



Doncaster
Metropolitan Borough Council

Strategy for Change

Part 2: Detail and Delivery

Doncaster BSF Programme

December 2008

DRAFT

Section 1:

INTRODUCTION

- 1.1 Doncaster's Building Schools for the Future Programme constitutes a once-in-a-lifetime opportunity to transform education for 11 to 19 year-old students in the Borough. The Strategy for Change embodies Doncaster's ambition to achieve the highest possible levels of achievement for all young people, contributing substantively to the regeneration of the Borough economically and socially, and to put Doncaster's families at the centre of the transformational development of our schools and services. We plan to provide inclusive, 21st century learning environments that enable thoroughgoing personalisation of learning within a framework that assures a wide choice of high quality educational provision throughout the Borough, including high quality provision for the full range of additional and special educational needs.
- 1.2 The BSF Programme has a key role to play in the Borough's Regeneration Strategy through radical improvement in educational standards, driving up aspirations of young people and their families, responding to the needs of our neighbourhoods and meeting the challenge of the Strategic Area Review. Our schools will embrace the transformational agenda, provide a focus for their communities centring on a wide range of learning, sport and leisure, health and social and childcare services. Doncaster's Children and Young People's Plan aims to put young people and their families at the centre of integrated, coherent and effective provision of services. Our schools will play their part supported directly by the BSF Programme in this transformation.
- 1.3 Doncaster's SEN and Inclusion Strategy grows out of and underpins our BSF Programme. The main objective of the strategy is to provide appropriately for all young people in the Borough, engaging them fully in their learning and social development and assuring high levels of achievement - allowing them to contribute to and benefit from Doncaster's regeneration. There is an appropriate emphasis on those at great risk of marginalisation or underachievement and an understanding that their interests are best served by their being involved in education and/or training. Inclusion implies a right to access to high quality learning experiences, with good chances of successful outcomes, for all young people, meeting the requirements of Every Child Matters.
- 1.4 Doncaster's BSF Strategy includes the provision of Academies to serve certain of our communities and the development of Trust arrangements to meet the needs of others. Appendix 2 (**to be completed**) includes a table summarising these developments and Appendix 7 (**to be completed**) contains a map to indicate the location of all the educational establishments in the Programme.
- 1.5 Strategy for Change Part 2 (SfC2), addresses the priorities identified in the Remit for Change and builds on and develops the themes outlined in Strategy for Change Part 1 (approved conditionally by the DCSF in September 2008). In particular, SfC2 addresses the main requirements for further action set out in the letter of September 2008:
- Show clearly the link between the BSF estates strategy and the educational strategy to improve educational outcomes (see section 2.2.6)
 - Show how the LA will ensure that Trust arrangements at Danum and Armthorpe will result in educationally sustainable schools that will give value for money (see section 2.3)
 - Show how the pattern of provision in the South West Cluster will address the issue of surplus capacity projected at the two PFI schools (Mexborough and Edlington) while ensuring that the Academy projects (Balby Carr and Northcliffe) are viable in the long term. (see section 2.3)
 - Show how the educational strategy 14-19 and the underpinning pupil projections will result in an appropriate strategy for the Borough as a whole (see section 2.6).
- 1.6 SfC2 addresses also the further requirements set out in the September 2008 letter:
- That the LA progresses all of its Academy proposals at least as far as the issuing of statement

of intent letters by the end of SfC2. (see section 2.3)

- That for any Trusts proposed, the SfC2 sets out
 - the names of the confirmed partners for the Trust
 - the main objectives of the Trust
 - how the Trust will support and sustain the delivery of increased standards
 - the timetable for implementation. (see Appendices 2 and 4)
- That the LA has clear plans for raising attainment at Mexborough School agreed with the OSC by the end of SfC2. (see section 2.4)
- To further develop the role of ICT. In particular to explore its use in
 - supporting educational outcomes, diversity of provision access and choice;
 - opportunities for learning beyond the school day;
 - supporting inclusion of all pupils, particularly SEN, vulnerable children, NEETS and children at risk;
 - sustainability. (see section 2.2 and passim)
- To show how robust challenge will be provided to schools post-BSF and what the role of the Learning Collaboratives will be in school improvement. (see section 2.4)
- To explore and define in more detail the common learning platform, collaborative working and interface with FE and HE colleges and work-based learning providers. (see section 2.2.10 et seq)
- To provide greater clarity on
 - the additional extended services that will be provided though the re-modelled estate;
 - the extent of co-location of services; and
 - the impact these will have on learning within and beyond the school day. (see section 2.7 and Appendix 11 **(to be completed)**)
- To clarify the role of special schools and show how this will add value to provision. (see section 2.8)
- To make clear the future arrangements for disengaged and vulnerable students and the extent to which any changes will add value. (see section 2.8)
- To show how the authority will meet the Remit requirement to identify the resources that the programme will need to deliver an appropriate change management programme, and, as part of this programme, identify the range and respective roles of the external partners who will help the authority deliver it. (see section 2.9)
- To set out in more detail:
 - how the timelines for changes to governance will align with the programme;
 - how the timelines for the proposed changes to PRU estate will align with the BSF programme;
 - how the consultations with stakeholders regarding the ICT managed service will be taken forward; and
 - how stakeholders are being engaged not only in respect of the strategic plan for the estate but also in the development of the educational and community elements of its

BSF proposals (see section 2.9.2.

- To develop the key educational outcomes and headline KPIs by
 - Ensuring that all key educational challenges have a related KPI
 - Developing SMART KPIs and targets
 - Linking KPIs and targets to existing strategic performance indicators and targets and showing how they underpin these. (see Appendix 3 **(to be completed)**)
- To show how the authority will ensure continuity of educational leadership and ensure that project management resources continue at an appropriate level (see section 3).

1.7 Strategy for Change Part 1 spelled out what Doncaster will achieve through BSF. Part 2 goes further in providing a clear description of how those intentions will be realised. SfC2 has two main sections:

- 'Meeting Challenges and Key Objectives' which outlines the educational context and objectives, and how these objectives will be met
- 'Addressing Key Estate Priorities and Project Planning' which concentrates on the procurement and delivery process.

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Section 2:

MEETING CHALLENGES AND KEY OBJECTIVES

2.1 Where is the Local Authority Now?

2.1.1 Diversity of provision, fair access and choice

There is a diverse range of secondary provision in Doncaster, including 13 community schools, 1 foundation school, 2 VA schools (1RC, 1 C of E), an Academy, 7 special schools and 4 secondary PRUs. The special school estate is currently being remodelled, including provision of one new-built, co-located special school, to provide modern facilities in 5 establishments. An alternative approach to pupil referral is being promoted through the BSF project (see section 2.8). These establishments are further supported by 2 City Learning Centres.

The current total capacity of the seventeen mainstream secondary schools is 23,805. The total number of secondary school pupils is 19,906 (16,997 Years 7-11; 2909 Post-16). The proportion of surplus places is growing each year as the lower cohorts begin to enter the secondary sector and will continue until the low point is reached in 2018/19. A substantial number of places will be removed as the BSF programme is implemented, to limit the proportion of surplus places to below 5% by 2018/19. There are four newly built secondary schools, which will not be included within the BSF programme.

Trinity Academy opened in 2005 and the LA is working to establish further new generation academies at Balby Carr, North Doncaster Technology College and Northcliffe. (see section 2.3)

The current array of establishments will not meet the demands of Doncaster's educational vision in a way that secures both transformed outcomes and experiences and sustainability and value for money. The Borough Council is therefore also exploring with Governors and schools the development of a wider range of Governance models including Trusts. (see section 2.3)

Specialist subject status covers a wide range of curriculum areas (see Appendix 2 **(to be completed)**). These developments have met local need and progressed through the auspices of the Specialist Schools Trust (SSAT), with whom links are strong. They have also played a part in the decision making on disposition of Specialist Diplomas. A coherent approach to future specialist provision will be achieved through the Learning Collaboratives, strategically in keeping with the vision Doncaster is developing through its BSF programme. (see section 2.6)

2.1.2 Performance and Outcomes

The Local Authority is determined to address the fact that, while there are positive trends and pockets of excellence, performance across the 11-19 age range within the Borough is not good enough (see Appendix 11). Robust improvement strategies currently in place will be developed further through BSF (see section 2.4). The LA is committed to achieving a radical improvement in educational outcomes.

Extensive use is already made of performance data analysis using objective measures such as Fischer Family Trust (FFT), to provide predictive grades and to promote target setting to stimulate student achievement. We intend to help schools make use of contextual electronic data as it becomes increasingly available from multi-agency services, to provide us with a more focussed picture of the "whole child".

At Key Stage 3 the majority of schools are meeting the FFT targets, with a small number exceeding these. There remains an unacceptable gender gap with boys achieving significantly less well than girls in English although boys now perform better than girls at Level 5 in the other core subjects.

At Key Stage 4 the rate of improvement at GCSE performance in Doncaster has been higher than the national average and consistently better than our statistical neighbours. Performance, however, remains below the national average. Undoubtedly the diversification of the KS4 curriculum in recent

years, particularly the introduction of vocational subjects, has made a positive contribution to overall performance at GCSE/Level 2. A focus on boys' achievement has been successful in narrowing the gap between boys' and girls' performance.

Analysis of 2007 results at Key Stage 4 reveals that 37.5 % of pupils achieved five or more passes at GCSE at grades A*-C including English and Maths; the headline average masks an unacceptably wide variation in individual school performance, however, with 5 of our 17 secondary schools performing below the 30% 5A*- C including English and Maths benchmark, and a further 4 performing at or up to 5 percentage points above this benchmark.

Within this pattern at Key Stage 3 and 4, the performance of underachieving and vulnerable groups, including boys, traveller families and looked-after children (41% achieving at least 1 GCSE or equivalent A*-G compared to 96.7% of whole cohort, 32% 5 A*-G compared to 88.9%), is a concern, as is a high level of persistent absence and exclusions in a number of schools in the most deprived areas. We shall take steps to address these issues by transforming the nature of the curriculum, personalising provision, adopting the widest variety of learning approaches, improving individual advice and guidance and through the behavioural development work undertaken under the auspices of the Learning Collaboratives (see section 2.6). Improved access to more timely electronic data from an increasingly wide range of professionals will allow us to support and challenge schools to employ earlier intervention strategies to help mitigate underachievement and unsatisfactory attendance rates.

Although 69% of 16 year olds and 87% of Year 12 students remain in full time education, the LA aims to increase participation rates at these levels. 59% of those completing Year 13 progress to Higher Education. We plan to broaden the range of Level 3 programmes and this, coupled with local Aim Higher initiatives and the further development of Doncaster University, will contribute to increasing the proportion of potential graduates coming from the Doncaster school system.

We acknowledge the primacy of educational achievement as a measure of the success of education provision in Doncaster, however we gauge the success of our initiatives in relation to all five of the outcomes from Every Child Matters (ECM). Indeed, the Children and Young People's Plan constitutes a co-ordinated response to the issues raised in the 2006 Joint Area Review (JAR) which judged outcomes to be Good in terms of Being Healthy, Making a Positive Contribution and Achieving Economic Well-Being but simply Adequate in respect of Staying Safe and Enjoying & Achieving.

