

Investing in the Future - Consultation on proposals for the Primary Capital Programme

Consultation document

'Putting children and young people first in Dudley'

15 January 2008

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2004-2005
Transforming the School Workforce

Directorate of Children's Services

Consultation Document

Consultation on: Proposals for the Primary Capital Programme

Summary: The Primary Capital Programme is a national programme of capital investment over 15 years intended to transform primary education through capital investment. This document summarises the national requirements and sets out for public consultation Dudley's proposed approach and investment proposals.

Deadline: All responses must be received **4 March 2008**

Consultees:

- Black Country Chamber of Commerce
- Black Country Connexions
- Chairs of Governing Bodies
- Children's Centres
- Children's Trust Executive Board
- Community Forums / Groups
- Councillors
- DOSTI
- Dudley Association of Governing Bodies
- Dudley Borough Churches Forum
- Directorate Staff
- Dudley Community Partnership
- Dudley Council Directorates – Corporate Board
- Dudley Council for Voluntary Services
- Dudley Group of Hospitals
- Dudley Muslim Association
- Dudley Parent Partnership
- Dudley Primary Care Trust
- Dudley Safeguarding Children's Board
- Education Business Partnership
- Further Education Colleges
- Headteachers
- Members of Local Admissions Forum
- Members of Parliament
- Neighbouring Directors of Children's Services
- Roman Catholic Diocesan Schools Commission
- Select Committee for Children's Services
- Standing Advisory Council on Religious Education
- The Black Country Learning and Skills Council

The Kashmiri Pakistani Professionals Forum
Unions and Professional Associations
West Midlands Police
WMCESTC
Worcester Diocesan Board of Education

Public Access Consultations Plans and Policies will be published as follows:

Public Libraries
Dudley MBC Website www.dudley.gov.uk
Westox House

Responses to: Laura Ferrington – Executive Support Team Manager
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*Your responses will be co-ordinated by the above person.
Any responses will be provided by the appropriate responsible officer for this consultation.*

All responses may be published. A **large print version** and translation into other languages is available on request to the above address.



John Freeman
Director of Children’s Services

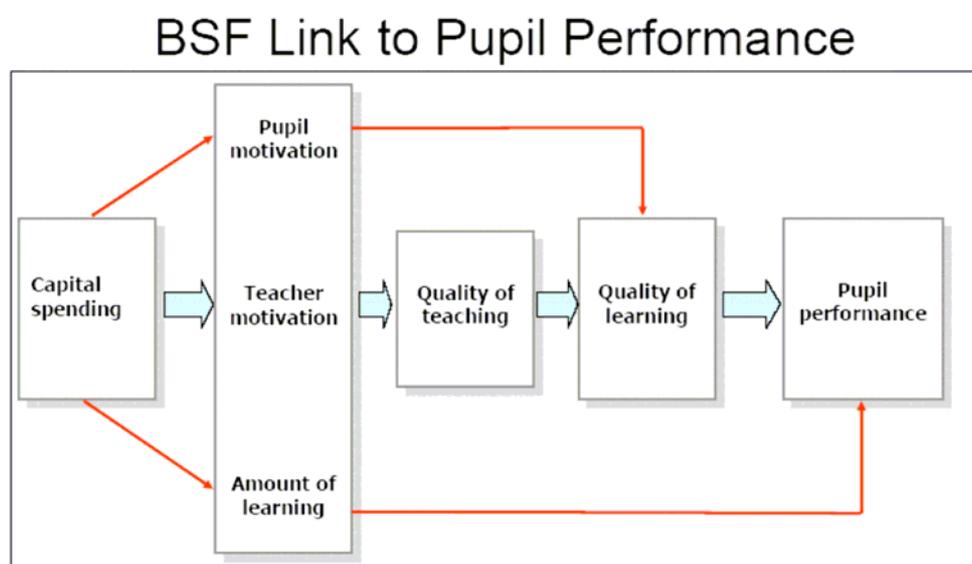
What is the Primary Capital Programme?

1. The Primary Capital Programme (PCP) was announced by the Prime Minister (then Chancellor) Gordon Brown, in the 2005 Budget Statement. The Government pledged an initial £1,150 million extra resources to fund an ambitious capital investment programme for primary education in 2008/9 (£150m), 2009/10 (£500m) and 2010/11 (£500m). The commitment included a continuation of the level of investment for 15 years in total, subject to future public spending decisions.
2. The commitment has been supported by several major changes including;
 - a. Major capital investment in children's play facilities.
 - b. July 2007 – the creation of a new Government department focussed on children and families; the Department for Children, Schools and Families (DCSF).
 - c. December 2007 – publication of the new Children's Plan which sets out how the Government will deliver its ambitions for world class standards and access to world class services for children and young people.
 - d. December 2007 – national guidance issued to local authorities on the Primary Capital Programme.
3. The Government's ambition is in two main parts;
 - a. Every child reaches adulthood with the breadth of skills, qualifications and experience they need to be able to thrive in society and in the workforce.
 - b. Every child has a good experience of childhood.
4. The Primary Capital Programme will support the delivery of the Children's Plan by;
 - a. Creating primary schools equipped for 21st Century learning, at the heart of the community, with a range of children's services in reach of every family.
 - b. Delivering a strategic approach to capital investment – supporting national policy aims, delivering world class standards, access to joined-up services for children and families and addressing local needs and priorities.
 - c. Rebuilding, remodelling or refurbishing at least half of all primary schools including taking out of use at least 5% of school buildings in the worst physical condition (higher for the most deprived communities).
 - d. Focussing resources on deprivation nationally and in every authority.
 - e. Reconfiguring the primary capital stock to account for demographic change.

5. The original prospectus for the Primary Capital Programme, '*Primary Strategy for Change (guidance for local authorities)*' together with other documents can be found on <http://teachernet.gov.uk/docbank/index.cfm?id=9606>

Primary Capital Programme and Dudley

6. The future prosperity and overall well being of Dudley lies in the hands of the children and young people attending school today and in the hands of generations to come. Although many children perform well, gain qualifications and succeed in many other areas of achievement, some do not.
7. The outcomes from the current pattern of school organisation are not good enough (please see Baseline Analysis, paragraphs 23 - 53). The capital investment from the Primary Capital Programme supported by additional investment from other sources will improve the physical environments that children learn in and, along with other improvements, will secure better outcomes for children, families and the community. The diagram below is taken from DCSF guidance on Building Schools for the Future (BSF) and shows the links between capital investment, motivation, quality of teaching and learning and pupil performance. All children should have the best opportunities available. The Primary Capital Programme will increase the range and quality of opportunities for children, families and the community.



