinet approved the Schools Organisation Plan principles that contained a clear set of planning principles to guide decision making in a clear and consistent way so that the Council complies with its statutory duty to provide school places. The principles are shown in paragraph 1.15.
- 2.49 The number of children of primary school age has been falling locally and nationally. This impacts differentially on infant and junior schools' viability, so that those that are seen as unpopular, decline in

numbers and their budgets reduce accordingly. This in turn, may affect their ability to raise standards and effectively manage resources.

- 2.50 The current year 11 is 3529 pupils compared to the current Foundation Stage 2 number of 2958, although the overall birth numbers in Medway are beginning to increase. In 2004, the birth figure was 3182, which has steadily risen to 3314 in 2007.
- 2.51 The overall proportion of surplus places in Medway is 11.57%, which is above the target of 10% for the local authority area. There is variation in the proportion of surplus places by planning area as shown in the table below.

Planning area	% Surplus places @ July 08
Hoo (rural area)	15.59%
Strood	10.76%
Gillingham West	11.21%
Gillingham East	6.12%
Rainham	9.56%
Walderslade	12.34%
Chatham	6.97%
Rochester	22.43%
Cuxton (rural area)	18.36%
Medway Total	11.57%

- 2.52 Medway's last surplus places return identified 17% of primary schools with more than 25% surplus places. A further 29% of primary schools had between 11 and 24% surplus places.
- 2.53 Medway has a number of rural farmland and village communities and we are committed to providing easily accessible schools to these areas (in line with DCSF guidance), particularly on the Hoo Peninsula. We therefore expect to sustain a higher number of surplus places in these schools. However, Medway will endeavour to keep the number of schools in these areas with surplus places to a minimum through, for example, designating surplus space for extended school facilities.
- 2.54 The rising birth rate, changing demographics, and planned housing developments within Medway, also mean that in the short-term we may need to sustain a number of surplus places in some of our schools. In some cases we will also seek to expand popular and successful schools.
- 2.55 Medway has 10 voluntary aided schools - 2 Church of England and 8 Roman Catholic and 7 Church of England voluntary controlled schools. We are planning to relocate a faith primary school to a new housing development and increased its size in response to parental demand. We have federated a primary school with low standards with an improving secondary school on the same site. We plan to expand other schools as part of our Primary Capital Programme in response to parental demand.
- 2.56 Our aim is to continue to reduce the number of surplus places in our individual schools with more than 25% surplus places, and bring the overall proportion of surplus places in Medway down below 10%, whilst at the same time continuing to offer a diverse provision. Where appropriate this will include the expansion of popular and successful schools.

Buildings and ICT

- 2.57 The majority of the primary school estate was built between 1945 and the early 1980s although 20% of our buildings date back to the start of the 1900s or earlier.
- 2.58 The asset management plan (AMP) based on the 2007 returns has been analysed to identify the primary and special schools for primary aged pupils that have the most significant condition and suitability needs. The assessments concluded that 53% of schools had an unsuitability rating that meant their inappropriateness could directly affect the education of their pupils. This included the 3 special schools.
- 2.59 24% of schools had a repair backlog in excess of £300,000 and an additional 34% of schools had a repair backlog of between £150,000 – £299,000.
- 2.60 Up until 2 years ago the majority of Medway's investment in schools had been small scale and piecemeal. Since 2006 we have taken a more strategic approach to the modernisation of our schools, which has included, for example, the building of 2 brand new schools. These projects have established modern accommodation with flexible learning spaces, also enabling the addition of a foundation stage, enhancement of extended service offer and improved SEN provision.

- 2.61 In addition we have invested in the removal of temporary accommodation where possible. However some temporary accommodation still remains where significant investment would be needed to replace it. One of our primary schools is based entirely in temporary accommodation.
- 2.62 For the purposes of visitor accessibility under the Disability Discrimination Act (DDA), 21% of our schools have 100% accessibility, 41% have accessibility of 33% and above and the percentage of schools with serious accessibility issues is around 38%.
- 2.63 Our aim is to tackle the most significant condition and suitability issues in our schools, through significant refurbishment or school rebuilding projects. Where appropriate this may take place as part of a school amalgamation.
- 2.64 With the exception of some children who live on the Hoo Peninsula, we expect all of our Key Stage 2 aged children to live close enough to their school to be able to walk. Medway Council supports local schools in developing their own school travel plans with the aim for all schools to have a plan in place by 2010.¹¹
- 2.65 Medway aims to increase the number of children traveling to school by walking, cycling and using school or public transport and at the same time reduce the number traveling by car.
- 2.66 As well as tackling transport issues Medway's school travel strategy also has links to other initiatives, for example improving the health of children, promoting awareness of road safety, reduction in pollution and supporting sustainable development.
- 2.67 Medway Council's award winning¹² walking bus service now has 31 walking bus routes in operation with 602 pupils using the service.
- 2.68 Medway has invested in improving broadband connectivity within our schools and is implementing a Virtual Learning Environment (VLE) across our schools that will enable pupils and staff to access work and resources wherever they are based. The falling real cost of computer hardware will reduce the need for computer suites over the next few years, in favour of allowing pupils access to ICT at all times – already, for example, every student enrolling on a 14 -19 diploma in September 2008 received their own laptop.
- 2.69 Medway's ICT Strategy for Learning has been developed by the ICT Strategic Futures Group. This group consists of headteachers or senior leaders from a range of schools acting as representatives for the cross section of schools. The strategy is underpinned by the following themes:
- empowered learners;
 - empowered staff;
 - effective schools;
 - contributing communities;
 - participating parents/carers.
- 2.70 Medway has procured a VLE from the Becta Framework for Medway schools. Three phases of implementation have taken place with the 4th and final phase starting in January 2009. When this is complete, coverage will be over 95% of Medway primary schools (and over 90% of all Medway schools). Early evaluation indicates that the VLE is having a positive impact on learning.
- 2.71 ICT is enabling education transformation in Medway as demonstrated by the following examples:
- personalising learning – a tracking system, Pupil Progress and Intervention Tracker (PPIT), enables schools to monitor the progress of all their pupils towards their end of year learning targets, and readily identifies those who are off track and therefore require additional intervention;
 - use of Interactive Whiteboard (IWB) – many schools are in the early stages of realising the full pedagogical potential of IWB, but some are now beginning to utilise its full functionality;
 - wireless – schools are recognising the value of taking the ICT to the pupils rather than the pupils to the ICT. The use of wireless is increasing and also schools are now beginning to recognise the value of the smaller, less expensive devices such as netbooks;
 - 'Our Medway' – this project used historic and cultural sites in Medway as a focus and addressed particularly the use of ICT peripherals (movie cameras, digital cameras, sound recorders etc.) to support learning in the foundation subjects. As a result of this project schools were able to understand how a range of subject areas could be integrated and skills transferred and how ICT could be embedded in learning. Data exists to evidence the positive impact that this project is having on learning outcomes. The project is now being further developed as 'Our Medway 2012'.