All but three of our secondary schools formally offer post 16 education. It is our intention that all will have some form of post 16 provision, appropriate to local need, in order to improve the rate of transition to post 16 education and training, retention and success rates and levels of achievement (see section 2.6). The geography of the Borough, in particular the existence of long-standing and clearly identifiable local communities, is a further factor in adopting this approach. (see Appendix 7 **(to be completed)**)

Provision will be planned, however, in the context of wider collaborative arrangements, under the aegis of the "Learning Collaboratives" currently being developed in conjunction with schools and key stakeholders as successors to our Local Area Councils. The Councils were created to bring together partners and stakeholders in the coherent planning of 14-19 provision. They are now developing as a vehicle to ensure access for pupils to collaborative provision of the new Diplomas. The Collaboratives will each serve a specific area of the Borough and include a range of institutions and organisations, including schools, FE and work based learning providers. This approach allows providers to offer fair access to educational opportunities across Doncaster, contributing substantially to the provision of accessible, targeted 14-19 education, further widening the available choice and mitigating the potential obstacles to fair access that the geography of the Metropolitan Borough can pose. The LA, Head Teachers and other stakeholders plan to put these Collaboratives at the heart of their plans to transform educational provision in the Borough, tasked with ensuring entitlement to the full range of an authentic, relevant and modern curriculum offer, embedding

continuity and progression underpinned by effective independent guidance and advice and addressing broader issues such as behaviour, learning support, attendance and professional development. (see Section 2.6)

2.1.3 Current Key Performance Issues

In order to achieve the step-change in performance across the Borough that DMBC seeks through its BSF project our Strategy is designed to assure the following:-

- increasing the proportion of students obtaining 5A*-C grades including English and Maths
- closing the gap in attainment levels between the highest and lowest attaining schools by increasing the performance of the lowest performing schools while (at least) maintaining the performance of the highest
- reducing the variation in the performance of schools as measured by CVA
- improving the performance of boys and vulnerable groups (eg LAC)
- addressing persistent absence and exclusions
- increasing numbers of students who remain in full time education or training.

2.2 Adding value through BSF investment

Objectives of BSF Planning

2.2.1 The LA will, therefore, address these key issues in its BSF planning:-

- Improving Performance throughout the secondary sector
- Modernising Teaching and Learning (including embedding of new technologies)
- Achieving sustainability in its plans relating to the South West Collaborative, in particular with regard to pre and post 16 provision in the two new Academies proposed here
- Assuring an educationally sustainable solution in the Trust arrangements for Danum and Armthorpe
- Supporting newly-developed Trust arrangements in Campsmount, Hatfield and Ridgewood schools.
- Provision at the earliest opportunity of post 16 progression at Ridgewood School.

Performance and Transformation

2.2.2 The Authority will rise to the BSF Challenge to address underperformance, lack of progression and lack of engagement wherever they exist in our secondary sector by transforming learning and teaching and the environment and framework within which they take place. There is a further commitment to ensure that performance against ECM outcomes is at least good across the range. BSF investment will be focused on these goals.

2.2.3 DMBC have developed a set of Key Performance Indicators (see Appendix 3 **(to be completed)**) that identify the planned outcomes of its BSF programme and secure its overall objective of transformation contributing to Doncaster's overall regeneration. This strategy will achieve the following:-

- a) improvement of choice, diversity and access by
 - supporting development of educational Trusts
 - pursuing introduction of 3 new Academies
 - providing post 16 education and training at community level

- ensuring good performance in all its schools
- ensuring the sustainability of all its schools and minimising surplus places
- embedding collaborative arrangements into the educational life of Doncaster's schools and the young people they serve.

b) addressing of underperformance by

- strategies centring on modern learning and teaching practices, underpinned by effective and focused CPD
- governance models that provide effective accountability and appropriate stakeholder influence
- removal of obstacles to educational progress including raising aspirations among all sections of the community
- coherent planning of provision, ensuring access, equity and high performance in all schools
- reinforcing and sharing excellent practice
- challenging continuing failure
- ensuring current gaps in performance between identified groups are reduced or eliminated
- improving attendance rates and reducing exclusions
- provision of stimulating learning environments that match and facilitate modern learning and teaching methods
- an authentic curriculum offer with courses designed to meet the aspirations and needs of learners and local employers - achieved through a partnership which exploits the strengths of the schools and colleges for the benefit of all learners
- improvement of the use of analysis of performance data at individual and institutional levels.

2.2.4 At the heart of Doncaster's BSF project is the Challenge to review:

- curriculum offer and its match to students' needs
- how teachers teach and students learn
- how we assess learning
- how we organise time and resources and
- how we support, inspire and motivate students in their learning.

2.2.5 Important questions centring on differentiation, modern approaches to school day and timetabling, for instance, and the leadership and organisation of learning will be addressed, particularly through schools developing their own Strategies for Change within the parameters set by the LA's strategy and in partnership with the FE sector and other schools in Doncaster and within their own Learning Collaborative.

2.2.6 Through the combination of embedded new ways of working, (including innovative approaches to personalised learning, reformed curriculum offer and delivery) and the matched facilities, including coherent exploitation of ICT and related resources, BSF will enable Doncaster schools to provide a step change in improvements to attainment and to meet the Borough and the Mayor's targets, as well as ensuring that each school comfortably exceeds DCSF floor targets, including that of 30% 5A*-C including Maths and English at KS4.

2.2.7 BSF investment will allow development of an, affordable secondary estate in Doncaster that matches new ways of learning and teaching. The mix of new-build, remodelling and refurbishment

will achieve a learning environment in each school which is modern, fit for purpose, flexible and adaptable as well as welcoming and exciting for all who use it. The programme designed to deliver it will act as a stimulus to professional thinking at all levels as the transformational agenda is adopted as a central planning tool. It will:-

- a) develop personalisation of learning by
 - ensuring that there is within all schools and colleges a broad range of opportunities for learning that meet individual aspirations and needs
 - working with schools and colleges to develop techniques of assessment of and for learning that encourage engagement of students in setting and attaining their own education and training targets, cultivating greater student independence
 - providing environments that match more personalised models of learning and teaching, meeting learners' needs and ensuring successful outcomes for all young people
 - developing within all schools a broad range of opportunities for informal learning, sport, leisure and social education
 - harnessing the potential of new technologies to deliver this transformation of formal and informal learning across Doncaster, within the schools and across the wider community (see section 2.5).
- b) modernise 14-19 provision by
 - delivering the full 14-19 entitlement to all students and thereby assuring the chance for all to progress successfully to employment, training, further and/or higher education as appropriate
 - exploring through the newly developed Learning Collaboratives options for enhanced collaboration, within the Collaboratives and across the Borough, exploiting partnerships and links between schools and the FE colleges and other providers serving Doncaster
 - providing facilities appropriately within Doncaster's schools to enable provision to meet delivery of the full 14-19 entitlement, including, through its managed service, access to new technologies that will underpin the new teaching, learning, communications and administration methodologies that will enable educational transformation (see section 2.6).
- c) assure coherent provision of children's services and broader extended school facilities by
 - ensuring that all schools play their part in supporting community cohesion
 - encouraging collaborative working between school leaderships and neighbourhood managers, involving other agencies where appropriate, devising, funding and delivering specialist learning programmes, integrated children's services, health, sport, culture and leisure opportunities
 - using BSF as a catalyst for combining funding streams to enhance efficiency and effectiveness of service delivery (see section 2.7)
- d) assure effective fulfilment of SEN and inclusion by
 - focusing on improvements to methods and facilities in all of our schools to ensure that students' needs are more likely to be met within them
 - exploiting the co-location of special schools for the benefit of all students, but in particular to assure fair access of disadvantaged students to as full a range of opportunities as possible
 - developing coherent provision that assures access to accreditation at appropriate levels of learners with additional needs

- improving provision for behavioural support, locally determined in each Learning Collaborative area (see section 2.8).

2.2.8 The LA will seek to use BSF stimulus and investment in school facilities to contribute significantly to its Sports and Physical Activity Strategy (2008-13), developed in partnership with the Sport/PE Stakeholder Group and designed to impact across the total estate. This will be achieved by improving facilities where appropriate (including the possibility of co-location where new Sports and Leisure Centres are planned), strengthening School/College-Sport Club links, rationalising the management of the Borough's Sports and Leisure provision, increasing participation in active recreation, extending opportunities for life-long learning through sport and physical activity, widening the delivery base and access to it and reducing barriers to participation in sport and physical activity in built facilities.

2.2.9 Reinforcing the community role of our schools through sports and wider opportunities for adult learning will be a key part of the LA's strategy for breaking down barriers, gaining greater access to at-risk groups and engaging parents in their children's learning and progress. These considerations will be central to the designs arising from our BSF thinking.

New Technologies and ICT

2.2.10 BSF gives the Council the chance to create new physical and virtual spaces at the same time. The two taken together will constitute our 21st century environment for learning. The successful implementation of our ICT strategy will result in improved outcomes in terms of professional practice and student learning and performance.

2.2.11 We shall use the power of ICT with intelligence and discrimination to develop teachers' professional practice in lesson delivery and to bring variety to the ways in which learners learn. ICT will be a key tool, its use driven by changed pedagogical practice, appropriately distributed and deployed to capitalise on modern thinking about young people's learning and to exploit the gains in motivation, in improved progress and capability and in wider knowledge-based learning and personal skills associated with technologies that allow us to do things differently and better.

2.2.12 Students and teachers will have the benefit of having the most appropriate ICT available whenever they need it. Access to learning networks will be assured, through wired or wireless connectivity and including a wide range of devices, allowing students to learn, research and collaborate effectively online as well as keep track of their attainment and progress. Careful electronic data tracking will mean that the outcomes of assessments will continually inform curriculum planning. Teachers will be able to provide a personalised curriculum which is tailored to the needs of each learner and the students themselves will have a clear idea at all times of their progress, their targets and their achievements. This enhanced provision will assist learners in peer and self assessment and empower them to take greater responsibility for their learning within the broader context of Assessment for Learning.

2.3 Ensuring Choice Diversity and Access

2.3.1 Doncaster's strategy for school transformation includes the exploitation of different models of accountability, strategic direction and management, where appropriate, in particular

- Academy status as a means of achieving the required step-change in performance through innovative educational visioning, thinking and implementation afforded by the involvement of focused sponsorship and a "clean break" in strategic direction
- Trust status as a means of engaging a wider range of professional and commercial organisations in the strategic direction and leadership of schools.

2.3.2 We affirm our strong commitment, therefore, to ensuring increased choice, diversity and access for all parents through these key approaches:

- supporting Heads and Governors who wish to engage with a variety of key local partners to develop trust status. Trusts are being planned for the following schools: Armthorpe and Danum jointly; Ridgewood, Don Valley, Campsmount and Hatfield.
- seeking appropriate partners to support the development of a further three academies Balby Carr, NDTC, Northcliffe
- providing post 16 education and training in all its communities at Ridgewood, where presumption procedures are under way, Hungerhill and Northcliffe
- developing further the diverse contribution of each specialist school (particularly linking to Diploma provision) and as more schools meet the high performance criteria as part of the BSF programme, encouraging them to offer a second or third specialism The chart at Appendix11 sets out how schools will offer a diversity of specialisms under varying governance arrangements as part of Doncaster's BSF programme.
- developing enhanced resources for the inclusion of hard to reach young people in mainstream schools and other centres (see section 2.8)
- raising performance of all our schools to assure high quality provision in all our communities
- insisting in our planning on sustainability and a low level of surplus places in schools serving all our communities.(see section 3 for detail projected numbers/surpluses).

2.3.3 The existing range of schools will be developed and organised to ensure variety, entitlement and the consistent application of admissions arrangements, exploiting the developing Learning Collaboratives by embedding collaborative arrangements into the educational life of Doncaster's schools, the FE Colleges and other providers. The facilities provided in all BSF scheme schools will be improved over the course of the programme. Community access to facilities will be increased, providing opportunities for whole family learning and adult education in addition to social, sport and leisure activities.

2.3.4 The strategy is based on a detailed analysis of the current position in terms of projected school places (see section 3), a specially commissioned options appraisal addressing issues in the south-west collaborative and central Doncaster and a developed view of the pattern of post 16 provision considered appropriate to meet the needs of each of our learning communities.

2.4 Ensuring Robust Challenge to Schools

Context

2.4.1 Doncaster is an improving Local Authority with currently two of its secondary schools in an OFSTED category (NDTC in special measures and Edlington under notice to improve). The 2006 JAR recognised that this is as a result of determined support and intervention using a variety of means at an early stage. Schools work collaboratively; data (eg conversion rates, FFT and DCSF contextual value added data) is carefully analysed and shared across all schools in the area. The School Improvement Review Group (SIRG) has a rigorous process in place to identify schools whose standards of performance are unacceptably low (even when socio-economic factors are taken into account).