8. Every child matters in Dudley and we need to ensure that every child achieves the Government's (and Dudley's) ambition set out in paragraph 3.

What can you do to help?

9. This is your chance to be involved and to help influence the future shape of primary education in Dudley.

From 22 January until 4 March 2008 the Directorate of Children's Services is seeking views on how Dudley should approach this opportunity to transform primary education together with the proposals for initial investment priorities. In other words, do you agree with our proposals about what we should do and which projects should be addressed first?

This document sets out what the Government requires from Dudley before the money is released and what Dudley is proposing to do and when.

The document contains summaries of data and other information to help inform your thinking about the various questions and proposals. Additional information is available on www.dudley.gov.uk/education-and-learning

We want to know what you think about our proposals. Please send us your views by 4 March 2008 to;

Laura Ferrington – Executive Support Team Manager
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Directorate of Children's Services
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laura.ferrington@dudley.gov.uk

There will be other opportunities to express your views as more detailed plans are developed. These will include full consultation with children, parents, local community, staff, governors and other interested parties. You can keep up to date with what is happening by logging onto the website www.dudley.gov.uk/education-and-learning or catch up with regular updates in the local press. Any consultation on specific proposals or progress updates will be circulated directly to stakeholders e.g. schools, children, parents, staff, governors, consultation partners.

When will it happen?

10. Dudley has been preparing for the Primary Capital Programme since it was announced in 2005. These preparations have included;

Summer 2005	Adoption of Learning for the Future (renamed Investing in the Future) as a planning framework to bring the wide range of capital initiatives into a
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	coherent and manageable programme
Autumn 2005	Investing in the Future - Primary Schools Review
Summer 2006	Preparation of a scoring matrix (see paragraphs 56-58) to identify a priority project for submission as a Primary Capital Programme pilot
Autumn 2007	Consultation on the methodology to be used for prioritising projects for the full Primary Capital Programme
January 2008	Consultation on Dudley's proposals for the Primary Capital Programme (taking the form of this consultation document)

11. The next phases are;

March 2008	Report on this consultation will be considered at the Council's Cabinet meeting
April 2008	The Primary Strategy for Change document (see paragraph 19) will be submitted to the DCSF
	First project school(s) engage children, parents, staff, governors, community and other stakeholders in design thinking
Summer 2008	DCSF assesses the Primary Strategy for Change. Authorities with approved strategies can progress to procurement stage
April 2009	Capital investment funds available to start construction on first project(s)
To be confirmed	Later project schools (see a. and b. below) to engage children, parents, staff, governors, community and other stakeholders in design thinking

12. Dudley is required to set out in the Primary Strategy for Change;

- a. The long-term aims for the next fourteen years to transform education (see paragraph 54).
- b. Specific priorities for investment during the first four years of the programme – 2009/10, 2010/11, 2011/12 and 2012/13 (see paragraph 63).
- c. The school projects to be delivered in 2009/10, 2010/11 and 2011/12 (see paragraph 65).

How will it develop?

13. Dudley is fully engaged as a partner with Sandwell, Walsall, Wolverhampton and the Government in developing the Black Country Strategy; a long term programme to regenerate the region and improve the quality of life for all. This major piece of work requires careful integration of housing, employment, education, culture and leisure facilities together with extensive consultation. The initial investment priorities set out in this consultation document take account of these regeneration

strategies and will continue to inform the Primary Capital Programme in its future stages.

14. Primary schools have limited capacity to provide the project management requirements for major schemes such as replacing the entire school with new buildings. Dudley will designate a qualified project manager to work with each school to coordinate the production of a detailed project plan, engage people in the design development, manage the communications strategy and ensure completion of the project within time, on budget and to standard. It is expected that the project manager will work closely with a project team determined by the school e.g. Headteacher, governor(s), staff. Project governance and management arrangements will comply with legislation and the Council's requirements for the procurement of major capital projects. This includes decision making, planning, risk management, consultation, financial controls, monitoring, reporting to relevant committees and health and safety.
15. The process of preparing for significant capital investment can provide high levels of motivation and accelerate learning. It is essential that schools take advantage of these opportunities but extra capacity is needed to ensure schools continue to focus on driving up standards. Plans are in place to increase capacity for effective project management.

Who pays?

16. The Primary Capital Programme is based on allocations to local authorities to transform primary education. The allocation to Dudley is provided by the Government and is based on the total number of pupils attending schools in the Borough. An additional amount is added to the basic allocation to reflect the level of deprivation. An authority with the same number of children as Dudley with significantly higher levels of deprivation would receive slightly more money or an authority of the same size with significantly lower levels of deprivation, would

receive slightly less money. Dudley's allocations for the first two years of the programme are;

2009/10	£4.2 million
2010/11	£6.5 million
2011 – 2023	It is expected that funding will continue at these levels subject to future decisions on public spending.

17. Dudley is required to set out in the Primary Strategy for Change (see paragraph 19) the total funding that will be committed from both the Primary Capital Programme allocations and any additional funding from other sources. Additional funding sources include;
- Contributions from other schools capital funding streams e.g. Devolved Formula Capital, Modernisation, School Access, Extended Schools, Basic Need.
 - Other capital funding from DCSF e.g. SureStart General Grant (Capital).
 - Other Government Departments.
 - Funding from EU or national funding bodies such as the Big Lottery.
 - Local resources including capital receipts and revenue funding.
 - 10% contribution from voluntary aided schools.
 - Local authorities should also consider the scope for joining up with community health investment e.g. NHS LIFT schemes.
18. Dudley's access to the funding will be dependent on approval by the DCSF. The approval process will involve a series of rigorous assessments set by the DCSF covering the strategy, school proposals, the efficiency of procurement methods and the value for money obtained.

Primary Strategy for Change

19. All local authorities are required to submit a Primary Strategy for Change to the DCSF for approval before any resources are released. Paragraphs 20 - 66 reflect the requirements of the Primary Strategy for change set out by the DCSF in national guidance to local authorities.
20. Dudley as the local authority and commissioner of local services has the lead rôle in preparing the Primary Strategy for Change. The Primary Capital Programme provides an excellent opportunity for Dudley to further develop its strategic

approach to capital investment and focus on improving the outcomes for children and families set out in;

- Every Child Matters (DCSF)
- The new Children’s Plan (DCSF)
- Dudley’s Children and Young People’s Plan
- Children’s Services Asset Management Plan 2008 - 13 (draft).