¹¹ Medway schools travel strategy - http://www.medway.gov.uk/school_travel_strategy.pdf

¹² International Green Apple Awards 2007 for Environmental Best Practice

2.72 Medway aims to use investment from the Primary Capital Programme alongside other funding sources to provide leading edge ICT in all of our schools.

Section 3: Long Term Aims

How the long term aims of the Primary Capital Programme will support the delivery of the new Children and Young People's Plan (CYPP)

3.1 In April 2009, Medway Council and its partners will launch its new CYPP. For the first time, this launch will be overseen by the Medway Children's Trust, which brings together representatives of statutory and voluntary agencies to inform key decisions on the commissioning and provision of services to local children and their families. The trust has six permanent working groups which cover all aspects of the Every Child Matters agenda:

- parenting and family support;
- integrated youth support;
- care matters (concerned specifically with children in public care);
- aiming high for children with additional needs;
- emotional well-being;
- 21st century schools.

Each of these will report periodically to the Children's Trust Board, which will in turn oversee the work of the Joint Commissioning Group. The 21st century schools group will guide the further development and implementation of the Primary Capital Programme.

3.2 Our key aims will be that children should:

- be safe and cared for;
- succeed in learning;
- thrive.

They should be championed by a confident and competent workforce, with robust arrangements in place to ensure:

- effective safeguarding;
- integrated services and support;
- timely and targeted intervention.

The Primary Capital Programme is crucial to the delivery of these aims.

3.3 We are making significant progress on ensuring that children are safe and cared for. Services for children at risk of significant harm have been transformed. The next stage in our development is to improve our preventive work in liaison with schools, to ensure that any concerns are identified early and arrangements are made to support families quickly and effectively. We will do this principally by improving the use of the Common Assessment Framework (CAF), ensuring that a lead professional is able to draw on support from all relevant agencies. Many of our schools are already fully involved in this inter-agency approach, but the work of the Trust in overseeing the implementation of the CYPP will ensure that all schools take responsibility for promoting the safety and well-being of their pupils and engaging other agencies in doing so.

3.4 Our Early Years Strategy is impacting significantly on achievement in the key areas of communication, language and literacy and on personal, social and emotional development at the foundation stage. Our challenge is to translate these gains into improvements at Key Stage 1 and Key Stage 2. There is also a requirement to improve teaching and learning in the primary years, moving more of our schools from satisfactory in this regard to good and outstanding. The Primary Capital Programme will be crucial in allowing us to improve our buildings in order to provide truly inspirational learning environments. The implementation of improvements in ICT will also build on our recent development of a Virtual Learning Environment (VLE) in all our primary schools, giving new opportunities for collaboration between schools at both teacher and pupil level.

3.5 Many of our schools already implement the new requirement to promote well-being. However, the services provided by the Council and our partners to promote health and well being and to reduce teenage conceptions will be developed rapidly over the next year or so, and the Children's Trust will be responsible for co-ordinating these efforts with those of schools. Our challenge is to develop our vision of 21st century schools and implement the Primary Capital Programme in parallel with these service developments, and the new trust structures will enable us to achieve this.

- 3.6 This approach will allow the Council, together with our partners and stakeholders, to plan capital investment strategically taking account of the full Every Child Matters agenda. By 2025 Medway intends to have dramatically transformed the schools building stock.