2.4.2 The LA has welcomed and responded accordingly to the Government's Single Conversation. The LA provides robust early challenge through Local Authority Officers, National Strategy consultants, 14-19 consultants and School Improvement Partners (SIP) to under-performing schools, interpreted against national benchmarks and indicators and in line with the DCSF's "schools causing concern" category. SIPs are fully deployed to schools and the LA's SIP programme is judged to be 'Good with outstanding features'. This forms the cornerstone of our school improvement strategy with accurate analysis and commissioning of support. Similarly, schools which are deemed to be at risk are identified by the SIP and the LA has a good record of working with Governors to bring about improvements. Furthermore, Doncaster has successfully narrowed the attainment gap for some

underachieving groups. Numbers of young people Not in Education, Employment or Training (NEETs) have been reduced, for example, following a targeted programme. The average % has fallen from 10.48% in November 2007 to 8.3% in February 2008, surpassing our target of 8.8%.

National Challenge

- 2.4.3 Seven Doncaster schools are currently included in the National Challenge category. Proposals have been submitted to DCSF.

All Schools

- 2.4.4 DMBC has made a commitment to ensuring that improved performance of its schools at secondary level will be a key outcome of the investment provided through BSF.

- 2.4.5 The LA undertakes to build on existing good practice to ensure continued progress in successful schools and address underperformance, interpreted particularly in terms of national benchmarks and indicators, to achieve a radical improvement in educational outcomes Borough-wide through:

- i. Its BSF Challenge (see Appendix 5) to all schools to demonstrate in their own Strategies for Change how they will embrace the transformation agenda, particularly through modern learning and teaching practices, reinforcing and sharing excellent practice, provision (including through partnerships) of courses designed to meet the aspirations and needs of learners and local employers and improvement of the use of analysis of performance data at individual and institutional levels
- ii. Appointment of a key individual to a post within the LA responsible for the further development of transformational learning and teaching.
- iii. Encouragement of governance models that provide effective accountability and appropriate stakeholder influence
- iv. Encouragement of Trust arrangements that engage partners whose contribution will include further enhancement of educational experiences and outcomes
- v. Challenging vigorously continuing failure by engaging school governors and leadership teams where appropriate in its well developed processes for school improvement and using its emerging commissioning (and decommissioning) powers to ensure continuance of successful provision and either improvement or cessation of unsuccessful courses post 16
- vi. Providing stimulating learning environments that match and facilitate modern learning and teaching methods
- vii. Specific intervention comparable to its activities in Mexborough School, where a Consultant Head Teacher has been co-opted from a successful Doncaster School to drive through a focused intervention strategy centring on the particular weaknesses and strengths of the school relative to national benchmarks, LA targets and expectations and students' learning needs.

- 2.4.6 There will be a clear focus on removing obstacles to progress, whether they be in terms of facilities, equipment, working standards and practices or structural arrangements. Coherent planning of provision within local areas and in the Borough as a whole will reinforce and extend excellent practice and support a vigorous challenge to continuing failure to meet agreed standards.

- 2.4.7 It is envisaged that the redefined Learning Collaboratives will take a strong lead in the issue of raising performance. The differentiated response to schools' individual circumstances will be maintained. The Authority further intends to adopt a rigorous minimum benchmark for all of its schools, namely 35% GCSE A*-C including Maths and English.

- 2.4.8 BSF will support this intervention programme by establishing clear improvement targets based on the strategy for transformation, the challenge to all school leaders to develop new, more effective ways of working (particularly new ways of learning, teaching and assessing progress) and by

matching these innovative strategies to new, diverse and inspirational educational environments, impacting on the motivation of both students and staff. Best practice will continue to be shared across all areas and continuing development work will ensure that the most able students' needs continue to be met while experiences and outcomes for underachieving and vulnerable groups are improved.

- 2.4.9 Major investment in ICT will enable teachers, mentors and guidance tutors to assess achievement on a "when needed" basis and provide a personalised learning diet, including, where appropriate, individual learning programmes.

Underperforming Subjects and Stages

- 2.4.10 Although there is an expectation that schools' Strategies for Change will identify and address issues relating to weaknesses in particular subject or learning areas it is clearly understood that success for Doncaster's education system as a whole requires significant uplift in performance at Level 2 in Maths and English. Schools' strategies will therefore be assessed in part on the perceived effectiveness of their provision for sustained and significant contribution to Doncaster's overall performance in this regard. The robust challenge to schools referred to above will also have these subjects as a principal and continuing theme.

- 2.4.11 The LA will exploit all its strategies at 2.4.2 above and in particular its emerging commissioning powers to drive improved achievement at Level 3 across all providers, a challenge in which the Learning Collaboratives will play a significant role.

Underperforming Groups

- 2.4.12 The LA uses a range of data at Authority and school level to identify and track the performance of underperforming groups. Close work will be planned with schools to interrogate the data in order to focus particularly on boys' performance, Looked After Children and the children of Traveller families to ensure implementation of appropriate interventions specific to each school and group.

- 2.4.13 Doncaster has a large mixed Gypsy/Roma and Traveller population on 35 sites. Some families live in owner occupied, private rented, or social housing, and they may travel for only a few months, during the summer. In recent times, there has been a growth in Roma families arriving in Doncaster as economic migrants from countries new to the European Union. Roma families do not travel, though generally both they and Traveller families have historically been reluctant to send their younger children to school, learning within their communities; boys how to earn a living and girls how to look after a family. However as the traditional ways of earning a living become increasingly difficult to follow and the needs for children to be numerate, literate and able to use a computer become recognised, an increasing number of children from these families are entering Doncaster secondary schools.

- 2.4.14 The development of a more personalised curriculum and course offer and guidance that targets students' needs and raised aspirations are designed to reduce the number of pupils underperforming in all groups. Mobile technologies, the Learning Platform and other aspects of the ICT Strategy (see section 2.2) will support further personalisation and links between formal and informal learning, particularly involving extended school provision. Improved provision at post-16, particularly where it meets the needs of a local community more directly and effectively than is now the case, will contribute significantly both to the Government's intentions that all young people remain in education and/or training to age 18 and Doncaster's plan to meet the needs of underperforming groups within the context of raising standards all round.

- 2.4.15 As with performance generally, the robust challenge by the LA, linked post 16 to its emerging commissioning role, involving setting clear targets and priorities for individual schools will assure substantial and continuing improvement in experiences and outcomes for all underperforming groups. Support will be provided in a co-ordinated way including where appropriate the engagement of consultants and setting up of partnerships. Additional support will be provided by

SIPs for the most challenged schools. All support will be documented and the impact evaluated with schools.

2.5 Delivering Personalised Learning

2.5.1 The LA's Strategy for Change provides the framework within which all schools will devise their own individual strategies. This framework requires all schools to develop a broad range of opportunities for learning that meet individual aspirations and needs, to adopt and prepare (through CPD) for modern learning and teaching methods (including research-based, independent and/or team based learning and [for students with learning difficulties] tailor-made recovery programmes) and to develop techniques of assessment of and for learning that encourage engagement of students in setting and attaining their own education and training targets, cultivating greater student independence. Personalisation thus defined is at the heart of Doncaster's approach to transformation.

2.5.2 The personalisation agenda is, therefore, to be underpinned by the inter-weaving of these threads:-

- Greater relevance to life and work in the 21st century
- Learning experiences that match the needs of all young people
- Effective exploitation of new technologies in environments designed, among other things, for this purpose
- Modernised pedagogical practices
- Exploration of new relationships between learners and teachers.

2.5.3 The LA takes upon itself, through its estates development planning and the projected Managed Service for ICT, the assurance of the provision of environments that match more personalised models of learning and teaching within all schools and a broader range of opportunities for informal learning, sport, leisure and social education and for harnessing the potential of new technologies to deliver the transformation of formal and informal learning across Doncaster, within the schools and across the wider community. BSF investment will provide more appropriate and adaptable learning spaces and access to individual learning resources, including those accessed through new technologies. Obstacles to modernising educational provision that are due to inappropriate and inadequate learning environments and deficiencies in facilities will be tackled directly through BSF investment planning. Opportunities for learning beyond the school day and the confines of the school building for all members of the community will be promoted.

2.5.4 Doncaster will assure appropriately resourced environments including 24 hours access to a single learning platform that will provide individuals with access to a wide range of educational, communicative and administrative tools and facilities (eg lesson plans, assignments, curriculum resources, data bases and various levels of assessment). A modern ICT infrastructure will enable learners to take part in self and peer-assessment within learning communities at any time and anywhere. Assessment frameworks will be transparent and accessible to the learner and other professionals. The Learning Platform will interface with management and information systems of all the learning providers and provide a mechanism for reporting for the benefit of the learner and for accountability.

2.5.5 New technologies will be used creatively to develop and demonstrate learning and reflect the experiences that students bring in the use of technology to allow them to learn at a time, in a place and at a pace that is personal to them. The technology will safely allow students to form new and different learning relationships with a range of professionals and with other learners, enabling collaboration between students, staff and parents (locally, nationally and internationally). Individual student aspirations will be raised through promoting a culture of creative and inspirational learning opportunities, using a range of mobile technologies, as well as supporting assessment for learning and attendance strategies through the use of real world, industrial standard specification 'smart' technologies and real working environments.

- 2.5.6 The Learning Platform will enable all institutions to access and engage with a range of learning environments and provide an opportunity to share a diverse range of resources and learning tools. Video conferencing will provide an opportunity for all learning partners to engage in and offer opportunities for students to work together in ways that would not previously have been available.
- 2.5.7 Collaboration between schools and other providers will facilitate more flexible timetables and individual aptitudes, interests and learning styles will be catered for. Doncaster schools will increase the pace of pedagogical reform and will provide unparalleled opportunities for effective transition between primary and secondary schools. The 14-19 Learning Collaborative structure will ensure that providers act as a team to deliver the applied learning pathways and functional skills. By ensuring innovative Key Stage 2/3 structures key investigative learning skills will be developed.
- 2.5.8 The curriculum in our schools will be revised in order to encourage independence, responsibility, problem solving, collaboration, creativity and employability as well as addressing essential basic and lifelong learning skills. Assessment for learning will create a focus for target setting and negotiation of individual strategies for progress. Data from the assessments will be automatically collated and will feed into the learner records stored on the learning platform. This performance data, and where relevant contextual data, will help teachers to tailor students' individual learning episodes and provide the appropriate level of challenge.
- 2.5.9 Personalised Learning will be achieved through innovative, creative and enjoyable curriculum development which inspires and challenges all young people to achieve highly. Teachers will embrace the skills required for researching best and next practice in learning and teaching. Students will be full partners in their learning with opportunities to make informed choices about how, what and where they learn. The new partnership between teachers, students and a wider range of supporting professionals will help overcome barriers to learning and facilitate immediate intervention and support for our most vulnerable learners.
- 2.5.10 We shall implement all strands of the Primary and Secondary National Strategies developing strong learning networks of schools and FE Colleges supported by LA Officers. Collaboration between identified schools will be focused and carefully targeted. All teachers will develop an effective assessment for learning methodology.
- 2.5.11 New technologies will help teachers to teach with a greater range of delivery strategies and learners learn with increasing independence, taking more responsibility for their own learning. We have a commitment to adopting the strategies available to develop independence of learning in young people in Doncaster schools; these strategies will be facilitated by the effective integration of new technologies and the appropriate design of new and remodelled facilities.
- 2.5.12 Parents have their part to play in personalisation too and schools will be challenged to ensure that their community and engagement programmes are effective.
- 2.5.13 Personalisation will be further embedded through a wide ranging programme of professional development and effective use of the Common Assessment Framework (CAF). Systemic attention to Student Voice and the development of a holistic approach will address the needs of disadvantaged young people and their families. Doncaster's Children's Centres and extended school provision will play their part.
- 2.5.14 The Local Authority will exploit a wide range of networks at national and regional levels including TDA, the International School Effectiveness Unit (Institute of Education, London), National College for School Leadership (NCSL), QCA Development Unit and SSAT.
- 2.5.15 The key mechanism for achieving the transformation identified above is the Challenge to all educators in Doncaster schools and colleges posed by the BSF Project (see Appendix 5). The schools' individual Strategies for Change, developed within the rationale of the LA's Strategy, will identify specific steps to be undertaken at school level to embed these developments into practice and policy. The schools' Change Management Plans will put an onus on Heads and their SLTs to move as far in this direction prior to BSF investment as is practically possible.