The local perspective

21. Dudley has experienced significant changes over the last few decades as the major industries of manufacturing and mining have declined. New opportunities in retail and service industries have begun to develop but Dudley and the Black Country overall face key economic challenges in raising incomes, enhancing skills and tackling unemployment.

22. Dudley has a key strategic rôle to play in the future development of the Black Country and the West Midlands region. Dudley is an active partner in the development of the Black Country Vision which entails making significant investments in the economy, town centres, housing, the environment, transport and children and young people. At the heart of this programme is investment in schools for the future where children and their families can;
 - a. Enjoy a good experience of education and childhood.
 - b. Access the range of high quality public services.
 - c. Acquire the skills, attributes and qualifications required for employment and independent living.
 - d. Make a positive contribution to the economic prosperity and social well-being of Dudley and the wider community.

Baseline analysis

23. Dudley has experienced numerous changes to school organisation patterns when the number, location and types of schools have changed. In September 2008 there will be 111 maintained schools in Dudley with a range of additional buildings that provide Children’s Services. These are shown in the table below.

School type	Age	No.	Name	PCP	Comments
Children’s Centre	Various	17	Various	-	-
Nursery	3 - 5	1	Netherton Children and Families Centre	Yes	CC

Primary	3 - 11	39	Please see paragraph 66 for names of schools	Yes	-
Primary	5 - 11	39			
Secondary	11 -16	18	Please see paragraph 67 for names of schools	No	-
Secondary	11 -18	3			
Special	4 - 11	1	Woodsetton	Yes	MLD
Special	4 -16	1	Halesbury	Primary only	MLD
Special	3 - 19	2	Old Park Pens Meadow	Primary only	PMLD/SLD PMLD/SLD
Special	5 - 16	1	The Brier	Primary only	MLD
Special	11 - 16	2	Rosewood Sutton	No	BESD MLD
Pupil referral unit (PRU)	5 - 11	1	The Mere	Yes	-
	5 - 16	1	Home & Hospital	Primary only	-
	11 - 14	1	Sycamore Centre	No	-
	14 - 16	1	Abberley St	No	-

Key

CC	Children's Centre
PMLD	Profound and Multiple Learning Difficulties
MLD	Moderate Learning Difficulties
BESD	Behaviour Emotional and Social Difficulties
SLD	Severe Learning Difficulties

24. This pattern of provision appears to offer diversity but variations in provision limit real choice for parents and outcomes for children. For example, there are too many school places in some areas and not enough in others. Similarly not all schools can offer the same range and quality of services to children, families and their local communities. The following paragraphs provide further details.

Educational performance

25. There is a large amount of data available on educational performance. All such data should be interpreted with caution as there are many factors which contribute to the performance of each individual pupil and each individual school. The following data is taken from the www.dcsf.gov.uk school performance tables for Dudley (2007). They provide a measure of the educational outcomes from the current pattern of school organisation in Dudley.

KS2 Results	School Action Plus	School Action	English		Mathematics		Science		APS
			L4+	L5	L4+	L5	L4+	L5	
Dudley	11.5	13.6	79	32	74	30	87	45	27.7
England	10.0	13.4	80	34	77	32	88	46	27.9

- a. At the end of Year 6 primary pupils (aged 10 or 11) in England are assessed in English, mathematics and science and these Key Stage Two (KS2) results are published in tables.

- b. The average performance for Dudley in KS2 results is just below the national average for the percentage of pupils achieving Level 4 or above (L4+) and Level 5 (L5) in all three subjects.
- c. The percentages of pupils with statements of special educational need, supported at School Action Plus or School Action are just above the national average. Statements of SEN describe any learning difficulties that pupils have, and specify the extra help or equipment that they need. Around 3% of school pupils nationally have statements. Pupils with SEN can also be supported at School Acton Plus, but without statements. These are other pupils registered as having SEN but whose schools meet the pupils' needs without a statement. Some pupils with SEN are academically able but schools face challenges in achieving Level 4 at KS2 for many pupils with SEN. The information on the numbers of pupils with SEN in each school helps you take this into account when looking at the school's results.
- d. Average Points Score (APS) provides a fuller picture of the KS2 achievements of pupils of all abilities. It allows for a further comparison in achievement of individual pupils, between schools and between local authorities with similar percentages. The APS is calculated by allocating points to each pupil's KS2 results. An APS of 27.0 would indicate that every pupil scored achieved Level 4 and an APS of 33 indicates that all pupils achieved Level 5. Dudley's APS (27.7) shows a mix of Level 4 and Level 5 and is just below the national APS (27.9)
- e. Adding together the KS2 results in English, mathematics and science provides an aggregate score which can be used to provide year on year comparisons. Over the last four years the Dudley aggregate score has improved but so has the national score. In 2004 the gap between Dudley and national was two points but in 2007 the gap had widened to five points. The Primary Capital Programme provides an excellent opportunity to close this gap.

KS2 Results	Aggregate across English, mathematics and science			
	2004	2005	2006	2007
Dudley	235	237	240	240
England	237	240	242	245

Attendance and behaviour

26. Children and young people in Dudley enjoy school. Attendance in schools with primary age pupils (94.5%) is broadly in line with the national average (94.8%) and a number of measures are in place to encourage good attendance.

27. The behaviour of primary age pupils is good. Pupils requiring specific support for behavioural, emotional and social difficulties (BESD) may be assisted in their mainstream school or at The Mere (primary Pupil Referral Unit) or Rosewood Special School (secondary).
28. The creation of world class facilities for teaching and learning, meals, circulation, social activities, play and toilets may encourage some pupils to attend more regularly. Capital investment in school buildings and external areas is a very strong indicator for pupils, their families and the community, of the high value placed on learning. There is ample evidence that children behave well and perform better in well designed and maintained buildings.

