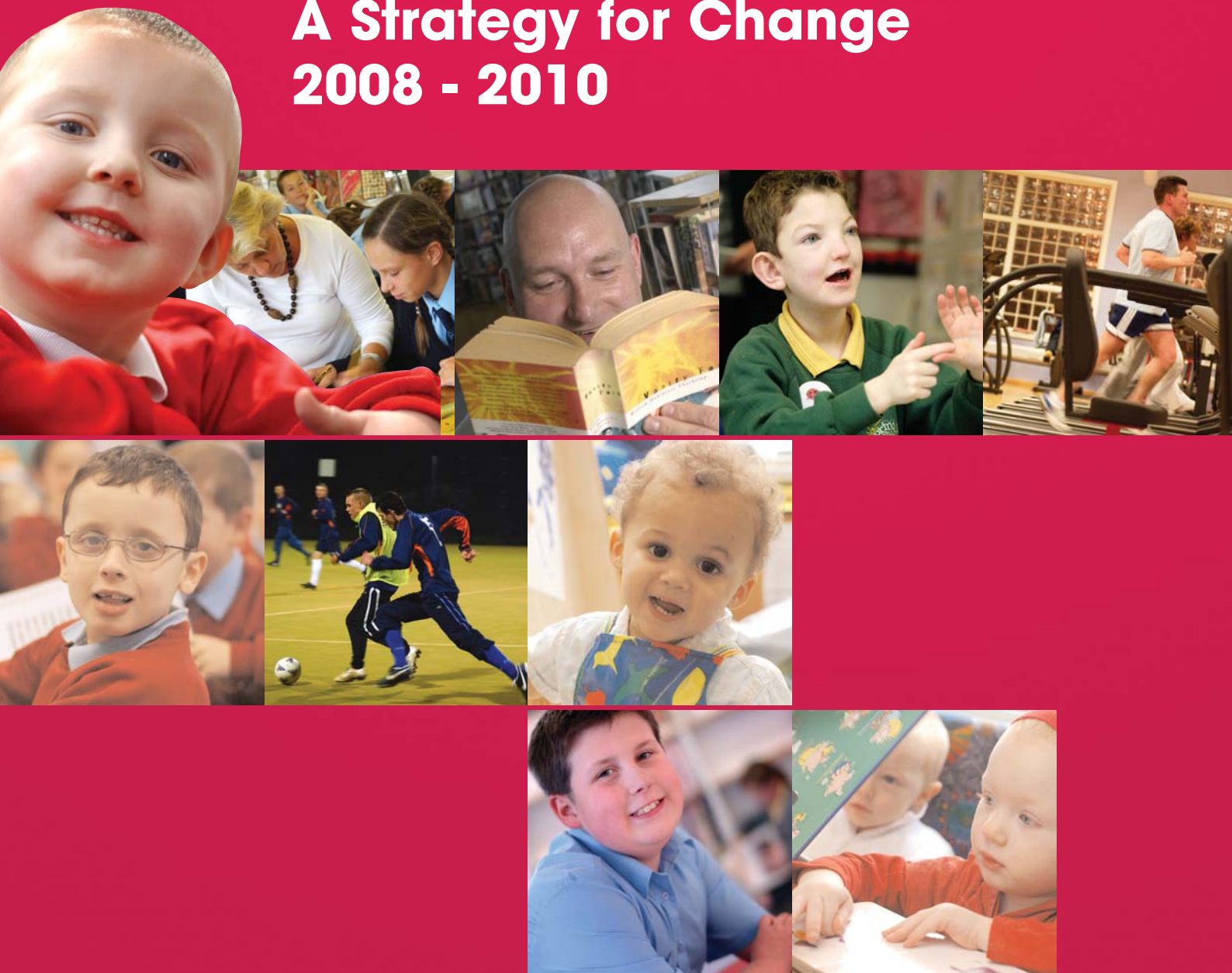


Future Schooling in Knowsley - A Strategy for Change 2008 - 2010



Foreword

It is our vision to transform education in Knowsley to create a world class education system, in which our pupils, parents and the community can be proud and in which we can give our children an equally excellent education. For too long our education system has been characterised by persistent low attainment, high surplus places and inadequate and crumbling buildings. If we are not careful our children take away the message that we don't care enough about their education to do better by them.