2.5.16 The learning environment and the ICT infrastructure and related appropriate resources will be fit for purpose because they match and can inform thinking about changes in learning and teaching. Equally, we shall challenge bidders (for both building design and ICT Managed Service) to ensure that their proposals will provide the resources we need to deliver our strategy for change. The new pedagogy - with its greater emphasis on: partnerships (including those with learners and their families); effective assessment for learning; a greater range of curriculum delivery strategies; and increasing learner independence - will reflect the development of skills and understanding vital for the regeneration of the Doncaster community.

2.5.17 The Challenge places further emphasis on targeted intervention to meet needs of specific groups, a focus on lifelong learning skills, attention to the student voice, a rich and diverse extended schools programme and a clear commitment to meeting the needs of students with AEN and SEN, including the most able.

2.6 Delivering Effective 14-19 Provision

2.6.1 The focus for modernising the 14-19 stage of education and training for Doncaster's learners is on:-

- delivering the full 14-19 entitlement to all students (including the full 17 lines of Diploma) and thereby assuring the chance for all to progress successfully to employment, training, further and/or higher education as appropriate
- exploring through the five newly developed Learning Collaboratives options for enhanced collaboration, within the Collaboratives and across the Borough, exploiting partnerships and links between schools and the FE colleges and other providers serving Doncaster
- providing facilities appropriately within Doncaster's schools to enable (in partnership with FE and other providers) delivery of the full 14-19 entitlement, including, through its ICT Managed Service, access to new technologies that will underpin the new teaching, learning, communications and administration methodologies that will enable educational transformation.

2.6.2 There is a strong record of successful partnership in the borough, built up during the delivery of the ESF funded Objective 1 Pathways to Success programmes and subsequent curriculum development, especially vocational and alternative provision. It is recognised that partnership activity has contributed towards improved outcomes: our recent Progress Check (October 2008) overall grade was 2 (amber/green), and the grade for "effective partnerships with productive collaborations" was also 2 (amber/green). There is an established 14-19 infrastructure which facilitates 14-19 strategic planning. The Doncaster 14-19 Strategic Partnership was established in 2007 and reports to Younger Doncaster and Economic Well Being Boards on the Progress Checks and other performance indicators related to the overall borough strategy. The partnership consists of the chairs of the five Learning Collaborative, the principals of Doncaster College and Dearne Valley College, the chair of Doncaster Association of Training Providers, special and primary school Head Teacher representatives and LSC and local authority officers. In partnership the group:

- has articulated and agreed the local vision for 14-19 which is consistent with the Children and Young People's Plan and Progress Check measures;
- co-ordinates 11-19 strategic planning, and implementation of the 11-19 Plan which covers the full range of 14-19 priorities;
- is evolving to provide the framework in which to develop collaborative arrangements and dissemination and discussion of issues, such as Diploma planning/funding arrangements, data issues, and labour market information.

2.6.3 The local authority 14-19 Strategy identifies the critical issues to be addressed through the reform programme, including those measures specifically linked to post-16 planning and provision. These need to:

- improve attainment by the age of 19;

- increase, further, post-16 participation;
 - continue to reduce NEETs;
 - prepare for the raising of the age of participation;
 - deliver the entitlement to 17 lines of diploma up to and including Level 3;
 - develop Functional Skills and the Foundation Learning Tier;
 - implement A level reform;
 - secure a significant increase in apprenticeships;
 - guarantee the delivery of comprehensive, independent information, advice and guidance to all young people in advance of and during the points of transition.
- 2.6.4 The five Learning Collaboratives, based on existing collaborative arrangements, will be instrumental in delivering the 14-19 curriculum reforms in Doncaster, thus ensuring that all young people can access provision that reflects their particular needs and aspirations. This approach will have a focus on collectively improving outcomes for young people by raising participation, retention, achievement and progression. By 2013 the student entitlement will be met by educational, training and employment providers working in partnership to deliver a learner entitlement based on choice, opportunity and progression.
- 2.6.5 For students the collaborative structure will offer a much more diverse choice leading to personalised pathways at all levels. Collaboration will allow students to access the full 14-19 entitlement by 2013 (this includes GCSE/A levels, Diplomas and Foundation learning tier).
- 2.6.6 In anticipation of the 16-19 transfer which will give local authorities the responsibility for commissioning provision, Doncaster, together with the other authorities in the South Yorkshire cluster, is developing the framework for the 14-19 strategic commissioning process which will:
- match supply with demand for the three qualification routes that make up the new 14-19 entitlement: general, applied and vocational;
 - make commissioning judgements based on robust and shared data relating to: learning outcomes, the quality, viability and suitability of existing provision and the progress made by different groups, particularly the most vulnerable and including those in juvenile custody
 - stimulate innovation and address gaps in provision to strengthen the personalisation of learning, improve the relevance and motivation of young people who currently under-perform, disengage or take up employment without training and ensuring effective progression routes.
- 2.6.7 Through BSF it is envisaged that all seventeen secondary schools will contribute to a Learning Collaborative which will plan its curriculum to best meet the needs of the full range of learners from 11-19. Collaboratives will act as the core for curriculum delivery in Doncaster, with the flexibility to determine their own direction, enabling a local approach. All sixth forms will have some post 16 activity on site but provision will be rationalised with schools delivering programmes in areas of specialism and strengths. Students will be on role in the home school, but will access provision in the most appropriate place for their personalised pathway. The home school will play a critical role in providing support, guidance and academic tutoring, building on relationships established in key stages 3 and 4. In this model the numerical size of sixth forms is not a key parameter.
- 2.6.8 Diploma consortia are borough wide, but where possible, access will be available within each Learning Collaborative. However, for some Diploma lines, delivery will be borough wide, and in the case of Environment and Land Based, will be sub-regional. A Diploma Strategic Management Group ensures development in line with the 14-19 Plan whilst Diploma Steering Groups lead operational developments in each Diploma line. In addition, cross Diploma thematic groups are

leading developments in IAG, employer engagement, HE, funding and workforce development. 7 Diploma lines will commence delivery in 2009 across Doncaster schools, the two colleges and a range of training providers.

2.6.9 Work is in hand to commission a re-shaped IAG programme. A Universal Contract Manager post is in place with stringent quarterly and annual quality reviews. The contract includes scope for reporting to the LA on outcomes. The new service will be re-marketed to schools to enhance the standing and effectiveness of Connexions advisors (who are all Level 4 qualified). The adoption of a Borough-wide “common prospectus” has strengthened both the impact of the cross-town consortium and the perception of broader horizons of entitlement among young people in Doncaster.

2.6.10 The characteristic roles of Learning Collaboratives post BSF (see Appendix 9) will be as follows:

- Strategic planning
- Leadership and management
- Curriculum planning:
- Teaching and learning
- Independent Advice and Guidance
- Policies and procedures

2.6.11 The Government agenda for the future of education and training is focused around creating a world class 14-19 system. Doncaster’s 14-19 partnership is already rising to these challenges through its 14-19 Education and Training plans, identifying the steps through which we will ensure delivery of the 2013 Young People’s entitlement programme, as outlined in the 2006 Education and Inspection Act. Through BSF Doncaster is ensuring that every one of its secondary schools is preparing every young person with the experience, opportunities and guidance that will help them to make a successful progression throughout their learning. It is a clear intention that every school assumes that every one of the students joining them at 11 will stay in education and training beyond the age of 16 to achieve worthwhile qualifications that will prepare them to succeed in life, work and further learning – and to work with its pupils to make sure this happens.

2.6.12 The BSF programme will facilitate a cultural shift by focusing on the learning rather than the institution in which it takes place. Diplomas are already starting this process and Doncaster’s 16-19 Strategy constitutes an innovative approach to transforming traditional sixth forms into more effective agents of educational attainment and progression, acting on behalf of young people to provide quality teaching and learning opportunities to suit their needs. Agreed provision (on a collaborative model based on quality, viability and specialism) will be located on each school site supported through an active pastoral system and co-location of support and advice services. Other learning opportunities will be accessed through collaborative arrangements between providers and employers. The necessary structural changes to timetables, transport and data will serve to deliver significant improvements to teaching and learning in the 16-19 arenas. With the challenge of the new funding arrangements and the impetus to improve participation rates Doncaster’s 16-19 Strategy aims to take advantage of the LA’s new commissioning role to improve significantly on the Borough’s Key Performance Indicators.

2.6.13 The importance that Doncaster places on the role of the community is emphasised by the commitment to learning being at the heart of each community and represented by a school building as an organiser or facilitator for the community to access learning. This does not mean that all provision must be done locally and indeed Doncaster sees great value in terms of delivery and training in embedded collaborative structures to improve educational opportunity and to promote an aspirational culture. Each school will champion the access for learning for each individual up until the age of 19, even if some (in some cases most) learning may take place off site.

- 2.6.14 This approach faces a number of challenges, including for example young parents, those with emotional and behavioural issues and chaotic lifestyles. The raising of the school leaving age requires, however, that we have systems in place to support all young people in continuing learning and training and our BSF proposals put the community based school at the heart of Doncaster's response, incorporating a wide range of educational and support services in collaboration with providers across the Borough.
- 2.6.15 The Strategy for Change for Doncaster will support our plans to meet the demands set out in the Yorkshire & Humber 14-19 Challenge to ensure we meet the statutory entitlement in 2013:-
- Identified gaps in provision are addressed, for example the shortfall in
 - provision of level 1 and 2 programmes
 - Improve the take up of apprenticeships and steps taken to work towards the apprenticeship entitlement
 - Planning for the new diplomas reflects the needs of the economy and
 - learner demand
 - Cross-boundary working takes place to support efficient provision
 - planning, best use of specialist resources and travel to learn patterns
 - Issues of equality and diversity are placed at the heart of all planning.
- 2.6.16 No longer will each school be seen as simply a provider but through an embedded Learning Collaborative framework the school will provide an entry into curriculum for some, support and information, advice and guidance for many more. Links with the FE and indeed HE sectors will be mutually advantageous and the employer links grown through the diploma developments will have scope for development. The new arrangements will naturally link together staff committed to providing education for the vulnerable and those with need not simply for a wide curriculum offer, but a location and support that are tuned to their needs.
- 2.6.17 Doncaster through the BSF will aspire to a 70% progression rate at 16 to a KS5 multi-provider offer. This figure is based on current attainment level in the KS2 SATs. However attainment is only a small part of this dynamic. In KS3 and 4 a focus on mentoring, an improved transition process, a cultural change and a personalised IAG process will contribute to delivering the 70%. Culturally Doncaster will through BSF move to promoting educational attachment rather than institutional attachment through, for example, a diploma or KS5 uniform rather than a school one. These innovations are already being developed to meet students' needs and change the historical and geographical barriers to an aspirational culture. BSF will give us the tools and leverage to embed this for future generations.
- 2.6.18 The cultural change will include perceiving the Borough's 14-19 offer as a whole rather than that of a collection of individual institutions. This is particularly important in taking full advantage of the FE sector in 14-19 provision. Doncaster needs to move 14% of the cohort from employment without training into some form of training and the expertise of Doncaster and Dearne Valley Colleges offer the 14-19 cohort in Doncaster an exceptional resource for which there is a long term local need.
- 2.6.19 The numbers retained in schools from Y12 to Y13 will be substantially higher than current rates but will see a natural development to FE or WBT facilities as confidence, attainment and curriculum progression grow. We see a retention rate of 60-70% as realistic, particularly as this will include an increasing proportion of young people who will use the opportunity of decelerated learning to complete L2 qualifications in a three year KS4 before moving to a KS5 offer.