Standards and Performance

- 3.7 From the consideration of the context and baseline, it can be seen that Medway has a number of priority areas where further concentration and support is required in order to bring about a rise in standards. Our aims are:
- 3.8 **The elimination of schools causing concern:** We aim to eliminate the schools that are judged through Ofsted inspections to be “inadequate” and therefore in need of intervention and those schools with low standards and who are either below or in danger of falling below the “floor target”. Schools that have low standards are held to account through regular meetings involving the headteacher, chair of governors, the Assistant Director Learning and Achievement and the Senior Primary Adviser along with other relevant personnel. The results of these meetings have included warning letters, the removal and replacement of a headteacher, interventions in leadership and management as well as the range of interventions open to the local authority through the Schools Causing Concern regulations. In all cases the schools have improved, in some cases moving from inadequate to good or outstanding in a short space of time. Such interventions sometimes have capital cost implications, for example improving Foundation Stage provision or even providing new buildings. These strategies will continue and will be supported by the School Improvement Partner for each individual school.
- 3.9 **The development of personalised and stimulating teaching environments:** In the coming years the greatest impact on the work of the primary schools is likely to come from the proposed major revision of the primary curriculum. The final report is due in March 2009 but some messages from the interim report can already be seen to have implications for the further development of primary schools. Examples might be:
- greater emphasis on learning from experience and real life (e.g. outdoor classrooms)
 - having role play opportunities (e.g. greater space in classrooms or more flexible use of space needed)
 - ensuring ICT is giving value for money, with the possibility of moving some current Key Stage 3 ICT into the primary phase (e.g. hardware and software implications).
 - physical health and well being (e.g. space for physical activities and instruction in healthy eating)
- Additional flexibility will be needed to support the needs of specific groups. Our looked after children for example may have additional needs for personalised learning spaces, which may include provision within our children’s home. Medway’s Primary Capital Programme will enable the development of appropriate learning environments for all.
- 3.10 **Meeting the needs of minority ethnic groups:** One over-arching issue for Medway is its changing demography. There has been a sudden and marked increase in the numbers of non-English speaking new arrivals. This is more prevalent in some schools than others, both primary and secondary. Targeted support will therefore be put in place through the Minority Ethnic Achievement team of consultants and support teachers. In order to bring about accelerated progress in these pupils grasp of English, a combination of in class and one to one support is required. Facilities are therefore needed that will appropriately accommodate both approaches.
- 3.11 The issues that schools have to tackle depend to some extent on the nature of the intake of new arrivals. In central Chatham schools variously have different combinations of Asian, Slovakian, Central European and African new arrivals. Cultural differences mean different needs. For example, for many Eastern European arrivals, parents as well as children need support. Our aim therefore is to consider the specific needs of each school regarding the provision of flexible space for community education as well as in-school provision.
- 3.12 **Improving communication skills:** A major focus of our work in Key Stage 1 is not only to improve the overall standard of literacy and communication skills but also especially focus on the under-achievement of boys. This will be a major focus of the combined efforts of the Additional Educational Needs and Primary Key Skills Consultants and the Early Years Advisers working in partnership with the National Strategies (a plan for this is already in place). In developing this approach, due regard will be paid to the recommendations of the Independent Review of the Primary Curriculum which is likely to suggest that Key Stage 1 and Key Stage 2 work in areas of learning similar but not identical to those in the Early Years Foundation Stage. We have already seen the additional emphasis placed on the inclusion of ICT in the revised Framework for Literacy and mathematics. The 2009 report is likely to identify further areas where capital expenditure through the Primary Capital Programme is required.

- 3.13 Following the Prime Minister's promise to support those children who are not achieving as well as they should, schools increasingly require space to provide one to one tuition. National Strategies initiatives include "Every Child a Reader", "Every Child a Writer" and "Every Child Counts" and significant sums of money have been made available through Standards Fund to provide this tuition. Many primary schools are unable to provide an appropriate learning environment for these one to one sessions to take place and rely on corridors, staff rooms, medical rooms etc. It is our aim to provide high quality tutorial rooms that will promote high quality provision for pupils requiring this form of support.
- 3.14 **Reducing the number of schools falling below the floor target:** As in previous years, any schools below the floor target of 55% level 4+ in both English and mathematics will receive intensive support from a dedicated consultant and subject specific support from the Primary Strategy Team of consultants. School Improvement Partners will provide rigorous challenge and support based on a comprehensive "pack" of individual school's data in combination with first hand work in the schools. The intention will be to further reduce the schools falling below the floor target.
- 3.15 **Reducing the number of transitions and transfers:** Currently it is possible for a child in Medway to transfer from an early years setting to an infant school, then again to a primary or junior school before finally moving on to secondary education. Research shows that each transition is likely to have a negative impact on a child's work. Medway is therefore working to reduce the number of transition points in a child's educational career. We have introduced a programme of developing integrated Foundation Stages through the provision of Sure Start children's centres and of federations leading to amalgamations of separate infant and junior schools. It should increasingly become possible for a child's education from the age of 3 years to 11 years of age to take place in one institution. Primary Capital Programme funding will enable amalgamated schools to become physically joined in most cases where this does not occur already. In one instance we are also exploring the hard federation of a primary and adjacent secondary school.

Early Years Foundation Stage and Sure Start

- 3.16 This is a major programme – with at least £20 million of direct grant funding being invested over the next three years.
- 3.17 The Sure Start programme is led by the local authority, and delivered in partnership with the health service, Jobcentre Plus, and community and business organisations. Local priorities and targets that the Sure Start services seek to address encompass children's learning, childhood obesity, smoking cessation, teenage pregnancy, worklessness, and engagement with all sectors of the local community – including those currently not accessing mainstream services.
- 3.18 Medway has experience in designing centres that meet the needs of multi-professional teams delivering family-focused services. The Woodlands Children's Centre is featured in the DCSF design guide as an exemplar. Design features tested in early phases of the programme have been incorporated into later designs – such as children's kitchens, ground level windows and free flow to outdoor areas.
- 3.19 Alongside the development of the Sure Start children's centre programme, the authority will continue to roll out the strategic expansion of high quality Early Years Foundation Stage provision in maintained primary schools – as a proven means of improving outcomes for children. Since 1998, the number of schools offering places from 3 years of age has increased from 9 to 30; with a priority placed on developing places first in those schools serving the most disadvantaged areas.
- 3.20 The Primary Capital Programme will further extend the availability of schools offering an unbroken foundation stage of learning. All new and rebuilt schools will provide places from 3 years of age.
- 3.21 In recent years new models of providing an age- and stage-appropriate environment have been pioneered. Many Medway schools now have integrated units spanning both FS1 (nursery) and FS2 (reception class) provision in a single entity, incorporating indoor and outdoor learning environments specifically designed to meet the six areas of learning of the Early Years Foundation Stage framework.
- 3.22 Our aim is to give all Medway children a good start in life.