In a journey that began 6 years ago with the School's Commission we have set out a framework for change to give our children a better educational deal. Our Future Schooling in Knowsley policy is a promise of a good education that makes it possible for every child to transcend the barriers of race, class and background to achieve their full potential. Considered ground breaking at the time, there has been a convergence of our vision and principles for transformation of education with a succession of Government legislation and policy. Knowsley has led in innovation in education and this early work is now bearing fruit, thanks to the vision, dedication and commitment of our elected members, officers, Head Teachers, staff, Governors and partners. In January 2009 our first Centre for Learning will open in North Huyton. In addition we are progressing with our plans to create three new primary schools and a dedicated Special School for profound and severe needs. However, more change is required if we are to succeed in our goal.

In March this year Knowsley published its Future Schooling in Knowsley 2008 – Consultation Document. The purpose of that document was to present to stakeholders with an interest in children's futures in Knowsley a series of points for consultation around the shape and future of our vision for education, with a particular focus upon primary schools.

This document represents the outcomes of this consultation and the culmination of research and development over the last two years as we have refined our vision for the transformation of education and moved ahead with delivering change. Knowsley has led, and is continuing to lead in education research, development and innovation. Colleagues will be aware through recent publications of our approach to 21st Century design of our learning environments; our new pedagogical framework for teaching and learning in Knowsley and curriculum innovations; our proposed governance structures; and a new toolkit for leadership and management in schools and our centres for learning. This document harnesses the findings of this research and innovation and captures these in a series of long term aims for transformation of education. In doing so it sets out a detailed framework by which transformation will be achieved. However, like predecessor documents this is based on a detailed assessment of national drivers versus local challenges and as with previous Future Schooling policy publications, this document sets out our proposals for the re-organisation of the primary sector and priorities for capital investment based on an assessment of schools against surplus places, performance, condition and deprivation.

Colleagues will be aware of the requirement by Government to develop a long term vision and aims for the reform of primary education and identify priorities for investment in a *Primary Strategy for Change* under the Government's Primary Capital Programme. This document will therefore be submitted to Government

the 16 June 2008 as Knowsley's *Strategy for Change* and will be subject to approval by Government prior to the release of capital funding through the Primary Capital Programme to support the development of our primary estate.

These are exciting times for Knowsley, but they are also challenging times, with difficult decisions ahead. Narrowing the gap is never easy, but a quality education is worth fighting for as it is the catalyst for individual as well as social and economic change and improvement. If we do not address these challenges or we are unwilling to do our own part, we will fall short of creating a world class education system with vibrant and sustainable schools.

A handwritten signature in blue ink, appearing to read 'Damian Allen', with a long horizontal flourish extending to the right.

Damian Allen
Executive Director for Children and Family
Services



Abstract

This document is part of a continuum of a long term local strategy known as 'Future Schooling in Knowsley' which sets out in the context of national and local policy how capital investment can be deployed to develop schools fit for the 21st century whilst reducing the number of surplus school places and continuing to drive up performance. As such it builds on a series of reports which represent the formal and published intention of Knowsley that were developed in partnership with the Liverpool Catholic Archdiocese and the Liverpool Anglican Diocese:

- *First Report of the Independent Knowsley Schools' Commission* (Aug 2002)
- *Final Report of the Independent Knowsley Schools' Commission* (Feb 2003)
- *Future Schooling in Knowsley: A Joint Statement of Intent* (Oct 2003)
- *Future Schooling in Knowsley: Statement of Implementation and Formal Proposals* (Oct 2004)
- *Future Schooling in Knowsley 2006 – 2008: Towards 21st Century Learning Environments* (July 2006)
- *Future Schooling in Knowsley 2008 – Consultation Document* (March 2008)

This document will be submitted to Government as our Primary Strategy for Change, as a requirement under the Primary Capital Programme. However it should be noted that the scope of this document is not limited to the primary sector and also includes the secondary and special sectors. Knowsley's vision and long term aims for Future Schooling in Knowsley transcend all sectors and provide a framework for the transformation of the whole education system and should therefore be viewed as a holistic approach to education reform. This approach was successful in gaining Knowsley Pathfinder Status under the Government's Primary Capital Programme and Wave 1 Building Schools for the Future Status that was acknowledged in the government *White Paper: Schools Achieving Success* in 2005 as successfully aligning education transformation and capital investment and was also successful in removing a significant amount of surplus place.