2.7 Ensuring Effective Integration of Education and Other Services Through Every Child Matters

- 2.7.1 The JAR in 2006 judged that the effective delivery of the outcomes of Every Child Matters, to which Doncaster Borough Council are fully committed, has been impeded by structures which were too cumbersome and/or disjointed. The integration of both service delivery and the strategic thinking behind it is being assured therefore by a substantial realignment of the Children and Young People Directorate around “areas of service”, each headed by an Assistant Director - namely Schools and Learner Engagement, Early Intervention and Prevention, Strategic Support and Commissioning and Vulnerable Children and Safeguarding (including responsibility for Looked After Children).
- 2.7.2 The realignment will address a range of themes including: positive culture and high aspirations, improving communication, stabilising leadership, understanding whole-service issues, demonstrating excellence, developing a commissioning framework and improving relationships.
- 2.7.3 The restructuring will embrace a commitment to radical improvement of user experiences, whatever the service being provided and to embedding our “One Service – One Focus” philosophy. To this end, while Extended Services provision (including parenting support, family learning, study support, quality child care and early learning as well as a varied menu of out-of-school-hours activities) will come under the aegis of Early Intervention and Prevention (EIP) rather than Schools, there is commitment to the principle that services across the entire Directorate will play their part where appropriate in issues that affect school planning and development. Similarly planning for and development of children’s centres, parent partnership, pre-school inclusion, adult, family and community learning, Youth Service, parenting support and the new Local Integrated Teams, all delivered through EIP, will all work in and around schools and play their part in the school improvement agenda
- 2.7.4 At neighbourhood level resources will be targeted where they are needed. Mechanisms are being put in place to ensure seamless service delivery of those elements delivered at neighbourhood level (eg “Families First”). Each neighbourhood has a Neighbourhood Manager and these individuals have been identified by the Wider Stakeholder Forum as key providers of intelligence and insight relating to local needs. Their advice will be sought relating to assessment of the extended services currently delivered, proposed or planned in each school site or neighbourhood.
- 2.7.5 It is acknowledged that simply renewing the school estates in Doncaster, married to the transformation agenda, will contribute greatly to ensuring better educational outcomes, access to gainful employment and to resolving outstanding issues such as low attendance and high exclusions. Nevertheless there is an aspiration to capitalise on the “BSF moment” to bring coherence to provision of a wider range of essential local services, including Libraries and Sports and Leisure facilities and provide more suitable (and more suitably located) premises for, for example, Family Support Teams, Cluster Co-ordinators and Youth Service provision.
- 2.7.6 Doncaster’s Area Panels, where they operate, offer opportunities for a variety of agencies to come together to consider the needs of individual young people. The purposes of the Panels and their link to the Common Assessment Framework are currently under review as part of a whole system review of early intervention and preventative work. As part of this steps will be taken to improve the effectiveness of the Common Assessment Framework including possible early adoption of e-caf.
- 2.7.7 The ECM priorities for Doncaster are encapsulated in its CYPP which is currently in its third year of operation. The Plan has been described by Ofsted as “well conceived”. It is managed and reviewed by Younger Doncaster Board (Doncaster’s Partnership Trust linking to the local strategic partnership). Delivery of BSF is a priority within CYPP.
- 2.7.8 The design of the existing ICT infrastructure and the procurement of the current VLE have been undertaken in close liaison with Doncaster corporate ICT department. This support will continue during the specification of the ICT Managed Service. This will be developed and refined in the light of requirements identified in our Schools’ Strategies for Change to ensure that their education visions drive the changes and specifications. The nodes for data interchange between different functional strands within the Children’s Services Directorate are being established to allow personal performance data from schools to inform the profiles of all children and young people, with

consideration being given to how contextual data from multi agency services can inform schools' perception of their students' capacity to learn. This is particularly important for those who are vulnerable and for those who may be at risk of exclusion. We will further look at how we can "triangulate" data from schools, agency services and the other partners to ensure our strategies are working, for example for reducing unauthorised absence, with evidence from data sets to support this.

2.7.9 Nine of our secondary schools have already been subject to the Extended Schools Remodelling Programme (ESRP), which identifies through consultation (repeated every two years) the Extended Services communities need based on the five Core Offer themes, which are:

- wrap around childcare 8:00am to 6:00pm;
- parenting support and family learning;
- a varied menu of activities;
- community use and adult learning; and
- swift and easy referral.

Where these are already provided elsewhere in the community the schools provide sign-posting to the providers, otherwise the schools either directly, or in partnership with others, provide the services on site. Every school has now been invited to take part in ESRP and move towards providing the Core Offer, although all schools are providing some elements of it. BSF will provide opportunities to sustain and develop the Core Offer at every secondary school.

2.7.10 The LA is currently undertaking a strategic review of sport and cultural facilities across the borough and the role of schools both now and in the future in providing access to these facilities for the wider community. The outcome of this will be specific recommendations for each school site. This is timely, providing another "BSF moment" for coherent planning of a wider range of services, as much of Doncaster's Sport and Leisure estate is ripe for renewal. The review will explore "third party use" of newly provided facilities in schools and the rationalising of management of leisure and cultural facilities across the Borough.

2.7.11 The LA will exploit data at its disposal that identifies current market potential for a wide range of activities (Sport England's "Mosaic Marketing"). This, linked with the LA's Geographical Information System (GIS) will inform the specific recommendations, estates planning and overall marketing policy

2.7.12 BSF will therefore provide the stimulus for structural reform to ensure effective integration of education and other services to meet the needs of children and young people, the requirements of Every Child Matters and the investment in key facilities that will enable schools to work more effectively with parents, local communities and a large range of other key local agencies. Co-ordinated developmental thinking between school leadership teams, neighbourhood managers and other providers/agencies will inform these plans within the limitations imposed by respective budgets. Alignment of funding streams will be a central part of the plan. There will be effective use of ICT to support the analysis of information, improved communication across agencies and ICT will under-pin progress towards the aim to have seamless provision which responds to local need.

2.8 Championing the Needs of All Children, Including those with SEN

2.8.1 Issue 1: focusing on improvements to methods and facilities in all of our schools to ensure that all students' needs are more likely to be met within them:

2.8.2 The BSF programme will enable the LA, through its Challenge to schools, to realise the modernisation and improvement of the facilities available for students with additional (AEN) or special educational needs (SEN). This will transform their curriculum and learning experiences through personalisation and the adoption of a broad range of learning and teaching strategies. These strategies will exploit current understanding about the ways young people learn and the

benefits of ICT and the new technologies generally. Work will take full account of the opportunities offered by the extended schools programme, and the Children's Plan in regard to outcomes for the most vulnerable. It will ensure that resources for their support are well focused for maximum impact on learning.

- 2.8.3 BSF investment in ICT will ensure that progress and assessment of all students are robustly tracked, through the use of electronic data, regardless of where their engagement with learning is taking place. In particular the progress information of students who are vulnerable, underachieving or those who exhibit challenging behaviour will be used to inform a wide range of appropriate support and intervention strategies. The emphasis will be on prevention of problems escalating. Additionally, wherever possible, electronic resources to support their learning will be available, regardless of student location, from any network access point or internet connection ensuring that all students who need ICT devices to access learning are suitably equipped.
- 2.8.4 The BSF programme will provide significant opportunities to develop new school designs in both mainstream and special settings ensuring appropriate facilities and resources for all students to learn and develop. The focus on a revised curriculum related to BSF Challenge thinking will involve and engage all students in their own learning. Their contribution will also be sought to design issues in their own schools. Throughout the BSF programme there will also be a strong focus on improving the progress of vulnerable and underachieving groups, including looked after children, ethnic groups such as travellers, boys as well as meeting the needs of higher attaining students. In addition to improved ICT resources to support access to learning, adult support and effective communication with parents and carers will be a key principle of the work. Enhanced opportunities for higher attainers will include a robust Gifted and Talented Action Plan, with opportunities for learners to devise and explore ways of using personal digital technologies to enrich and extend their learning experience.
- 2.8.5 Issue 2: developing coherent provision that assures access to accreditation at appropriate levels for learners with additional needs:
- 2.8.6 The development of Level 1 Diplomas will be pursued as part of the response to progression issues for the least able/most disadvantaged students in conjunction with a broad range of strategies aimed at this group, including Entry to Employment (E2E) with its potential for access to a full apprenticeship, and the Foundation Tier/Skills for Life programme.
- 2.8.7 Issue 3: improving provision for behavioural support, locally determined in each Learning Collaborative area, constituting a radically changed approach to students who resist education:.
- 2.8.8 The LA holds to the principle that all secondary schools should take full responsibility for the education and care of all their students, but also recognise their responsibility to the whole borough, and especially the most vulnerable pupils, including those who exhibit challenging behaviour. Accordingly, the BSF designs to be commissioned will be under-pinned by a commitment to eradicate permanent exclusions unless there are truly exceptional circumstances. Buildings will include space and provision for the inclusion of all learners, including those following alternative and augmented curriculum provision. This provision will minimise dependence on PRU provision. Any such provision that remains will be transformed in its nature in line with the very best practice as identified in 'Back on Track'. These central facilities will focus on achieving success for young people whose complex needs have excluded them from accessing mainstream provision.
- 2.8.9 The specific approach to provision of this facility will vary with each Learning Collaborative area adopting a model appropriate to its needs. The Authority has commissioned a consultancy firm, Navigate, to review current PRU places and work with schools to develop a strategy to embed Area Partnerships and a commissioning framework in line with the White Paper 'Back on Track'. Thus in some Learning Collaborative areas each school may provide its own in-house facility based on the concept of the studio school or buy in high quality provision from the private sector: in others one or more school will offer the facility as part of their collaborative working. This school based approach offers a wide range of educational opportunities delivered in a variety of ways maximising benefit

from modernised ways of working and facilities. Learning Collaboratives will develop protocols for entry to and return from these facilities to ensure that resumption of mainstream learning is a clear objective for all students who take advantage of this facility.