Healthy schools and healthy eating

- 3.23 We aim to increase the uptake of school meals. This will be achieved through our commitment to provide schools with a sustainable means of delivering quality meals and by improving the dining environment.
- 3.24 We aim to improve the number and quality of outdoor play areas in our schools. These will be designed and constructed in response to the needs of pupils, parents and carers and will include open

spaces to allow for informal sport and challenging, creative play areas which incorporate natural features.

Provision for children with special educational needs or disabilities

- 3.25 When Medway consulted schools and other organisations on SEN a number of issues were identified which were then set out in Medway's strategic aims which are to:
- promote high standards of education for children with SEN within an increasingly inclusive framework;
 - improve communication with, and involvement of, parents, whether this is from LA Services or from schools;
 - work more closely with other agencies, community and voluntary bodies to provide support for children with SEN;
 - reduce dependence on out-area provision through investing in Medway provision, in conjunction with other agencies where possible;
 - develop a co-ordinated professional development programme for teachers, support staff and school governors and the sharing of good practice;
 - supporting early intervention with pupils and students with SEN;
 - supporting schools in the use of delegated funding for SEN;
 - encouraging children with SEN to participate fully in their school and community and to take part in decisions about their education;
 - developing effective and efficient monitoring and evaluation of SEN, including objective measures of pupils' progress and value added.
- 3.26 Medway is developing an SEN strategy to ensure that it develops more within local area provision for children with SEN and/or disabilities. In September 2008 there were 129 children placed in independent and non-maintained schools. A high number of pupils with an autism diagnosis is impacting on the requests for specialist placement. Medway plans to enhance mainstream provision to enable more complex children to have their needs addressed in inclusive provision. We also plan to develop provision for children with cochlear implants and additional provision for pupils with challenging behaviour.

Provision for extended services

- 3.27 All school clusters need to have access to shared facilities and resources within easy reach. Our aims are to:
- impact on community aspirations raising the attainment and achievement of parents through family learning, information and support;
 - to provide high quality childcare for when parents are ready to access employment.
- 3.28 Continued investment in our Sure Start Children's Centres will provide additional extended schooling activities as well as community based health and welfare services that are easily accessible.

Staying safe

- 3.29 Medway's Safer Schools Partnership was originally set up in September 2002 with the target to have 100 police officers working in schools. The scheme encourages police, children & young people to build good relationships, trust and mutual respect
- 3.30 Medway's Healthy Schools team support schools with individualised projects which teach children how to keep themselves safe, value themselves and treat themselves and others with respect. Our aim is to provide additional practitioner spaces to improve children's access to early support and intervention.
- 3.31 We have carried out recent capital work on schools that have introduced controlled entrances to reception areas, and improved the visibility of open spaces.
- 3.32 Our ambition is for every child in Medway to lead a healthy and enjoyable life, safe from harm.

Diversity, Choice and Responsiveness to Parents

- 3.33 The Primary Capital Programme in Medway will reduce surplus places to below 25% in all schools in the first four years of the programme with the exception of schools in rural locations serving local communities. The following table shows all schools with surplus places currently over 25% and our planned course of action.

School	% Surplus places	Planned action	Parental involvement and responding to demand
Allhallows Primary	40%	We expect roll numbers to increase over the next 5 to 10 years. The school is looking to designate surplus space for extended school facilities	This is a rural school serving a local community.
Warren Wood	35%	Housing development and amalgamation/closure of other schools in the area	
Delce Infant	35%	Amalgamation with other schools	We will consult parents on the proposals
Elaine Primary	34%	Forecast increase in rolls and amalgamation closure of other schools in the area	A project to create an extended school was completed last year.
All Faiths Primary	34%	Amalgamation with another school	We will consult parents on the proposals
St Augustine's RC Primary	33%	The diocese is aware of the problem and with the LA is considering its approach. Roll numbers are starting to increase	The next nearest Catholic Schools are full and some distance away
Wayfield Primary School	33%	Closure of another school in the area. Roll numbers are starting to increase	
St James' CE VA Primary	32%		This is a rural school serving a local community.
St Peter's Infant	32%	Closure or amalgamation with another local school	We will consult parents on the proposals
Ridge Meadow	31%	Closure	We will consult parents on the proposals
St John's CE VC Infant	30%	Closure	We will consult parents on the proposals
Cuxton Infant	29%	There is a large housing development proposed, and it may be necessary to increase the size of the school	This is a rural school serving a local community.
Swingate Infant	26%	Amalgamation with another school	We will consult parents on the proposals
Lordswood Infant	25%	Amalgamation with another school	We will consult parents on the proposals

- 3.34 As a result of this action and an increase in the birth rate we forecast that by 2013, surplus places across all Medway primary schools will fall below 10%. Migration, supported by proposed housing developments, will further reduce the number of surplus places and forms a key part of our school place planning process.
- 3.35 Our strong links with the Regeneration Team will enable us to revise plans where necessary should proposed housing developments not go ahead.
- 3.36 Where we link infant and junior schools either as federations or to form all through primaries, only one governing body is needed so that the very best from the available pool of talent in local families and community can be concentrated, rather than diluted across two governing bodies.
- 3.37 The Medway Governors' Association (MGA) has already had discussions with Academy sponsors on ensuring strong governance in order to raise standards, and is looking at ways those governing bodies can be included in local governor networks. The MGA has representatives from the local extended services clusters on its executive committee in order to widen the range of networks.
- 3.38 Where we have planned school re-organisations in the past, Medway has consulted with the local communities and responded to parental demands and concerns.
- 3.39 We are committed to increasing choice to parents by expanding popular schools, particularly as part of a re-organisation of school places in a particular area. 2 of our best performing schools with outstanding Ofsted reports will be expanded within the first 2 years of the programme. One of these schools is also in one of our most deprived areas, and the other is based entirely in temporary accommodation and will be rebuilt.