Index of Multiple Deprivation (IMD) 2004

29. The Index of Multiple Deprivation 2004 (IMD) is a measure of deprivation at a small area level across England. The Index measures deprivation through seven domains; income, employment, health and disability, education, skills and training, barriers to housing and services, crime and living environment. The seven domains can be measured separately or combined together to give an overall measure of deprivation.
30. Super Output Areas (SOAs) are a set of boundaries created for the collection and publication of statistics. Produced by the Office for National Statistics, they are designed to have similar population sizes and similar dwelling types so that the characteristics of one can be compared fairly to those of another. There are 32,482 SOAs in England, and 202 in the Dudley Borough. SOAs are purely for statistical use and do not represent neighbourhoods or communities.
31. The areas most affected by deprivation are situated in the wards of Castle & Priory and St Thomas's, both of which are in close proximity to Dudley town centre. In each of the wards, three of the SOAs are in the 10% most deprived in England according to the overall measure of deprivation. A corridor of deprivation then extends towards Brierley Hill town centre and its surrounding localities. This corridor includes the Eve Hill, Blowers Green and Woodside areas, and extends out towards Netherton and Hawbush.
32. One of the SOAs situated in Norton ward is the least deprived in the Borough. Other areas showing few SOAs in the 20% most deprived are in parts of the north-west, and south of the Borough, around Sedgley, Kingswinford, Stourbridge, Amblecote, Pedmore, Wollaston and Hayley Green. Further information on SOAs in Dudley can be found on www.dudley.gov.uk/council--democracy/statistics--census-information (deprivation information).
33. The Economic Strategy for Dudley identifies ten key challenges, these are;

- Challenge 1 – Increase gross added value per head
- Challenge 2 – Increase average wages per head
- Challenge 3 – Increase employment rate
- Challenge 4 – Reduce the percentage of working age residents in deprived wards in receipt of Job Seekers Allowance / other benefits
- Challenge 5 – Increase the number of new business start-ups in the Borough
- Challenge 6 – Increase the number of new business start-ups in deprived wards of the Borough
- Challenge 7 – Increase employment in knowledge intensive sectors as a percentage of total employment
- Challenge 8 – Increase total number of full time jobs in local economy
- Challenge 9 – Increase the percentage of the working age population qualified to NVQ level 2 or equivalent
- Challenge 10 – Increase the percentage of the working age population qualified to NVQ level 4 or above

The Economic Strategy for Dudley Borough 2007/08 is available on www.dudley.gov.uk/business/regeneration/economic-strategy--intelligence

Supply of school places

34. The population in Dudley has changed significantly over the last few decades. The annual live birth rate decreased from 4,116 in 1990 to 3,368 in 2003; a fall of almost 20%. Although there has been a small rise in annual birth rates in the last two years (3,535 in 2005), there is no evidence that the birth rates will return to previous high levels. Government statistics (Office for National Statistics) indicate that birth rates will remain at this lower level for the foreseeable future. The fall in birth rates has resulted in lower demand for school places, a significant fall in reception admissions and a reduction in the total number of pupils attending primary schools.
35. Dudley is projecting a small increase in the overall population by 2021. These projections are based on assumptions regarding mortality, fertility, migration and other factors and cover the period 2003 – 2021. Grouping the population into age bands provides a clear picture of the changes;
- The total population is expected to increase by around 1,500 by 2021.
 - The 0 – 19 population is expected to fall by 6,600 by 2021.

Population Age Band Forecast for Dudley 2003 – 2021

	2003	2006	2011	2016	2021	Change
0 -19	74,900	74,400	71,300	69,200	68,700	-6,600
20 -29	32,700	33,600	36,800	38,300	36,200	+3,500

30 – 44	67,500	64,600	57,700	52,500	53,900	-13,600
45 – 64	77,700	78,800	81,400	82,600	81,600	+3,900
65+	52,000	53,200	57,500	62,800	65,900	+13,900
Total	304,800	304,600	304,700	305,400	306,200	+1,500
% Change		-0.1	+0.0	+0.2	+0.3	+0.5

36. The impact of lower birth rates is greater on demand for school places than that of new housing developments. Typically, three or four children per year group would be expected from every 100 new dwellings, although this is dependant on the type of dwelling e.g. one bedroom flat or four bedroom house. The annual total of newly completed residential dwellings compared with the total number of children attending Dudley schools is shown in the following table. The data shows that the overall number of pupils continues to fall even though new houses are being built. This trend is forecast to continue for the next four years. Where substantial housing developments are planned they are taken into account e.g. expansion of Fairhaven Primary to meet increased demand from former hospital sites.

Year	New Dwellings	Expected No. of pupils from new dwellings	Actual change in number of primary and secondary age children (January PLASC)
2002	404	196	+133
2003	464	227	-109
2004	416	203	-401
2005	574	281	-432
2006	505	247	-542
2007	Not available	Not available	-684
Total	2,363		

37. Admission patterns show that there are sufficient places to meet demand throughout Dudley. Over the next few years demand is likely to exceed supply in Stourbridge & Pedmore East and St Thomas's wards as a result of proposed housing developments within Dudley and in neighbouring local authorities. These proposals have been taken into account in the initial investment priorities. Any changes will be included over the duration of the Primary Capital Programme.

Building condition and suitability

38. Of the schools eligible for Primary Capital Programme investment, 7 were built before 1914, 9 between 1915 – 1929, 4 between 1930 – 50, 56 between 1951 – 90 and 2 since 1991. All schools have outstanding **condition** work to be done. This is usually the case with large buildings and does not reflect on the way new school buildings have been maintained. Dudley schools have managed the maintenance and development of school buildings effectively and within the level of resources available. Whilst there are some exceptions, the highest condition issues appear in schools built between 1950 and 1980.

Cost estimates for condition issues	No. of schools
Less than £50k	14
£50k to £300k	51
£301k to £500k	7
£501k +	6

39. Within the last few years schools were also assessed on the **suitability** of the buildings for teaching the curriculum. The assessment methodology prescribed by the DCSF identified some schools with one or more grade A (unable to deliver one or more aspects of the curriculum). These have all been addressed through the Asset Management Programme or through the schools own resources. All schools have one or more Grade B assessments. This is where teaching methods are inhibited by the accommodation in one or more aspects.
40. The cycle for assessing suitability covers several years. Schools are responsible for their own asset management programmes and at any point it is likely that some data will not be up to date. For the purposes of the Primary Capital Programme all schools have been asked to confirm where suitability issues have been addressed. The methodology was developed before major changes in the requirements for pre-school and early years provision, the national primary strategies and the new Children's Plan. The shortfalls in suitability are likely to be wider than demonstrated by existing data.
41. Virtually all school buildings were designed and built with minimal attention to sustainability. All schools will be replaced or refurbished with a view to reducing the energy costs in the materials used, running costs and in changing pupils behaviour towards the environment.