- 2.8.10 Schools in each area will nevertheless continue to work together where appropriate to manage challenging students and avoid permanent exclusions and the LA will maintain its over-arching brief of ensuring consistency and flexibility relative to student need. The very best practice will be shared and disseminated to build the capacity of schools to fairly identify, support and prevent problems mounting for individual pupils. Staff development and school action plans will reflect this principle.
- 2.8.11 There will still be a need for centralised provision, but on a far smaller scale where the full range of inclusion strategies in mainstream has failed to accommodate the needs of a small core of youngsters. In Doncaster there is a policy of avoiding creation of specialist EBD schools. While at KS3 it is anticipated that a facility will still be needed to cater for a small number of pupils (much reduced from the current 48), the focus would be entirely on reintegration and progression routes to success. Staff here would also work with schools to prevent exclusions for these young people. A KS4 facility will be needed. In addition, the current facilities for those young people who are too ill to go to school, young parents and those with mental health issues will be maintained, as will that separate facility for girls who have been sexually exploited. Plans are under way to establish appropriate accommodation for these facilities.
- 2.8.12 The centralised KS4 facility will benefit from BSF investment in order to reflect changed ways of working with a growing emphasis on skills delivery and work related learning. The facilities for, eg, Construction, Media and Hair & Beauty may prove useful additional resources for the mainstream behaviour units too.
- 2.8.13 At KS3 the centralised facility will continue to address largely social and behavioural issues and in terms of educational need there is a focus, for example, on the way basic literacy and numeracy are addressed. New technologies have their place, though personal relationships play a more significant role in the personal development of these young people.
- 2.8.14 It is worthy of note that there are increasing numbers of very young pupils with very complex needs at Primary stage. There is a need to analyse this cohort in order to better understand why they have reached the point of exclusion, especially as patterns vary across the schools and in the schools with the very best behaviour management do not exclude. Additional resources used in the school context and work with parents and carers are both essential aspects of the strategy to reduce the current unacceptably high levels of exclusion. Work needs to be in the context of wider Children's Services, and to target resources at schools and families facing the biggest challenge to engage the children and support their learning.
- 2.8.15 The transition from the current position, with its emphasis on centralised PRU facilities, to the Learning Collaborative based provision combined with a smaller central provision is a key priority for both the LA and for the Collaboratives themselves.
- 2.8.16 Issue 4: exploiting the co-location of special schools for the benefit of all students, but in particular to assure fair access of disadvantaged students to as full a range of opportunities as possible:
- 2.8.17 There has been substantial investment in SEN schools, including new build schools (North Ridge Community School and Stone Hill School) and extensions and/or adaptations at the remaining three. There remains the need to adapt Heatherwood School building and this will be done as part of BSF proposals. It is likely that this project will be linked to developments at the Danum School, which currently shares a campus with the special school. Following a recent re-organisation of SEN provision in Doncaster the current provision is as follows:

SEN Provision	Type	Total Capacity	11-19 Capacity	Co-located?
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Heatherwood SEN School	3-19	80	40	Y
Pennine View School	7-16	110	80	N
North Ridge SEN Community School	3-19	102	70	Y
Stone Hill SEN School	7-16	110	100	Y
Coppice SEN School	3-19	102	70	Y
Total		504	360	

NEETs

2.8.18 Doncaster is energised by its recent successes in lowering the rate of young people in the NEET group. The average % has fallen from 10.48% in November 2007 to 8.3% in February 2008. Greater flexibility of links between schools and Connexions, with Connexions proving highly responsive to schools' stated needs and close work with the FE Colleges relating to work on retention, has contributed to this success. Doncaster intends to exploit further these relationships with a particular emphasis on identifying potential drop-outs early, devising strategies for revising their programmes of study and training and making alternative provision for them. A programme of guidance, tasters and personal development and support will impact greatly on both school and FE drop-out rates. Links into schools (particularly of guidance practitioners) will develop further, involving personal advice case workers, mirroring work that has proved successful in FE but focusing on the specific needs of this younger age-group.

2.8.19 The LLSC, schools and FE all agree that addressing the needs of the most vulnerable young people must begin earlier than Year 11. The commitment through the BSF programme to accept the challenge to revise radically curriculum offer and methods of delivery from Year 7 on, including Key Stage 3 reform and the wholehearted adoption of the implications of the 14-19 project, is central to Doncaster's strategy for change.

2.8.20 Further reduction to NEET numbers will be achieved by:

- taking better account of what young people want in terms of personalised services and how they wish to access them;
- further developing our coherent approach to the Diplomas and collaborative programmes of curriculum delivery;
- addressing drop-out through development of post 16 pathways;
- developing a wide range of routes to participation in education and training, including schools, the FE Colleges and work-based learning;
- broadening employer engagement, for example through the development of the Diploma programmes and student placements;
- putting a strong emphasis on the change agenda and the place of schools in the broader community and neighbourhood regeneration context; and
- addressing local needs but with an acknowledgement of opportunities on a national and even global scale.

BSF Capital Investment

2.8.21 BSF capital investment will improve overall provision and in particular provision for young people with AEN/SEN in Doncaster by:

- ensuring that all schools are fully accessible, DDA compliant and well resourced

- providing state of the art facilities for applied learning and other alternative curriculum offers
- providing appropriate learning spaces for those learners who require individual or small group programmes discretely delivered within their school and assuring direct access to the full range of learning resources
- underpinning a personalised curriculum that engages students, contributing to improved behaviour and attendance
- using design features to eradicate difficulties of student oversight (and therefore anti-social behaviour) and support the creation of calm, supportive working environments
- providing access for all students to the latest technologies in school and at home
- ensuring e-links and communication with families to improve student motivation, and using technology to improve attendance, for example through e-registration and instant messaging to parents to inform them of pupil absences
- providing facilities where appropriate which support the delivery of multi-agency working to meet the needs of individuals and key groups, e.g. young carers, school phobics and persistent poor attenders, LAC, under-achieving boys, traveller families.

2.9 Change Management Strategies

2.9.1 The Change Management Strategy has four dimensions:-

2.9.2 The development of BSF Strategy for Doncaster as a whole

- Doncaster's Mayor has established the key overall vision for the BSF programme namely that it will "lead to the transformation of learning outcomes for young people in the Borough so that they will be equipped with world class skills, the knowledge and understanding that they require to be confident, engaged, employable and successful individuals in the Doncaster City of 2025". Through consultation with stakeholders, the Mayor's vision has been broadened as set out in this Strategy for Change document.
- Stakeholder engagement has been reinforced through the Mayor's BSF Conference and through the setting up of a Wider Stakeholder Forum (anticipated to meet termly) and "Achieving Success" consulting Groups at local level.

2.9.3 The development of a BSF vision for each individual school.

Each school, working with an education consultant has developed its own Strategy for Change informed systematically by (a) the Borough's priorities as set out in Strategy for Change Part 1 and (b) the BSF Challenge. This Challenge requires schools to rethink their place in the community and current working practices, personalise the learning process, ensure an authentic and relevant curriculum offer, balance competencies/skills against knowledge/understanding, review structures within which school life takes place and use modern technologies intelligently. DMBC's E-Learning Manager and ICT Strategy Manager have advised on schools' strategy for change plans to ensure schools identify how they wish to embed ICT in the curriculum and other aspects of the schools' business, how they intend to use ICT to empower students and how they will use ICT to assist the LA in meeting its own KPIs.

2.9.4 The identification of specific changes at school level that will achieve the vision.

Each school will develop its own Change Management plan again with guidance from its allotted education consultant, based on the strategy referred to above, leading to the development of a curriculum plan and appropriately matched accommodation schedule.

2.9.5 Enabling practitioners to bring about the changes.

- a) Continuing Professional Development programmes, in individual schools and in collaborative arrangements, will focus on the implementation of the ambitious objectives of the BSF Challenge, including the specific demands of reform of the 14-19 curriculum. Professional Development Plans will be linked directly to each school's change management plan and evaluated in the context of the Borough's Strategic Intentions. Programmes will be adopted to develop leadership at all levels and in particular to secure succession planning at this critical period in the life of all Doncaster schools.
- b) We recognise that a major change in culture and 'mind sets' will lead to changes in roles and responsibilities. A key focus for us will be in identifying these early, in order to ensure that appropriate CPD is put in place to assure smooth transition. There will be particular need for staff development in their use of ICT, at LA and school level, not just for the curriculum, but also (where appropriate to roles) for the increased efficiency in the management of the school's business and officers' engagement and communication with schools. CPD programmes will be timely, relevant and provide further time for consolidation before we reach implementation stage.
- c) The LA has a comprehensive programme of CPD available to schools on teaching and learning, which is accessed by a large number of teachers and learning mentors each year. TAs and HLTAs have a strong programme of support and CPD including access to foundation degrees specific to Children's Workforce.
- d) The LA is undergoing a restructure which will include the creation of a specific post for Transformation of Learning and Teaching. In the interim it is engaging consultancy support to broker a range of initiatives (eg seminars focusing on managing change; leadership for transformation...) to support our transformational agenda.
- e) A Head Teacher group has been set up which focuses on recruitment, retention and succession planning of the workforce, linked to National Challenge, and filling vacancies in a small number of schools in core subjects.
- f) The delivery of Diplomas in schools will require new approaches to learning and teaching, greater experience and understanding of occupational sectors as well as new forms of assessment across a range of providers, for which a comprehensive training programme is under development. This training includes the development of awareness and skills relating to the role the new technologies will play in enhancing teachers' ability to meet the new challenges for assessment, monitoring and guidance of students. A workforce audit has already taken place which has informed the pattern of diploma bids that the LA has developed.
- g) There is a comprehensive workforce development plan allied to diplomas, specific to each diploma line and also generic, including leadership and management support. This has been agreed with our regional SSAT/NCSL adviser and published through diploma consortia and curriculum deputies. This is being incorporated into the LA training offer and will be extended to involve all delivery partners ensuring a level and shared baseline of understanding and experience.
- h) Teachers and support staff from a range of institutions are already accessing diploma support training, functional skills training and FLT. The LA 14-19 team has developed standard support materials for school managers to use for updating and informing the whole staff about 14-19 developments, with a focus on diplomas. A strategy for workforce development for 14-19 reform is currently being developed to be published later this year. There is sub-regional alignment through the 14-19 officers network who have worked on the key elements to be included.
- i) Exam boards have supported curriculum deputies group and training programmes for changes to GCSE and A level have been publicised with staff attending these on a subject specific basis. The NAA has a strong network of exams officers in the borough who have all had MIAP and diploma aggregation training, as well as input from the 14-19 Curriculum Adviser on the

borough's diploma plans. Exams officers have an online planning tool to help them move towards diploma delivery requirements.

- j) There is a comprehensive teacher placement programme funded through the LEGI project DE4L to enable teachers to refresh their vocational skills if they work in vocationally related subjects, or will be delivering diplomas. These are also used for the development of the enterprise agenda within schools. Following successful pilot activity, funding is now available for 150 teachers per year through LEGI.
- k) Employers have access to a training programme for their staff on the schools arena and how to work effectively with schools, also funded via LEGI and delivered through DE4L.
- l) Impacts and Outcomes:
 - Teachers and other deliverers accessing specific diploma training
 - Teachers and support workers accessing specific 14-19 training
 - Collaboration on training and support across the partnership
 - Enhanced access to teacher placements to support vocational up-skilling
 - Inclusion of enterprise in diploma developments.
- m) ICT has an important role to play in enabling workforce reform to take place. The implementation of a learning platform will provide a vehicle for teachers and support staff to work in different ways in order to support varying patterns of attendance and learning opportunities which are available for 24 hours on each and every day. The basic training on the use of the learning platform will be supplemented by a comprehensive programme of professional development to maximise the potential for changes in working and learning practices for all members of the Doncaster community of learners.
- n) The programme of training and professional development for staff will address engagement with the vision in this Strategy for Change; acquisition of the skills and understanding required to implement it, including subject specific strategies and issues; commitment to continuing pedagogical development including the use of ICT in innovative and effective ways for teaching and learning and management and administration; planned exploitation of teachers and others within schools with high levels of ICT skills and positive attitudes towards their application, in order to spread good practice and provoke innovative thinking; deliberate, regular updating of all staff's skills and understanding relative to the major applications as they develop; teachers' own range of learning styles; and ability to make effective use of the managed service provision.
- o) Of particular importance will be the ability of teachers to be skilled in assessing the pedagogical value and potential impact on learning of ICT resources, to check that the claimed benefits to learning are justified and to ensure that learning activities using the resources are engaging and effective. This will further contribute to the sustainability of the technologies in schools and their transformational impact.
- p) The focus will be on new ways of working, eg the notion of "lead lessons" to several groups of learners, delivered in large flexible learning spaces. These lead lessons will be supplemented by linked on-line learning opportunities, some of which will take the form of independent private study, some as supported sessions in small groups with tutors or learning mentors. We are aware that as this process unfolds the demands will grow for new types of learning support professionals from a range of different backgrounds operating under flexible conditions of service.
- q) The BSF programme will be a catalyst for the development of this CPD programme which will emphasise opportunities for collaborative learning, sharing of good practice across the Borough, facilitating the development of lifelong learning among teaching and support staff in our schools, promoting learning through mentoring, coaching and networking and providing a

mix of CPD opportunities centrally, in-school and through on-line distance learning and communication.