Buildings and ICT

- 3.40 Medway Council's Primary Capital Programme aims to make every school a *21st Century School*. The Council's vision is that all its school accommodation will:
- be in good condition, suitable for teaching purposes and support personalised learning;
 - inspire learning and feelings of worth amongst the pupils and the staff working within it through first class design. We will ensure that we achieve this by involving staff and pupils in the design process, as described in section 4, **Design**;
 - promote the use of ICT for teaching, learning and the management of information;
 - address the key priorities for a school of the 21st century through:
 - inclusive buildings that can accommodate children with special needs;
 - extended school facilities open to the community and/or including other community services on site;
 - sustainable buildings where possible, using sustainable energy sources;
 - derive directly from a school's educational vision and through patient partnership working and consultation with stakeholders, translate into an individual design solution for the school.
- 3.41 We have put together premises development plans for all of our schools, which are short to medium term plans specific to each school. These are working documents, put together in consultation with the schools to ensure the effective use of available funding for maintenance and improvement schemes.
- 3.42 Although outstanding practice exists in Medway schools, in relation to all aspects of the use of ICT, the constraints on bringing all schools up to the level of the best are:
- connectivity – All Medway schools are connected at 10Mbps with exception of primary schools on the Hoo Peninsula. We are looking at various options to increase the connectivity to these few schools;
 - appropriate wired and wireless connections in buildings – whilst wireless connections undoubtedly represent the future and offer flexibility of access, the faster speeds achievable through cabled connections should still form the basis of school ICT infrastructure. Currently, therefore, the ideal solution is a mixed economy of a cable network supplemented by wireless technology for added flexibility in particular areas of the building. Many schools require upgrading of their own networks to gain full benefit from their ICT;
 - availability of suitable devices for pupils – portable devices with wireless connections represent the future, but they are not yet widely available in Medway primary schools;
 - availability and use of other ICT peripherals – still and video cameras, sound recorders, interactive whiteboards, etc. As these become increasingly user-friendly the youngest children can benefit from their use to enhance their learning, particularly offering opportunities to interact with and use multimedia technology.
- 3.43 As well as capital investment, Medway's schools need increasing and more responsive support from the Local Authority with regard to the development of ICT in their school. A business development officer (schools) has already been appointed to build capacity by identifying the most efficient, best value processes for transforming learning through ICT.
- 3.44 The Council also employs a small team led by the ICT adviser to support schools in using ICT in teaching and learning, and to deliver training to the school workforce.
- 3.45 We have established a Children's Services Capital Group whose aim is to co-ordinate capital investment decisions in schools to ensure best value and added value are achieved and opportunities to support directorate strategies are taken. All divisions within the directorate are represented on the group.
- 3.46 We aim to improve the building stock of at least 50% of our schools by joining up DCSF capital funding streams with funding from other sources to form a larger 'modernisation fund' as described in more detail in Section 4, **Finance**.

Section 4: Approach to change

Capacity building and change management

- 4.1 Medway Council has a track record of managing change effectively. We are a new unitary, just over ten years old. We created our Children's Services Directorate in 2006, reorganising the services supporting children into three area teams. In doing so, we transformed the quality of these services from inadequate in 2006 to satisfactory the following year.
- 4.2 As a small unitary, we recognise that we cannot do everything on our own, and we have therefore developed successful partnership working to implement change:

- with the universities of Kent, Greenwich and Canterbury Christchurch we have created the Universities at Medway campus which provides higher education for six thousand students;
 - with the universities of Kent, Canterbury Christchurch, the University for the Creative Arts, and the Anglican Diocese of Rochester, we have begun the transformation of secondary education in Medway, and are in the process of closing five schools and replacing them with three academies, due to open later this year (2009) and in 2010;
 - with our secondary schools, Mid Kent College and local work-based learning providers, we are implementing reforms in 14-19 education and training. In 2008, we started to offer four of the new diplomas, and in 2009 a further four will come on stream. OfSTED judged our work in this area as good in all respects in a survey inspection carried out in late 2008;
 - with our secondary schools, we have increased the proportion of our sixteen year olds gaining five GCSEs at A*-C from 45% to 65%;
 - with the local Primary Care Trust (PCT) and Kent Police, and working with other partners in children's services, we have established the Medway Children's Trust which is commissioning joined up services for children in Medway and driving improvement;
 - with our primary schools, the PCT, Police, Jobcentre Plus and local voluntary organisations such as Homestart, we have, in the last two years, designed, built and opened ten new Sure Start centres across Medway, providing a range of services with and for local families. A further eight centres will be built or extended by April 2010, ensuring that the services cover all of Medway.
- 4.3 At the same time, we work closely with the private sector in:
- the physical regeneration of Medway, with developments at Rochester Riverside about to begin following a transformation of the infrastructure on previously post-industrial wasteland;
 - delivering services to under-fives and their families across a broad range of private sector settings;
 - involving local business in education of our young people through our successful education business partnership;
 - commissioning a wide range of services in education and elsewhere, from management consultancy through to catering and waste disposal.
- 4.4 Individual projects will be overseen by project management groups, involving the head teacher, the chair of governors, and staff with relevant knowledge from the Council and beyond. This is the model adopted in the feasibility stage of new academies.
- 4.5 In order to add project management capacity to the Council, we are recruiting new staff including a capital programme manager with responsibility for leading a number of projects, including our three proposed academies and our work on Building Schools for the Future. Reporting to the assistant director responsible for learning and achievement through the head of school organisation and student services, these staff will work closely with school improvement colleagues and the Children's Trust partners to ensure that the projects focus rigorously on measures to improve teaching and learning. Where appropriate, they will draw in expertise from the National Strategies and the National College for School Leadership. The Council has also recently recruited an assistant director responsible for commissioning, whose advice will be available to the project management team.
- 4.6 As part of the Primary Capital Programme there has been an initial consultation process involving council members, the local Church of England and Roman Catholic dioceses, school organisation & asset management group, Medway governor association (MGA), head teachers and governors at a variety of meetings including consultation seminars for primary chairs of governors and head teachers, primary heads' consortia meetings and Local Authority Co-ordinated Voluntary Aided Programme (LCVAP) meetings. Consultation with pupils has been through schools councils. The consultation and communication is set to continue for the duration of the strategy through meetings with heads, the use of pupil questionnaires, listening to stakeholders: children, teachers, parents/carers, governors, the head teachers' forum, and use of the web page and intranet.
- 4.7 This submission has the full support of Medway Council's Chief Executive, the political leadership and the Anglican and Roman Catholic dioceses.