Early years provision

42. Children develop rapidly throughout their early years. Early years and childcare provision can contribute significantly to improved outcomes for children. Dudley continues to invest heavily in ensuring that children have access to high quality early years provision. There is an increasing emphasis on integrating multi-agency services to ensure a consistent approach which meets the needs of children and

their families better. The private, voluntary and maintained sectors are encouraged to work together to provide this in diverse ways in order to meet child and parent needs. They also have a key role in early identification of learning needs and enabling access to specialist support.

43. Dudley carried out a review in 2004 (Foundation Stage Review) which identified the demand for pre-school and nursery places. Further analysis has been carried out as part of the new statutory Childcare Sufficiency Assessment. In addition, new provision aimed at supporting better integration and partnership working through Children's Centres is being developed. Every area will have access to a Children's Centre by 2010. There will be a total of 21 centres across the Borough.
44. The Primary Capital Programme provides an excellent opportunity to ensure that early years provision is also world class and available to all.

Extended Provision

45. Dudley recognises the importance of extending provision beyond the normal school day for a number of reasons. Extended provision can include features such as;
 - a. Activities for children arriving at school before the formal day starts.
 - b. Breakfast facilities for children.
 - c. After school activities such as clubs.
 - d. Facilities for study including access to ICT or support with homework.
 - e. Family learning.
 - f. Adult education and community programmes.
46. All schools are required to be extended schools by 2008 and Dudley is on schedule to achieve this target. The Primary Capital Programme provides an opportunity to ensure that all schools can offer extended provision in excellent facilities. This may be in single schools or a number of schools and other providers in the local area.

14 – 19 strategy

47. A key element of Dudley's Transforming Secondary Education Strategy (TSE) is the establishment of a 14 – 19 strategy that continues to inform and inspire young people about the opportunities available for education, training and employment. The Primary Capital Programme and TSE will provide a wide range of excellent opportunities for children, young people, students and specialists to interact and learn from each other in a safe and structured way.

48. The major challenge in regenerating the Black Country is concerned with raising aspirations and providing the opportunities for every child to reach adulthood with the breadth of skills, qualifications and experience they need to be able to thrive in society and in the workforce. The Primary Capital Programme, TSE and other initiatives can make a major contribution to meeting this challenge.

Health

49. The Association of Public Health Observatories publishes profiles of the health of populations within local authority areas. The profile for 2007 draws comparisons with 31 health indicators and concludes that in ten of these indicators the population in Dudley are generally less healthy than the average for England.
50. The Primary Capital Programme and Building Schools for the Future provide an excellent opportunity to ensure that the general health and well-being of the 0 – 19 population is improved. This means ensuring that all children and their families have good access to a range of services in their local communities. Existing access is through Health Centres, General Practitioners and Children's Centres. Historically, there has been too little attention on the quality and range of facilities in schools to support children requiring services such as routine medication, screening for development (e.g. height, weight, hearing, sight) and visiting specialists (e.g. speech therapy or physiotherapy). World class facilities should include accommodation designed to support health care in schools.
51. Around thirty schools do not have kitchens to provide pupils with hot school meals. These schools take hot meals prepared in kitchens elsewhere. Evidence in many areas across England shows that children perform better in the afternoon sessions when they have benefited from a mid-day break offering adequate nutrition and social activity. The Primary Capital Programme will ensure that all schools have the capacity to provide hot school meals in fit for purpose accommodation. The enhancement of catering facilities will also increase each schools provision for out of hours activities (please see paragraphs 45 – 46).
52. Raising children's awareness of the range of rôles that health and other professionals play will also contribute to their understanding of the world of work and may provide new inspiration for learning, training and future employment.

Co-location of services (primary schools, Sure Start, wider services inc health)

53. Falling pupil numbers creates serious issues for schools. Maintaining empty space is a cost pressure for schools but in some cases the space can offer alternative uses. For example, Dudley has a number of services for children that are located in separate buildings elsewhere. In some cases, the quality of services could be improved and made more accessible by relocating into school buildings. Where it is

appropriate to relocate services there is a reduction in the cost pressure for schools and a reduction in the overall overheads e.g. maintaining one building instead of two or enabling reinvestment of resources in children. The Primary Capital Programme provides opportunities for Dudley to work with schools in considering which services might most benefit children from co-location.

Long term aims

54. By 2023 Dudley will have a pattern of school organisation that;
- a. Promotes the safety and well-being of all children.
 - b. Amplifies the impact of the strategic capital investment plans across the Black Country, Dudley MBC, Dudley PCT and other partners.
 - c. Enables all schools and other providers to work together in a range of collaborative arrangements.
 - d. Engages children and young people as well as other stakeholders in the design of new or refurbished schools.
 - e. Meets the learning and care needs of all children in mainstream schools, special schools or other provision.
 - f. Offers real choice for parents between schools that offer consistently high quality education and care.
 - g. Offers places in local schools with 21st Century facilities for learning. This includes;
 - High quality design of internal and external spaces that fully support teaching, learning and personal development.
 - Sustainable buildings and systems that are environmentally efficient and encourage all users to protect and maintain our environment.
 - h. Offer learning spaces that;
 - Provide optimum learning conditions in terms of security, air condition, fresh drinking water, temperature, light and colour schemes.
 - Are flexible, e.g. can be used for small and large group activities, and varied in terms of lighting, sound and furnishings.
 - Inspire children, staff, parents and the community.

- i. Enables every child to reach adulthood with the breadth of skills, qualifications and experience they need to be able to thrive in society and in the workforce.
- j. Provides every child with a good experience of childhood.
- k. Enables every child to have a hot nutritious meal at school served in fit for purpose accommodation.
- l. Provides access to extended provision via schools and other providers within each area.
- m. Provides access to specialist services to support children and families.
- n. Provides access to education, training and employment for children, young people and their families.
- o. Enables the achievement of our aspirations for high quality sport, culture, leisure and community facilities.