2.10 Driving Down Carbon Emissions, Promoting Sustainable Behaviours

Doncaster's BSF programme is looking towards meeting the challenges that the future will bring. Climate change, rising energy prices and the rise in obesity can all begin to be addressed locally through our schools. Doncaster's Local Area Agreement and draft Sustainable Community Strategy both have a strong commitment to mitigating against climate change by reducing waste, energy consumption and also reducing flood risks. This commitment is continued through both these documents to adapting to climate change. Adaptation to climate change is a real challenge as climatic patterns could lead to hotter summers, milder winters, more incidents of extreme weather such as high winds, high levels of precipitation and storms. All of these elements should be integral to the design of any new buildings in Doncaster. To this end, Doncaster has published a Sustainable Construction Supplementary Planning Document that stresses that large developments must consider reducing energy and water consumption and ensure that developments do not impact on the water flow from sites. Further to these measures Doncaster Council has signed up to the Nottingham Declaration and as a result of this have worked closely with the Carbon Trust to develop our Doncaster Carbon Management Strategy and Implementation Plan. This plan considers the council's current emissions from all our operations such as the council buildings, all our transport (fleet and business), waste and street lighting. As the authority is still responsible for schools energy consumption schools have been included within the target to reduce CO2 emissions from existing building by 10% 2015.

In support of this the Regional Spatial Strategy sets a target for 10% of the energy needs for major schemes (10 dwellings of 1000m² non-residential floor space) to come from decentralised and renewable or low-carbon sources. In addition to this regional target is the national target as laid out under the Children's Plan for all new school buildings to be carbon neutral by 2016. Alongside this target is a separate goal to make school travel more environmentally friendly by 2020 as part of a wider plan for "sustainable" schools.

Undeniably, Doncaster is extremely committed to reducing the Borough's impact on climate change and equally adapting to the changes that might already be on the way. To this aim it is important that Doncaster's Building Schools for Future programmed should be designed for exactly that purpose, to deliver schools for the future, meeting the challenges that we face here in the UK as well as meeting the needs of the global community.

Through the Local Area Agreement Doncaster will be monitored and challenged on performance against national indicators. Doncaster locally has adopted NI 186: CO2 emissions in the LA area per capita as a key area for improvement and NI 188: Adapting to climate change as a local indicator. Delivering the BSF programme to the highest environmental design will work towards delivering a reduction in CO2 emissions from our current school stock and also work towards adapting our buildings to the challenges we face ahead with predicted weather patterns and fuel prices.

- Food and drink – Doncaster has a Zero Waste Strategy and in order to deliver upon these aims it is important that food waste should, where possible be composted and therefore the BSF programme should provide facilities for composting. Recycling of other items such as drink bottles etc should be easily accessible services through the school with "recycling on the go" split bins are available for plastics and paper.
- To reduce the carbon footprint of the schools food and other procured supplies the schools should ensure procurement of food is from local suppliers and also the food is as seasonal as possible. Linking eating fresh, local and seasonal to the curriculum can not only help climate change but also help educate children on food preparation and healthy eating, tackling obesity issues in young people. To reduce the impact that the schools food has on the wider global

issues schools should ensure meat and dairy is from ethical suppliers (i.e. free range farms, none intensive dairy farming) and ensures that vegetarian meals are promoted (vegetarian food is less carbon intensive). Ensure recycling facilities are available throughout the schools to ensure that plastic bottles and cans can be recycled.

- Travel and traffic – Integration and encouragement of walking and cycling into the fabric of schools and pupil lifestyles is at the core of Doncaster’s Local Transport plan. Encouragement of walking and cycling to schools increases activity levels of pupils and works to improving fitness and reducing carbon emissions from travel. To aid this it is important that Doncaster schools ensure adequate cycling storage at school to guarantee safety of cycles. To help keep the pupils safe cycling proficiency should be included as part of the physical education curriculum alongside road safety whilst walking. To encourage and monitor school commuting schools should be signed up to a School Travel Plan and complete the School Census.
- Purchasing and waste – The BSF in Doncaster should contribute to the delivery of educational and economic benefits through localisation of procurement for a wide variety of goods and materials. Schools should contribute to Doncaster’s zero waste aspirations by becoming exemplars for the community in re-use and recycling. BSF schools should work in partnership with local recycling partnerships to link schools to recycling waste collection. Ensure that recycling bins are available throughout the school. Develop a local network throughout Doncaster for local suppliers for schools.
- Energy and water – All BSF in Doncaster will be carbon neutral in line with the Children’s Plan. Doncaster’s Supplementary Planning Guidance in Sustainable Construction will provide assistance on all energy and water efficiency matters, working towards reducing carbon emissions. The document will also provide assistance in terms of flood mitigation and maintaining current surface run off speeds by utilising Sustainable Urban Drainage (SUDS). One particular element of sustainable design Doncaster is keen to promote through schools is the use of green/brown roofs, especially in larger parts of the schools such as the gymnasiums. Green or brown roofs improve energy efficiency in terms of heat retention in cooler weathers and heat deflection in hotter weather as well as acting as a SUD. Energy and water efficiency should be built in to the curriculum with the pupils being actively involved in renewable energy monitoring/maintenance and other visual aspects of meeting the challenge of climate change. Biomass boilers should also be utilised wherever feasible with waste from local woodland management being used as fuel. Biomass is something Doncaster is extremely interested in promoting and is currently working with local leisure centres and housing association to install biomass boilers.
- Buildings and grounds – schools shall act as a flagship for their communities in managing their estates to deliver sustainability. The extended school programmes encourage schools to be used beyond the normal school hours which allows the community to access facilities, reducing the need to travel to facilities elsewhere and hence reducing emissions. The extended schools programme also builds a community focus, improving cohesion and community participation, which should also be an important strand of sustainability. Wildlife protection and enhancement should be placed at the core of design and landscape and linked directly to Doncaster’s Biodiversity Action Plan (www.doncaster.gov.uk/biodiversity) with the plan being utilised to inform grounds management in order to improve the offering of biodiversity in the local community. School grounds could also be utilised to grow a small amount of produce linked to the healthy eating programme for children.
- Inclusion and participation - School grounds and facilities should become centres to communities with sections of grounds and facilities designed so students and community groups to manage with appropriate monitoring and reporting.
- Global dimensions – In line with Doncaster’s Sustainable Construction SPD the materials used to build the physical building should be source from sustainable supplies and wherever

possible use recycled material. The buildings should be designed with whole life costings considered and for all aspects of sustainability to be considered. Governing bodies will be encouraged to include in their terms of reference working towards achieving sustainable status in accordance with the Government's aspiration to achieve this by 2020.

- Schools will be encouraged to have these outputs for their schools linked to their curriculum, so that they can use the data to stimulate continuing student interest and debate on their own school's energy efficiencies

DRAFT

Section 3:

ADDRESSING KEY ESTATE PRIORITIES AND PROJECT PLANNING

3.1 Procurement Strategy

The BSF Programme Board and the Authority's Corporate Management Team have agreed to the standard LEP model for BSF in Doncaster. A Private Sector Partner (PSP) will be procured through a competitive dialogue process subject to European Union procurement rules. Standard PFS contract documentation will be utilised throughout.

A number of workshops have taken place to gain an understanding of the LEP model and to determine the scope of the proposed Doncaster LEP. The proposed scope for the LEP will include:

- Exclusivity on all secondary school estate capital works, where funding is drawn down through the Local Authority, for the lifetime of the LEP
- An ICT Managed Service for all secondary schools included in the BSF Wave and other secondary facilities eligible for BSF ICT Funding (non-BSF Secondary Schools, SEN Schools and Pupil Referral Units)
- An option to provide ICT services through the Managed Service to other education providers (e.g. primary schools, FE providers and City Learning Centres)
- Hard FM and soft FM services to schools funded through PFI credits (scope of soft FM services to be agreed)
- Option to provide Hard FM services to non-PFI schools. The Authority will look to evaluate the value for money of this aspect of bids with regard to the Design and Build sample school.
- Non-exclusivity on primary school estate capital works and other educational facilities. The Authority is seeking to align its successful bid for Primary Capital Programme Funding with the BSF Programme, which may include delivery of some primary capital projects through the LEP.

3.2 Existing Secondary School Estate

3.2.1 Asset Base

The Authority's Technical Adviser has undertaken a comprehensive desktop analysis and condition assessment of the secondary school estate (excluding non-BSF schools), including the existing pupil referral service accommodation and Heatherwood SEN School.

3.2.2 Pupil Numbers

The projected number of secondary places required in 2018/19 forms the basis for the development of the estate strategy. A significant pupil place planning exercise has been undertaken, including a review of the methodology used by the Authority to forecast figures. Based on this methodology the Authority has calculated that it will require 20,655 places to accommodate a pupil population of 16,548 11-16 years olds and 3,410 post-16 learners.

3.3 Prioritisation of BSF Investment

Indicative proposals and phasing for each school is set out in the table in Appendix 10. They are based on an initial assessment of need in each individual school related to the delivery of transformation. The assessment has been made against the following agreed set of criteria matching the emerging education vision:

- i) high levels of deprivation, based on free school meals and the index of deprivation
- ii) low educational outcomes, based on GCSE results, and
- iii) the condition of the current built estate as assessed by the Authority's Technical Adviser

The process has been collaborative and transparent. Prior to deciding on the phasing of each school consultation was undertaken with schools' Headteachers. Consultation on this also included Chairs and Vice Chairs of Secondary Schools, the BSF Programme Board, the BSF Wider Forum, and other Authority service areas.

School Name	Deprivation - % of pupils eligible for Free School Meals (Y7 -11)	2007 - Educational Outcome - 5 A* to Cs (including English and Maths) (%)	2008 - Educational Outcome - 5 A* to Cs (including English and Maths) (%)	OFSTED category	Priority schools based on assessed condition
Northcliffe School	23.5%	17%	19%	3	1
North Doncaster Technology College	22.4%	24%	35%	4	3
Don Valley & Performing Arts College	17.8%	32%	25%	3	4
Balby Carr Community Sports College	21.0%	24%	21%	3	5
Armthorpe School A Specialist School in Sports and Arts	13.0%	37%	40%	3	2
Danum School Technology College	21.4%	29%	37%	3	7
Hatfield Visual Arts College	19.1%	33%	29%	2	10
Ridgewood School Specialists in Engineering and Related Technologies	4.9%	58%	60%	2	6
Campsmount Technology College	11.3%	34%	30%	2	9
Hall Cross School Science & Mathematics College	13.5%	47%	49%	3	12
Hungerhill School A specialist Centre for Science Mathematics and Computing	5.9%	47%	57%	2	8
Hayfield School (A Foundation School)	6.0%	60%	65%	1	13
McAuley Catholic High School Specialist College for the Performing Arts	6.2%	66%	66%	1	11

3.4 Estate Options

The approach to developing an estate strategy for the Doncaster BSF Programme combines a thorough review of the existing estate condition and the indicative funding envelope as a starting point. An appraisal of the feasible options for each site is then undertaken. The resulting estate strategy balances the need to make physical changes and improvements to deliver transformation in learning and teaching against finite capital resources. Throughout this process stakeholders are being engaged in developing both the principles and specifics of the estate strategy. An outline of the estate strategy is included at Appendix 10.

3.4.1 Methodology

Initial visits to all schools have been undertaken by the Technical Advisors in February 2008 to form the basis of the Asset Management Plan (AMP) / Constraint Layouts. The key objective of the study was to establish:

- An approximate GIFA per block with an overall school total.
- An approximate gross site area based on Land Registry site boundary information.
- The condition of the existing assets on a block by block basis, whilst highlighting the age, type of construction and suitability.
- A commentary on the operation of the external environment, taking into account external space provision, access positions, vehicle movements, pupil movement, noise source, adjacent traffic issues, flood risk issues, potential ecological issues, etc.