Planning, monitoring and evaluation

- 4.8 The capital programme manager will lead on specific projects, with the support of a project team. This will include project management support from our Design & Surveying Team who have extensive specialist knowledge in works to primary schools.
- 4.9 The project team will be responsible for the day-to-day management of each project, ensuring ongoing collaboration with stakeholders, identifying and managing risks and ensuring value for money and affordability.

- 4.10 The head of school organisation and student services will manage the capital programme manager and oversee the delivery of the Primary Capital Programme, offering appropriate guidance, support, development and management, ensuring proper performance and output. This person will be part of the 21st Century Schools working group that will guide the implementation of the Primary Capital Programme and report to the Medway Children's Trust.
- 4.11 The business development officer (schools) will support in the project management of the ICT element of the Primary Capital Programme and is working to improve the delivery processes for this element of the projects.
- 4.12 Priorities for the Primary Capital Programme in future years will be agreed by the 21st century schools working group after further consultation with all stakeholders. This will ensure that individual projects meet long-term strategic aims.
- 4.13 Monitoring of the delivery of specific projects within the Primary Capital Programme will be undertaken by the Children's Services Capital Review Group, with members from schools organisation, finance, SEN/inclusion, design and surveying, regeneration, extended services, children's care, health, and the senior primary adviser. Their key tasks will be to ensure proper management systems are in place, to monitor the overall delivery of projects within the primary strategy, ensuring value for money and that the programme is meeting the needs of the community.
- 4.14 The head of school organisation and student services will provide regular reports to the relevant portfolio holders, Cabinet, and Overview and Scrutiny Committee detailing progress and outcomes.
- 4.15 We will establish regular communication with other stakeholders and members of the community.

Achieving educational transformation

- 4.16 In our design projects we are committed to designing spaces which are appropriate for the curriculum, and which improve learning outcomes.
- 4.17 We also provide significant continuing professional development (CPD) opportunities for all those involved in the leadership, management and governance of our primary schools as well as CPD for teachers and support staff of a more subject specific nature. We will therefore ensure that any consultations and discussions are informed by the schools' capacities to make decisions from a sound educational and pedagogical basis.
- 4.18 We have incorporated innovative design in the development of foundation stage units, for example through:
- open spaces, so that learning can be personalised;
 - free flow to secure outdoor areas;
 - kitchen facilities at appropriate heights for foundation stage use;
 - child height windows.
- 4.19 We have developed standard design specifications for all types of school to ensure that we are able to deliver projects effectively, and to ensure value for money. We have incorporated feedback from schools and the community when developing these specifications and work closely with schools during the design phase of a project.
- 4.20 The business development officer (schools) will be a key person in the translation of new technology into functionality that supports learning. A current project he is about to undertake involves a major upgrade of ICT equipment in one of our junior schools. He will be working with the school to identify how they want to use the technology to support the learning and identifying the best arrangement of technology to do this. It is anticipated that this project will enable us to set up processes and systems for improved support to schools to get best value from technology in terms of transforming learning.
- 4.21 We have provided space and contributed funding to our schools to develop innovative facilities including one of our primary schools that have developed an arts centre, dance studio, a state of the art all weather football pitch and recording studios. This school, despite being in one of the most deprived areas of Medway, was judged by Ofsted to be an outstanding school, with a high CVA score. Examples such as these not only inform future decisions but, where these innovations have resulted in higher standards of provision and learning, we will ensure they are shared across the local authority.
- 4.22 We will continue to apply the above principles to future projects and where appropriate develop them further.

Every Child Matters

- 4.23 Our vision for 21st century schools as described in paragraph 1.18 sets out how we aim to deliver the 5 Every Child Matters outcomes.

- 4.24 Medway has already made schools the centre of our support systems for children and their families through:
- our Sure Start Children's Centres, based on school sites;
 - our integrated area teams, which are located on primary school sites and work closely with the local consortia of primary schools;
 - our emphasis on healthy schools, and our increasingly close work with the primary care trust in delivering services to children and their families, for example, through the children's centres;
 - our relentless focus on raising standards, so that our children have the best start in life;
 - our development of extended services in schools, offering cultural and sporting activities promoting health, learning, participation and crucially, enjoyment;
 - our work with partners in designing and delivering a 14 to 19 curriculum which prepares children for further education training and employment;
 - our promotion of strategies to involve children in decisions which affect their own future, and the example we set in welcoming a member of the Medway Youth Parliament as a member of our Overview and Scrutiny Committee.
- 4.25 The Primary Capital Programme would enable further transformational change in the education of our children and their families and help us to realise the five outcomes of Every Child Matters.