The purpose of this document is to set out:

- Knowsley's social and economic context
- Knowsley's baseline position against a series of key issues as identified by Government in the Primary Capital Programme
- Provide a summary of government policy and emergent ideas in education, schools and children's services as detailed our *Future Schooling in Knowsley 2008 – Consultation Document* in order to identify the key drivers for change and challenges in order to inform the ongoing development of our long term aims for transformation of education in Knowsley
- Provide details of stakeholder consultation and responses received from stakeholders in respect of our *Future Schooling in Knowsley 2008 – Consultation Document* in order to shape our long term aims
- A vision for the transformation of education in Knowsley
- Long term aims and objectives for the transformation of education

- Details of the delivery framework by which change will be achieved, including governance structure, procurement approach and investment strategy
- Methodology for the identification of primary schools for reorganisation and capital investment
- Details of proposals for school reorganisation and priorities for investment in the primary and special sector
- An update on progress of the implementation of transformation of education in the special and secondary sectors.

Contents

Section		Page
1	Introduction	
1.1	Economic and Social Context	1-2
1.2	Education Tradition in Knowsley	3
1.3	Improving People's Lives in Knowsley	3-4
1.4	Knowsley's Children and Young People's Plan	4
1.5	Future Schooling in Knowsley	
2	Baseline Analysis	
2.1	Stand & School Effectives	6-7
2.2	Every Child Matters	7
2.3	Healthy Eating	7
2.4	Sport	7
2.5	SEN	7-8
2.6	Community and Extended Services	8
2.7	Location and Diversity, Choice and Responsiveness to parents in current and future provision	8-10
2.8	Building	11-12
2.9	Capacity	12-13
2.10	ICT Provision	13
2.11	Accessibility	13
2.12	School Travel	13-14
3	Policy Context	
3.1	National Policy Context	15-19
3.2	Challenges and Implications	19-21
3.3	Stakeholder Visioning and Consultation	21-23
3.4	Summary and Commentary of Consultation Responses	23-24
4	Long Term Aims	
4.1	Centre for Learning – Inspiring, Achieving, Exploring	25
4.2	Aims and Objectives	25-32
5	Approach to Change	
5.1	FSK Delivery Programme	33-34
5.2	Primary and SEN Sub-Programme	34-35
5.3	Capacity Building and Change Management	35 - 36
5.4	Planning, Monitoring and Evaluation	36-38
5.5	Achieving Educational Vision	38-40
5.6	Every Child Matters	40 - 41
5.7	Finance	41
5.8	Procurement	42
5.9	Design	42-43
6	Primary Schools	
6.1	Methodology	44-47
6.2	Specific Proposals for School Reorganisation	48-68
6.3	Priorities for Investment	70
7	Special Schools	71 -72

8	Secondary Schools	73
Appendix A	Primary Capital Investment 1997 - 2007	74
Appendix B	Stakeholder Consultation 2007 - 2008	75- 81
Appendix C	Individual School RAG Ratings for Planning Area	82 – 83
Appendix D	Individual School Ranking by deprivation and condition	84 – 86
Glossary		87 – 89
Related Documents		90

1 Introduction

1.1 Social and Economic Context

Knowsley is one of 5 local metropolitan boroughs that make up Merseyside and is an integral part of the Liverpool City Region. It shares its boundary with the City of Liverpool as well as Halton, St Helens and Sefton boroughs.



Knowsley was created in 1974 through the reorganisation of England's local government arrangements, when the urban districts of Huyton, Kirkby and Prescot were grouped with the rural districts of Whiston and parts of West Lancashire.

Many of Knowsley's residential areas were built in the years following World War II providing new homes for thousands displaced by the war ravaged centre of Liverpool. In 1981 its population stood at nearly 174,000, today its current population is approximately 151,000. The demographic profile of Knowsley broadly reflects that of the UK average, with an increasingly ageing population and a smaller working age population. However unlike other areas, Knowsley's has a comparatively small Black and Ethnic minority population, representing under 2% of the population but higher than average proportions of lone parent householders, which are particularly concentrated in North Huyton and Kirkby.

1963 saw the opening of the Halewood Ford plant, which would come to be located within the Knowsley upon the borough's formation 11 years later. The plant is still operational and produces Jaguar and Land Rover models, employing 800 people.