The AMP layouts have established approximate areas per school site and provide the basis for consideration of the existing assets against the BB98 area guideline calculations.

3.4.2 Planning

Initial consultations have taken place with the planning department to introduce the BSF process and the school within the programme. Information has been supplied in the form of the Asset Management Plan (AMP) layouts and associated suite of desktop studies to allow the planning department to consult with their internal partners to establish briefing information for each site. Timescales have been identified with regard to planning response to meet the OBC submission milestones. Milestones have been established for outline planning applications for the Sample Schools, North Doncaster Technology College and Don Valley School & Performing Arts College, and discussion are continuing over the level of information to be submitted in line with the planning department Checklist for Major Planning Applications document.

3.4.3 Remodelling & Educational Transformation

The AMP layout drawings form the basis for developing the remodelling appraisal of each school based on the current assets and to meet affordability objectives. This process drives the information laid out in the remodelling drawings and undergoes a rigorous cost analysis appraisal.

Each remodelling drawing highlights the potential levels of minor and major refurbishment, unaffected area, potential demolitions, resulting in an area for new build accommodation.

Education advisers have been conducting meetings with each school to establish the educational vision. It is proposed that this visioning document developed by the schools will form the starting point for more detailed option layouts for each sample school for the subsequent OBC submission.

A phasing diagram for each school outlines the approach to redevelopment and corresponds with the initial project programme.

3.5 ICT Managed Service

3.5.1 Scope of service

BSF gives the Council the chance to create new physical and virtual spaces at the same time. The two taken together will constitute our 21st century environment for learning. We believe that the successful implementation of our ICT strategy will result in improved outcomes in terms of professional practice and student learning and performance.

We are committed to the procurement of an ICT managed service as it will secure the required levels of functionality and performance for our new learning environments. To support our transformational strategy, we will require the managed service provider to be learning led and committed to delivering tangible improved outcomes and deliverables for all our learners.

The managed service will support the streamlining of management and administrative functions, thus increasing the effectiveness and efficiency of the way in which schools are run. We will look to our managed service partner to provide a completely integrated ICT provision, including LP and MIS products and services, into a single flexible managed learning environment. This will enable effective assessment for learning, online registration and tracking of attendance in multiple virtual and physical settings, thereby reducing bureaucracy and workload.

Doncaster secondary schools have already implemented an e Portal and VLE from FrogTrade and have been among the first in the country to implement a system of Video on Demand (VOD) from TechEx. Secondary schools in the borough have taken these products and so there is already an ethos of collaboration and information sharing across the schools. Through the procurement of our BSF ICT managed service we will want to explore whether we will want to retain our existing services or move to products advised by the MSP. In either scenario we envisage that the MSP will be responsible for maintaining these services and also for future integration.

The single learning platform will allow for greater collaboration between schools not only in sharing resources but also in allowing students to move seamlessly between our educational establishments. This in turn will permit the rationalising of the delivery of courses across the borough, particularly relevant for supporting the 14-19 educational strategy.

The area-wide managed service will support the development of more effective and responsive core service delivery, such as administration, finance and human resources. The service will also provide tools that facilitate school planning, self review and self evaluation, benchmarking and effective area-wide communication and collaboration between schools and the authority, particularly Children & Young People's Services.

3.5.2 Transition

We have worked with colleagues from schools, including head teacher representatives, to facilitate appropriate and positive expectations of potential managed services and will continue to do so through out the BSF process.

Doncaster Secondary Schools are at different stages of development and embedding of ICT and eLearning initiatives. We are looking to build on this progress and rapidly accelerate the development of ICT and its applications in all our schools whilst still permitting schools to develop their areas of strength and specialism through innovation and collaboration. This engagement with technology should positively impact on learners to enable them to fulfil their potential.

We will be encouraging schools to utilise the BECTA Self-Review Framework to support them in their planning and transition arrangements and are seeking additional support from Becta for this process.

Currently consultants from Mouchel are supporting schools in the completion of their School Strategy for Change documents. A total cost of ownership (TCO) exercise per school to enable head teachers and governors to accurately identify the costs which they currently incur for the provision of ICT services is being promoted by the DMBC BSF Consultant in conjunction with BECTA.

As part of this exercise, the advisers will also complete an audit of current ICT commitments which will impact upon the transition from the current position to the managed service. Where schools are currently seeking to negotiate ICT developments and contracts, such as to meet the Harnessing Technology targets, we will seek to ensure that these contracts do not extend beyond the introduction of the managed service.

During the development of OBC and the ICT output specification, in consultation with schools we will further clarify their requirements for school-based technical support. It is already clear that some technical staff in schools currently contribute in significant ways beyond their technical support function such as providing support for data analysis, staff development relating to ICT.

3.5.3 Flexibility

The core service required will robustly deliver high quality anytime, anywhere, any pace, any place learning through a range of mobile ICT-on-demand devices that provide a mixture of universal and specialist facilities for the whole school community. However, the service must be capable of being customised in order to meet the specific requirements and circumstances of the schools, including their specialisms, as appropriate. The service must be available beyond traditional school hours to allow for not only learning to take place beyond the school day but for the accessibility of professional tools that support the education process.

We will expect potential partners to identify and quote for core and enhanced services – including a full range of service options that support our ambitions for extended schools.

These core and enhanced services must be presented transparently and in a jargon-free manner to enable schools to understand the affordability and added value of the range of services and solutions available to them and the learning gains that they might reasonably expect to accrue when procuring these items.

It is important that schools are empowered with a sense of ownership of the procurement process.

We are looking for an enabling partner who will ensure schools are confident and competent to make pertinent and informed decisions about the level of provision they require, in order to meet their strategic priorities regarding teaching and learning.

We will continue to work in a spirit of consultation and collaboration with our schools, through a number of channels including our Schools Strategic ICT Board, to identify a minimum set of common or core requirements in all sections of the ICT output specification. These core requirements must act as a platform for 0-19 collaboration and communication, supporting the principles of life long learning, the strategy of the Education Improvement Partnership, and enable the development of flexible federated arrangements.

In particular, the learning platform must provide the opportunity for students across this age-range to have institution independent devices and access to resources from all appropriate learning institutions including FE and Primary partners. Linked services and resources should be available from a range of devices and should cater for user preferences as well as taking account of developments in technology. The use of various devices should not only support the inclusion of all pupils including those with physical disabilities, but allow for a more personalised learning experience.

We will work with schools to identify best practice and will require the managed service provider to develop a clear transition strategy. We recognise and support Becta's interoperability strategy for online tools and services and will require the managed service provider to support its implementation.

We will emphasise the scope for innovation and research and development – both pedagogical and technical – as a priority. We expect that students and staff in our schools will need opportunities to explore new approaches and tools. Our managed service provider must facilitate and support innovations and provide straightforward processes for adopting those that are successful.

3.5.4 Scalability

The managed service will initially be focused on the secondary schools in the BSF programme. However, our procurement strategy will enable us to extend the managed service to include all schools, primary and secondary, and potentially FE and work-based training partners should they opt to be included. As a result, the managed service will need to be highly scalable from its initial deployment. To accelerate the impact of BSF ICT investment, we will establish those services that are not linked with the physical build process and make them available to the wider community at the earliest opportunity.

3.5.5 Wider context

We have begun to develop a borough wide WiFi network to provide connectivity to some of the most deprived neighbourhoods in our region. We would expect this to continue to be developed and allow for learning anytime, anywhere by anyone across the borough.

Primary Capital programme investment will take place alongside BSF investment and we will seek to maximise the investment by aligning these programmes to ensure ICT solutions are not limited to a single phase of lifelong learning.

3.6 Consultation

In January 2008 Mayor Martin Winter officially launched the consultation process for the Doncaster BSF Programme with the publication of his White Paper, 'Achieving Success – Building Schools for the Future' setting out his vision for transforming education in Doncaster. A public consultation was held, which concluded on the 3rd March 2008.

14,000 copies of the White Paper and questionnaire were distributed, and the consultation publicised in the local press, on local radio, the internet, and in schools and other public buildings. Ten public consultation events were held and meetings with a variety of groups representing parents, students, staff, governors, elected members and other key stakeholders. Feedback was received from approximately 1265 individuals in the form of questionnaires, letters, emails, petitions, telephone calls, and attendance at meetings. We received formal responses from six secondary school Governing Bodies.

Following on from this the Mayor held one to one meetings with the Headteacher and Chair of Governors of very secondary school, including non-BSF schools, to listen to their views. All of the feedback received during the White paper consultation and after was fed into the development of the Strategy for Change Part 1.

Following Submission of SfC1 a stakeholder conference attended by over 150 individual key stakeholders was held to launch the development of Strategy for Change Part 2. At this event the Mayor launched the BSF Wider Forum and the individual school Achieving Success Groups. The BSF Wider Forum meets at key milestones to consider BSF issues and reports back to the BSF Programme Board. The Achieving Success Groups are a vital to ensure individual school communities are kept informed of BSF developments, but are also intended to be used to develop the individual school's vision for transforming teaching and learning and is also intended to be the point of contact during the design process once the school becomes a live project.

3.7 Managing the Process

3.7.1 Programme Management

Doncaster has a robust programme management approach to the delivery of BSF. This includes a Programme Board consisting of senior officers from each directorate, the Cabinet Portfolio Holder and Headteacher representation. The Board is chaired by the Project Sponsor, who is the Strategic Director of Development and reports directly to the Managing Director of the Council.

Doncaster established a BSF Programme Office in December 2007 led by a BSF Programme Manager. This incorporates a Core Programme Team, which is enhanced by an extended team consisting of internal and external advisers. This is backed by an approved budget of £4.3million over the next 3 years to fund the development of BSF through to financial close. All key appointments have been made. Workstreams have been established for each of the key areas including Education, Technical, ICT, Finance and Legal.

Stakeholder engagement has been formalised through the establishment of a BSF Wider Forum and individual school BSF Achieving Success Groups. The work of these will inform and advise the BSF Team and Programme Board.

All aspects of the Programme Management of BSF in Doncaster are set out in a detailed and comprehensive Project Initiation Document, as committed to in the Readiness to Deliver. This will be maintained throughout the life of the BSF programme. The PID includes Terms of Reference for the Board, Core Team, Workstreams and Stakeholder Groups. It also sets out the decision making process in accordance with the Council's constitution.

3.7.2 Risk Management

Risk management is firmly embedded in our programme and project management. We have held workshops with stakeholders to identify risks, measure impact and probability and design mitigating activities. The risk management matrix is seen as a dynamic tool identifying key risks. This sits alongside the project plan. Key risks or areas of concern are monitored and challenged by the Programme Team and then reported to the Programme Board. This monitoring system has a number of advantages:

- It ensures that risks and slippages are identified in a timely manner;
- It ensures that identified risks are owned, mitigated and managed by the BSF Sponsor and programme and project management as a whole;
- It facilitates progress reporting to DMBC's strategic leadership; and
- It highlights achievements and successes

The BSF programme will be complex, uncertain and dynamic. In order to manage risks at an acceptable level a risk register has been developed in accordance with Doncaster Council's Corporate Risk Management Policy Statement - Nov06 (revised 15/10/07) and the Council's Corporate Risk Management Toolkit and this tool is seen as a key document. The BSF Programme Manager is responsible for the development and implementation of the strategies to mitigate the identified risks. The management of specific risk is the responsibility of the Programme Team member best placed to carry out the actions. The BSF Sponsor is responsible for ensuring that risk management and resolution activities are operating appropriately and ensuring that strategic and unresolved risks are escalated up to the Programme Board.

In the risk management strategy risks are included that go beyond the point of procurement of a partner to deliver BSF across Doncaster. The risks are identified, described in detail, the impact and probability measured, controls identified, mitigating activities listed and, importantly, ownership allocated. This is a dynamic and evolving document and is constantly reviewed, updated and managed throughout the life of the BSF programme. The risk management strategy will become the responsibility of the LEP once established.