Finance

- 4.26 In addition to the Primary Capital Funding, Medway will seek to join up funding with:
- Sure Start;
 - SEN;
 - Developer Contributions;
 - Devolved Formula Funding;
 - Extended Schools;
 - Local Authority Co-ordinated Voluntary Aided Programme (LCVAP) in relation to projects in voluntary aided schools;
 - ICT (Harnessing Technology Grant);
- 4.27 In addition, we will seek to use the proceeds of sale of land and property, resulting from school closures/relocations. These will be used to fund further rebuilding of schools.
- 4.28 When a school is being completely rebuilt or significantly refurbished the school's devolved formula capital will be used for that project.
- 4.29 The head of school organisation and student services sits on the corporate property rationalisation board which has overall responsibility for developing a corporate approach to capital expenditure and the use of assets throughout the organisation.

Procurement

- 4.30 Medway Council's Procurement Strategy has been designed to provide officers, responsible for procurement in all Council establishments including schools, with a clear understanding of the objectives of procurement and how it could assist the Council in delivering best value. The strategy aims to stretch the imagination of officers responsible for procurement, on the future provision of services to the public, to ensure that innovative procurement solutions exist in Medway, in compliance with the regulatory framework.
- 4.31 In all school modernisation projects efficiency and best value will be targeted from the outset by the careful selection and best matching of the design teams to the project specific requirements. Specialist consultancy services will be drawn from a robust framework of consultants, who again have a proven knowledge of school projects.
- 4.32 Each project contract / package will be competitively tendered through an approved list, best matching contract types and contractors to the project via pre-qualifications to achieve best value. The procurement processes will fully comply with the OGC / LGTF Common Minimum Standards and will be monitored against the OGC Achieving Excellence Strategic Targets.
- 4.33 Medway Council are part of the South East Regional Centres of Excellence (SECCE) and the Kent & Medway Improvement Partnership. We are also members of SCALA (Society of Chief Architects of Local Authorities) and actively share and draw upon information between the participating Local Authorities nationally.
- 4.34 Medway have procured a Virtual Learning Environment supplier through the Becta (British Educational Communications and Technology Agency) 'Learning Platform Framework', via competitive tender using Medway's procurement processes.

- 4.35 Prior to starting the procurement, we carried out research into the learning platform systems available and how schools were using some of the functionality (for example podcasts, video, still image, forums, blogs and survey tools etc). Much work has been done through a range of activities, information sessions, working groups, seminars, subject leaders' sessions and roadshows to focus on how the functionality of the learning platform can support development of the skills of 21st Century learners. These activities ran in parallel with our procurement to manage the change in approach that would be required of schools to make best use of 'learning platforms'. The result of this is shown in the high level of interest in learning platforms and the creative way that our schools are incorporating their use.
- 4.36 Medway works closely with the Regional Broadband Consortium of the South East Grid for Learning (SEGfL). Medway's ICT Adviser sits on the Steering Group and Management Group and one of our ICT Consultants sits on the Content Group. Medway takes full advantage of the benefits offered by aggregation of procurement through the SEGfL – this includes procurement of connectivity and associated services.
- 4.37 SEGfL offers also, the opportunity for collaboration and sharing of practice and expertise between authorities. In particular relation to learning, the content group offers the opportunity for authorities to work together on learning based projects, utilising the benefits of broadband connectivity to enhance learning.

Design

- 4.38 We aim to achieve excellent design by incorporating concepts such as flexible learning spaces to support personalised learning. Our Project teams include design champions from our design and surveying, and capital programme teams, alongside our School Improvement Partners.
- 4.39 The design approach will be integrated involving both the school staff as well as the children before, during and after the build. Design Quality Indicators will be used throughout this process.
- 4.40 In March 2008 we consulted with Medway pupils on the elements of design that were important to them. A questionnaire was developed using findings from The Sorrell Foundations "The pupils brief" document. This highlighted 14 areas of importance for children.
- 4.41 The following were highlighted as the three most important considerations in school design:
- clean and safe toilets;
 - safe, secure buildings and outside play areas;
 - learning to be fun and interesting.
- 4.42 Taking forward the comments from the consultation, we have incorporated the following in the two new primary schools where construction was completed in September 2008.
- 4.43 **Clean and safe toilets** - Toilets, which are open plan, well lit and have good levels of ventilation, have been designed to ensure pupils feel safe and have adequate privacy. We have used a simple layout with no hidden corners where bullying could take place. Lower height cubicles and visual panels have been used for younger pupils to ensure pupils know staff are on hand should they be needed. Vanity units have been used which are more attractive and easier to keep clean.
- 4.44 **Safe, secure buildings and outside play areas** - We have incorporated open spaces as much as possible. Wide corridors have been used in order to avoid congestion and to ensure pupils do not feel crowded. Vision panels have been used in the staff room to allow staff to view the pupils in the dining hall below. The staff room has large windows overlooking the playgrounds and giving 100% visual access to the pupils' activities during social play.
- 4.45 **Learning to be fun and interesting** - Use of vibrant colours in the classrooms and social areas provides a stimulating environment for pupils. This has been incorporated using specialist carpets and décor. Low-level kitchens and activity areas invite the pupils into more hands-on learning experiences. The inclusion of sedum roofs, grey water recycling and rainwater harvesting has engaged the pupils in learning about their environment and the effects their lives have on their planet.
- 4.46 Going forward we are re-surveying the pupils at our two new primary schools to find out what they feel works well in their new buildings and whether we have delivered their brief. We are using the Sorrell Foundation for our Academy specification process and plan to seek their support in future projects where possible.
- 4.47 Sustainability is high on our agenda to ensure that BREEAM (Building Research Establishment Environmental Assessment Method) ratings of 'Very Good' to 'Excellent' are achieved; also ensuring the DCSF targets for Zero Carbon by 2016 are met. We intend to achieve this by going beyond the minimum levels as laid out in the Building Regulations Approved Documents. We have incorporated a

sedum roof and rainwater harvesting in one of our newly built primary schools that opened in September 2008.