Approach to change

- 55. Dudley has been preparing for the Primary Capital Programme since it was announced in 2005. As a local authority, Dudley is required to review the supply of school places annually. Consultation on proposals for change to admission numbers is conducted every spring. Substantial changes are proposed and consulted on when the need arises.
- 56. Dudley holds a large amount of data about the demand for school places, the quality of school buildings and external areas and the outcomes for children. In 2006, Dudley consulted on a method for prioritising schools to identify one project that could be offered as pilot for the first year of the Primary Capital Programme. A range of relevant criteria were discussed and agreed during the consultation period. Each criterion was allocated a number of points and the total points for each school enabled a rank order to be produced.
- 57. The rank order does not necessarily mean that the highest scoring school would be first in the programme as there may be other factors to consider. For example, a high scoring school which is clearly a priority for capital investment may not be achievable in the first stages of the programme. This may be because;
 - It will be part of a wider development planned in a few years time.
 - There may not be sufficient land available.
 - There may be lengthy planning and consultation processes to complete.

58. The methodology identified the replacement of Quarry Bank Primary as the highest scoring school that could be achieved in the timescale.
59. Further consultation on the criteria and scoring took place with schools following the publication of draft guidance for the 23 pilot local authorities (not Dudley). In November, the criteria, weightings and consultation responses were considered in detail by the Asset Management Group and a consensus view was reached.
60. The revised scoring matrix produced a rank order based on the following factors;
 - a. Condition backlog. The repairs that are required within one to four years.
 - b. Suitability (fitness for curriculum). The extent to which school buildings support teaching and learning.
 - c. Capacity (not enough or too few pupil places). Capacity is the number of pupil places calculated using DCSF methodology. Schools may need to be expanded to meet demand or take measures to reduce surplus places.
 - d. Temporary classrooms (mobiles). Dudley has an ongoing programme to remove all temporary classrooms (mobiles).
 - e. Standards at KS2.
 - f. Free School Meals. The percentage of pupils entitled to receive Free School Meals is currently used as a measure of the additional challenges faced by a particular school. Where FSM entitlement is high it is likely that the need for additional services in the local community will also be high.
 - g. Land area available. The DCSF provide guidelines setting out how much land should be available with schools with a given number of pupils.
 - h. Links to TSE or other major capital programmes. There are opportunities to enhance provision for primary and secondary age children by aligning PCP and other major capital programmes. The phasing of schools within larger projects requires careful planning to ensure maximum use of the total resources and minimise disruption during construction.
 - i. Accessibility (for pupils with disabilities). New buildings are required to comply with legislation and enable full access for pupils with disabilities. This includes physical disabilities, visual and hearing impairment.
 - j. Health & safety. The PCP provides opportunities to ensure that all schools comply with the highest possible standards. This will include;

- New schools with fire sprinklers within the design.
- Schools with split site issues can be consolidated onto a single site (e.g. Red Hall Primary has two sites separated by a main road).
- Safe routes to school.
- Schools designed to be safe (free from isolated, unsupervised areas).
- Built using appropriate materials and construction techniques.

61. The rank order produced by applying the scoring matrix and comments are included in paragraph 64. The order of priorities has been prepared on the basis of this ranking and the practical questions of feasibility, i.e. can they be delivered within the timescale set up by DCSF and the level of funding?

62. All schools will benefit from this capital investment between 2009 and 2023, subject to future public spending decisions, and will have better facilities than currently available. Some will be replaced, some will receive major refurbishment and others may require more minor work.

Initial investment priorities

63. The investment priorities for the first four years of the programme 2009/10, 2010/11, 2011/12 and 2012/13 are;

- a. Facilitate development of a design brief to support teaching and learning fit for 21st Century schools and other settings. This includes adoption of new technologies to enable learning anytime, anywhere (ICT).
- b. Facilitate development of a design brief for medical facilities in schools enabling;
 - Short term provision for pupils taken ill during the school day.
 - Routine medication.
 - Health screening programmes e.g. height, weight, vision or hearing.
 - Specialist care e.g. physiotherapy, speech therapy.
 - Access to health advice and support for families.
- c. Development of a design brief for provision of school meals within new nutritional standards. This includes kitchens and dining facilities.
- d. Facilitate implementation of integrated services co-located within school sites where appropriate.
- e. Complete integration of PCP and other major capital programmes with Dudley's strategies for participation in sport and improved health outcomes.

Primary Capital Programme Scoring Matrix

64. All primary schools have been scored against a range of criteria (see paragraph 60). The schools are ranked according to the total number of points scored. The ranking is set out in paragraph 66.
- Wren's Nest Primary scored the highest total of 163.0 but is being rebuilt through the Targeted Capital Fund.
 - Halesowen CE and St Edmund & St John's CE Primary Schools are voluntary aided and further discussions with the Worcester Diocesan Board of Education and the schools are required.
 - Blowers Green Primary should be replaced. This will need to be undertaken as part of a wider development in the local area. The timescale is likely to be around five years but this has not been determined yet.
 - Quarry Bank Primary is urgent with no additional constraints.
 - Kate's Hill Primary serves a similar area to St Edmund & St John's and will need to be included in discussions.
 - Bromley-Pensnett Primary requires significant capital investment and discussions with the school will commence shortly regarding inclusion in the Primary Capital Programme.
 - Red Hall Primary School is housed in inadequate accommodation on two sites separated by a main road.

65. The proposed projects for 2009/10, 2010/11 and 2011/12 are;

2009/10	Replace Quarry Bank Primary School 315 places for boys and girls aged 5 – 11 Children's Centre
2010/11	New Northfield Road Primary School on Hillcrest site or New Red Hall Primary School on single site
2011/12	New Northfield Road Primary School on Hillcrest site or New Red Hall Primary School on single site

66. Primary Capital Programme Matrix results

School	Total Points	Age range	Comments
Maximum Scores Available	250.0		
Wrens Nest Primary School	163.0	3-11	Phase 2 Children's Centre opened 2006. School being replaced with Targeted Capital Funding
Halesowen CE Primary School	160.0	3-11	Refurbishment to create foundation unit to be completed by March 2008. Longer term plans to be developed jointly with school, Diocese and Dudley.
Blowers Green Primary School	158.0	3-11	Main building needs replacement. Discussion taking place on development plans for the area.
Northfield Road Primary	157.0	5-11	Relocate to new building on Hillcrest site. Hillcrest and Northfield Road both developed as separate schools.
St Edmund & St John C of E	152.0	5-11	Longer term plans to be developed jointly with school, Diocese and Dudley.
Quarry Bank Primary School	144.0	3-11	Main building needs replacement. Phase 2 Children's centre opens Feb 2008.
Kate's Hill Primary School	143.0	3-11	
Bromley-Pensnett Primary School	142.0	3-11	Phase 2 Children's Centre opens April 2008.
Red Hall School	142.0	3-11	School on two sites separated by main road. New building needed to consolidate on one site.
Wollescote Primary School	132.0	3-11	Phase 1 Children's centre opened 2007
Netherton CE Primary School	129.0	3-11	Longer term plans to be developed jointly with school, Diocese and Dudley.
Queen Victoria Primary School	128.0	3-11	Phase 2 Children's Centre opened Jan 2008. Discussions taking place on campus remodelling with Dormston. New classroom block completed 2007
Peters Hill Primary School	127.0	5-11	Possible site of Phase 3 Children's centre. Proposed nursery unit at design stage
Rufford Primary School	127.0	3-11	Mobile replacement scheme to be completed 2008
Priory Primary School	124.0	3-11	Phase 1 Children's Centre opened 2006
Jessons CE Primary School	123.0	3-11	Longer term plans to be developed jointly with school, Diocese and Dudley.
Brierley Hill Primary School	122.0	3-11	
Netherbrook Primary School	122.0	3-11	
Hasbury CE Primary School	120.0	5-11	Longer term plans to be developed jointly with school, Diocese and Dudley.
Highgate Primary School	120.0	5-11	Phase 2 Children's Centre opens Sept 2008

School	Total Points	Age range	Comments
Hawbush Primary School	119.0	3-11	Window replacement scheme to be completed 2008
Amblecote Primary School	118.0	5-11	
Christ Church Primary School	110.0	3-11	New classrooms added following Primary School Review
St Marks CE Primary School	109.0	3-11	Window replacement scheme completed 2007. Longer term plans to be developed jointly with school, Diocese and Dudley.
Dudley Wood Primary School	108.0	3-11	
Olive Hill Primary School	108.0	3-11	Phase 2 Children's Centre opens Feb 2008. School being refurbished following Primary Schools Review
Brook Primary School	107.0	5-11	
Lutley Primary School	103.0	5-11	
Caslon Primary School	102.0	3-11	Phase 2 Children's Centre opens Feb 2008 (part of Colley Lane CC)
Tenterfields Primary School	100.0	3-11	Phase 2 Children's Centre opens April 2008
Gigmill Primary School	99.0	3-11	Possible site of Phase 3 Children's Centre
Wallbrook Primary School	97.0	5-11	New classrooms added following Primary School Review
Sledmere Primary School	94.0	3-11	
Hob Green Primary School	94.0	3-11	Phase 2 Children's Centre opens April 2008
St Josephs RC Dudley	90.0	3-11	Longer term plans to be developed jointly with school, Diocese and Dudley.
Colley Lane	89.0	3-11	School replaced under PFI. Phase 2 Children's Centre opens May 2008
Alder Coppice	88.0	3-11	
Bromley Hills Primary School	88.0	5-11	
Foxyards Primary School	87.0	3-11	New classrooms built to replace mobiles completed 2007
Hurst Green Primary School	87.0	5-11	
Bramford Primary School	85.0	3-11	Mobile replacement scheme completed 2006
Hurst Hill Primary School	84.0	5-11	
Brockmoor Primary School	83.0	3-11	
Cradley CE Primary School	82.0	5-11	Window replacement scheme to be completed 2008. Longer term plans to be developed jointly with school, Diocese and Dudley.
Mount Pleasant Primary School	80.0	3-11	Main building needs replacement. No playing fields
Ashwood Park Primary School	79.0	3-11	Complete heating replacement completed 2007
St Mary's RC Primary School	79.0	5-11	Longer term plans to be developed jointly with school, Diocese and Dudley.
Oldswinford CE Primary School	77.0	5-11	New hall completed 2007. Longer term plans to be developed jointly with school, Diocese and Dudley.
Glynne Primary School	75.0	3-11	
Milking Bank Primary School	75.0	3-11	
St Mary's CE Primary School	75.0	5-11	Longer term plans to be developed jointly with school, Diocese and Dudley.
Newfield Park Primary School	74.0	5-11	
The Ridge Primary School	73.0	5-11	
Dingle Primary School	69.0	5-11	
Russells Hall Primary School	69.0	5-11	
Thorns Primary School	69.0	5-11	Refurbished or replaced as part of Thorns Community Learning Village (Thorns Community College, Old Park Special School)
Cotwall End Primary School	68.0	5-11	Boiler replacement completed 2007
Crestwood Park Primary School	67.0	5-11	Mobile replacement completed 2007
Ham Dingle Primary School	67.0	5-11	

School	Total Points	Age range	Comments
Howley Grange Primary School	67.0	5-11	
Lapal Primary School	67.0	5-11	Window replacement scheme completed 2007
Our Lady And St Kenelm RC	67.0	5-11	Mobile replacement scheme currently on site
Pedmore CE Primary School	65.0	5-11	Longer term plans to be developed jointly with school, Diocese and Dudley.
Huntingtree Primary School	64.0	3-11	
Roberts Primary School	63.0	3-11	New school buildings opened 2004. Phase 2 Children's Centre opened Jan 2008
Dawley Brook Primary School	60.0	3-11	Possible expansion required to meet demand from new housing developments on nearby former hospital sites.
Greenfield Primary School	60.0	5-11	
St Josephs RC Stourbridge	60.0	5-11	New block completed 2007. Longer term plans to be developed jointly with school, Diocese and Dudley.
Maidensbridge Primary School	54.0	5-11	Replacement roofing scheme to commence summer 2008
Withymoor Primary School	54.0	5-11	
Church of the Ascension Primary School	54.0	5-11	Boiler replacement scheme to be completed 2008
Manor Way Primary School	53.0	5-11	
St James's CE Primary School	53.0	5-11	Longer term plans to be developed jointly with school, Diocese and Dudley.
Blanford Mere Primary School	49.0	5-11	Possible site of Phase 3 Children's centre. Replacement roofing scheme to commence summer 2008
Belle Vue Primary School	44.0	3-11	Possible site of Phase 3 Children's centre. Replacement roofing scheme to commence summer 2008
Straits Primary School	44.0	5-11	
St Chad's RC Primary School	43.0	5-11	Longer term plans to be developed jointly with school, Diocese and Dudley.
Fairhaven Primary School	28.0	5-11	Expansion required to meet demand from new housing developments on nearby former hospital sites