- 4.48 All of our new buildings will comply with minimum Disability Discrimination Act 2005 (DDA) standards. A Diversity Impact Assessment will be carried out whenever we are planning to close or amalgamate schools. Accessible buildings will support our aim to promote high standards of education for children with AEN within an increasingly inclusive framework.
- 4.49 ICT will form an integral part of our design process, and our senior ICT advisor and business development officer (schools) will be part of the project team for all school rebuilding, or refurbishment projects. We plan to lever funding from the Primary Capital Programme and other sources, to further enhance and embed our ICT provision within our schools.

Risk assessment

- 4.50 As part of the project management, a risk assessment and Disability Impact Assessment (DIA) screening will be carried out and reports drafted. The current risk in delivering the strategy might be, the implementation of any school amalgamations and closures that may occur as these would be subject to Medway Council Cabinet approval and the outcome of associated public consultation processes. Nevertheless, the Council has in place strategies for minimising such risks.

Section 5: Initial investment priorities

- 5.1 We have carried out a detailed assessment of all primary schools against the priorities for investment summarised in Section 2: Baseline position.
- 5.2 Projects have also been prioritised which have the best opportunity to transform educational achievement as described in our long-term aims.
- 5.3 Our investment priorities for the period April 2009 to March 2013 are included in the DCSF template. Initial feasibility studies have been carried out for all schools in this period. We will commission more detailed feasibility studies in the first year of the programme.
- 5.4 In all cases ICT will be at the heart of our design process, and there is a clear expectation that all projects will improve ICT infrastructure and facilities.
- 5.5 In all cases we will seek to offer additional extended facilities, improve catering facilities and play areas. Flexible spaces will be incorporated into all designs.
- 5.6 These initial investment priorities use funding from a number of funding streams as well as the Primary Capital Programme.
- 5.7 Statutory consultation will take place for all projects involving the closure or amalgamation of schools, and these projects are therefore subject to modification following this process.
- 5.8 Our initial investment priorities for the period April 2009 to March 2013, have been developed by planning area:

Walderslade

- 5.9 We are planning to re-organise school places in Walderslade, to reduce the overall number of surplus places. This will include the closure of one school, which is forecast to have over 50% surplus places by 2013.
- 5.10 The planned closure of this primary school, which shares a site with Bradfields Special School, will create space for the rebuilding of Bradfields also allowing for the relocation of the school's 6th form provision from its existing location on the site of a planned academy.
- 5.11 We plan to completely rebuild one school that is currently based entirely in temporary accommodation, some dating back to 1908. Despite this, the school is one of our best performing schools and is popular with parents, and therefore the school will also be expanded to meet parental demand with an integrated foundation stage added.
- 5.12 Three pairs of infant and junior schools will be amalgamated to form all through primary schools with integrated foundation stage.
- 5.13 The remit of one of these pairs of schools, which already has a physically disabled unit, will be widened to establish resourced provision for children with a diagnosis of autism. Kitchen facilities will also be improved in the school to provide healthy eating options.

Strood

- 5.14 We are planning to re-organise school places in Strood to reduce the overall number of surplus places.
- 5.15 We plan to close an existing infant school and a primary school that is currently based in unsuitable accommodation, has low standards and high levels of deprivation. These two schools will be replaced by a newly built primary school.
- 5.16 We plan to create an SEN Hub in surplus accommodation in one of our junior schools.
- 5.17 We are also considering the amalgamation of an infant and junior school, sharing the same site in line with our School Organisation Principles.
- 5.18 We plan to expand a successful, popular school to create an additional form of entry, to meet parental demand, and housing development.

Gillingham West

- 5.19 This is the most deprived area in Medway and we are therefore planning significant investment in the first four years of the programme.
- 5.20 We plan to amalgamate an infant and junior school and relocate both schools on an alternative larger site, which will allow a significant increase in the size of outdoor play areas.
- 5.21 We plan to relocate an SEN facility onto the vacated infant school site into more appropriate accommodation.
- 5.22 The vacated junior school site will be sold, with capital receipts re-invested into our capital programme.
- 5.23 Our wider capital programme will include investment to relocate the sixth form block of a secondary school from its current location on the same site as a primary school onto the main secondary school site. The demolition of the old sixth form block will improve access to the primary school and provide better external play facilities for the primary school. We also intend to increase the size of several classrooms to improve suitability.
- 5.24 We will be extending one of our most popular schools, with a high number of pupils from a deprived background, because of parental demand and planned housing development.
- 5.25 We are also considering closing an existing primary school and providing for the children concerned in an all-age Academy. This proposal is subject to the agreement of the lead sponsor of the Academy.

Chatham

- 5.26 We plan to amalgamate an infant and junior school, and build a new school to replace them. These schools are based in a deprived area and in recent years have seen a sudden and marked increase in the numbers of non-English speaking new arrivals. Facilities are therefore needed that will support accelerated progress in these pupils grasp of English.
- 5.27 We plan to close a school with a high number of surplus places, which is based on a small, restricted site.

Rochester

- 5.28 We are planning to undertake an area re-organisation, which will involve the amalgamation of 3 schools, or the amalgamation of 2 schools and the closure of another to create a single all through primary school.

Rainham

- 5.29 We plan to develop a foundation stage provision at an SLD special school.

Gillingham East

- 5.30 We plan to amalgamate an infant and junior school to create a new primary school. Investment will also result in the provision of a new dining hall, kitchen, new classroom and refurbishment of toilet area. The existing SEN provision at the school will be increased to include a centre for pupils with cochlear implants.
- 5.31 Another infant and junior school in the area are federated and we plan to amalgamate over the next two years. Minor refurbishment works will be needed to improve condition and suitability.

Future investment priorities – Years 5 to 14

5.32 The 21st century schools working group will guide the further development and implementation of the Primary Capital Programme, including regular reviews of strategic priorities, and endorsement of specific projects.



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