67. All secondary schools will be expected to build on existing collaborative arrangements with primary schools, other secondary schools, colleges and other providers. The DCSF expect the Primary Strategy for Change and the Strategy for Change (Building Schools for the Future) to reflect this. By September 2008 Dudley will have the following secondary schools;

Bishop Milner Catholic School
 Castle High School and Visual Arts College
 The Coseley School – A Specialist Sports College
 Crestwood School
 Dormston School
 The Earls High School
 Ellowes Hall Sports College
 High Arcal School – A Specialist Science College
 Hillcrest School and Community College
 Holly Hall Mathematics and Computing College
 The Kingswinford School – A Science College
 Leasowes Community College
 Old Swinford Hospital School

Pedmore Technology College and Community School
Pensnett High School
Redhill School and Specialist Language College
Ridgewood High School
Summerhill School – A Specialist Language College
Thorns Community College
The Wordsley School, Business & Enterprise and Music College
Windsor High School

What do you think?

Now that you have read the consultation document we would like to know what you think. Please use the attached response form to give us your views. Tick the yes or no boxes and add any comments you may wish to make. If the box does not provide enough space for your views please feel free to add any additional pages. Please let us have your views by returning the response form to;

Laura Ferrington – Executive Support Team Manager
Executive Support Team
Directorate of Children’s Services
Westox House
1 Trinity Road
Dudley DY1 1JQ
laura.ferrington@dudley.gov.uk

Investing in the Future – Consultation on proposals for the Primary Capital Programme

Response Form - Consultation Questions

The closing date for this consultation is 4 March 2008 by 5.00 pm.

The information you provide on this form is subject to the provisions of the Data Protection Act 1998. It will be used for the purpose of analyzing the responses to the proposals in the Primary Review. We may share a summary of the responses with elected members, other Directorates of the Council, the Press and the general public. Personal details will not be shared in this way but will assist this Directorate with categorizing responses.

1. Do you agree with the overall approach to developing proposals for the Primary Capital Programme set out in paragraphs 10 - 18? Do you have any further suggestions?

Yes No

Comment

2. Do you agree with the long term aims set out in paragraph 54? If not, please say why.

Yes No

Comment

3. Do you agree with the specific priorities for investment during the first four years of the programme – 2009/10, 2010/11, 2011/12 and 2012/13 (see paragraph 63)? If not, what do think the specific priorities should be?

Yes No

Comment

4. Do you agree with the school projects to be delivered in 2009/10, 2010/11 and 2011/12 (see paragraph 65)? If not, what do think the school projects should be and why?

Yes No

Comment

All comments will be taken into account as the Council develops its proposals for the Primary Capital Programme.

To help our analysis of the responses please provide the following details:

Name	
Position / Role	
School / Organisation (if applicable)	
Address:	
Postcode:	

Please tick one of the following boxes which best describes you as a respondent

Pupil / Student	<input type="checkbox"/>	Parent / Carer	<input type="checkbox"/>
Headteacher	<input type="checkbox"/>	Governor	<input type="checkbox"/>
Teacher / school body representative	<input type="checkbox"/>	Councillor	<input type="checkbox"/>
Trades Union representative	<input type="checkbox"/>	Pupil / Pupil Group	<input type="checkbox"/>

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Other (please specify)



Equality monitoring of DMBC consultations

The information you give on this form will be used to enable Dudley Council to assess the impact of its policies on all sections of the community.

The details you provide will be treated confidentially and will be used to ensure that the views of a wide range of groups and individuals are included in the consultation process and given the opportunity to shape Council policies.

If you are completing this form on behalf of an organisation please try to answer the questions in general terms about the people your organisation represents.

1. Please indicate whether you are responding as an individual or on behalf of an organisation:

<input type="checkbox"/>	Individuals response
<input type="checkbox"/>	Organisations response

2. I would describe my ethnic group, or the ethnic group/s represented by my organisation as:

ASIAN OR ASIAN BRITISH

<input type="checkbox"/>	Bangladeshi	<input type="checkbox"/>	Indian	<input type="checkbox"/>	Pakistani
<input type="checkbox"/>	Any Other Asian background				

BLACK OR BLACK BRITISH

<input type="checkbox"/>	African	<input type="checkbox"/>	Caribbean	<input type="checkbox"/>	Any Other Black Background
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CHINESE OR OTHER

<input type="checkbox"/>	Chinese	<input type="checkbox"/>	Other
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MIXED

<input type="checkbox"/>	Asian & White	<input type="checkbox"/>	Black African & White	<input type="checkbox"/>	Black Caribbean & White
<input type="checkbox"/>	Any Other Mixed background				

WHITE

<input type="checkbox"/>	British	<input type="checkbox"/>	Irish	<input type="checkbox"/>	Any Other White Background
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RANGE OF ETHNICITIES

3. I would describe my religion/belief or the religion/beliefs of the people represented by my organisation as:

<input type="checkbox"/> Buddhist	<input type="checkbox"/> No Religion
<input type="checkbox"/> Christian	<input type="checkbox"/> Sikh
<input type="checkbox"/> Hindu	<input type="checkbox"/> Other
<input type="checkbox"/> Jewish	<input type="checkbox"/> A range of religions/beliefs
<input type="checkbox"/> Muslim	<input type="checkbox"/> Unknown

4. My gender or the gender of the people my organisation represents is:

<input type="checkbox"/> Female	<input type="checkbox"/> Male
<input type="checkbox"/> Mixed	

5. My age or the age range of the people my organisation represents is:

<input type="checkbox"/>	Under 5 years old	<input type="checkbox"/>	26 – 35 years old
<input type="checkbox"/>	5 – 10 years old	<input type="checkbox"/>	36 – 45 years old
<input type="checkbox"/>	11 – 16 years old	<input type="checkbox"/>	46 – 55 years old
<input type="checkbox"/>	17 – 19 years old	<input type="checkbox"/>	Over 56 years old
<input type="checkbox"/>	20 – 25 years old	<input type="checkbox"/>	A range of ages

6. I consider myself or many of the people my organisation represents to be:

<input type="checkbox"/> Disabled	<input type="checkbox"/> Not disabled
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Note:

The Disability Discrimination Act, 1995 defines a “disabled person” as having “a physical or mental impairment which has a substantial or long term adverse effect on their ability to carry out normal day to day activities”.

Thank you for completing this form.

Please return this form with your consultation response