Knowsley was badly hit by the economic changes of the 1980s and 1990s and experienced many job losses in manufacturing leading to a long term social and economic decline of many of its communities. The effects of this are still felt today and long term benefit dependency remains an issue. As such Knowsley is identified as one of the most deprived local authorities in the country, ranked 3rd in the 2004 Index of Multiple Deprivation. Knowsley is characterised by¹:

- High rates of economic inactivity – 73% of the borough’s working age population are economically active – 5% lower than the national average. To achieve the national rate an additional 8500 residents would be required to become economically active
- High numbers of people claiming incapacity benefit or severe disability allowance – 28% of those of working age are on long term sickness benefits.
- Poor educational attainment and achievement – performance at key stages 2 and 3 and GCSE continues to lag behind the national average. Fewer people than average are qualified to degree level, NVQ Levels 1 and 2. The number of residents who lack qualifications is 13% higher than the UK average.
- Poor health – life expectancy for Knowsley residents is 3 years lower than the national average, with lung cancer, liver disease, respiratory problems and heart disease the main causes of death.
- High crime, particularly thefts of motor vehicles and crime against businesses
- Poor housing and low levels of owner occupancy – only 62% of homes are owner occupied. The proportion of homes in the social rented sector is significantly higher than the national average at around 30%.
- Low levels of environmental quality – air quality is worse than the regional average, with a combined air ratio of 1.22 compared to 1.13 for the North West

However, Knowsley’s fortunes are changing. Recent years have witnessed substantial job creation - between 1995 and 2006 over 10,000 new jobs were created. Unemployment has dropped from a high in 1992 of 14%. Whilst manufacturing accounts for 10% of businesses, the main growth sectors have been concentrated in retail, public services, financial intermediation and labour recruitment. Major recent investment has been made by internationally renowned companies such as Walmart, QVC, News International, Computer Sciences Corporations, Liverpool Football Club Soccer Academy, Vertex, Delphi, St Ivel Dairy Crest and David Lloyd. Evidence suggests that the local economy is consolidating a stronger foothold in the service sector, reflecting a national trend.

¹Knowsley MBC: Core Evidence Base, Regeneris Consulting Ltd (2008)

1.2 Education Tradition in Knowsley

At its peak Knowsley has been home to 88 schools with in excess of 30,000 pupils. It is now home to 71 schools, including 53 primary schools², 10 secondary schools and 8 special schools (including a Pupil Referral Unit) with a pupil population of 23,700 reflecting the long term decline in population in the wider Merseyside Area and resulting in high surplus places in our school system.

Knowsley is home to many faith schools of both the Catholic and Anglican persuasion, indeed of our 53 primary schools, 29 are designated in the voluntary aided sector. Relationships between the Diocesan boards are excellent with significant levels of joint working on education projects.

The past industrial character of the Borough, as with many similar areas across England, had resulted until recently in comparatively low educational aspirations. This is beginning to change.

To illustrate in 1995 attainment at key stage 4 at age 16 stood at 19% of pupils achieving the national standard of 5 GCSEs A – C. In 2007 this figure had risen to 50.4% pupils achieving 5 GCSEs A – C. Similarly performance at key stage 2 at age 11 stood at 64% in English and Maths in 1999 and has increased to 77% in English and 75% in Maths in 2007.

Historically Knowsley has also suffered from high levels of pupil absenteeism, stubbornly high levels of youth unemployment and a rapidly changing labour market.

The inability of the existing education system to improve results in line with increased investment and a direct and proven correlation between economic deprivation and low education attainment in the context of changing global economy; children's rights; the emergence of life long learning; new technologies; a greater role for the private sector; and a shift to more fundamental forms of local accountability has dictated a need to transform and reform our education system to respond to these demands and challenges.

1.3 Improving People's Lives in Knowsley

It is the Council's vision to deliver services in such a way that we are always '*improving people's lives*'. This vision reflects our commitment to narrow the gap between neighbourhoods within the borough, as well as narrowing the gap between Knowsley and the rest of the country. We have four objectives:

- Every Child Matters
- A Safer and Stronger Knowsley
- A Healthy, Independent Knowsley

² Including 2 Junior Schools and 2 Infants Schools which are counted as a single school

- A Prosperous Knowsley

Given the challenges in education, we have set out a clear mandate to reform and transform our education system locally to enable schools to better respond to the challenge of delivering Every Child Matters in order to support our corporate goal of improving people's lives. *Future Schooling in Knowsley* is therefore identified as a key strategy for Knowsley in delivering the strategic priorities of our *Children and Young People's Plan*.

1.4 Knowsley Children and Young People's Plan (2007)

Future Schooling in Knowsley is both a policy framework and a change management programme which sets out to transform education provision within Knowsley to ensure that are schools are not only fit to deliver learning for the 21st century, but to enable them to better respond to the new challenges of delivering the Every Child Matters agenda and meeting the wider needs of children, young people and their families. Future Schooling in Knowsley also aims to harness the potential of schools in contributing towards the delivery of neighbourhood and community services thereby supporting the regeneration of local communities. As such this policy is therefore key in delivering the strategic priorities of our Children's and Young People's Plan. Specifically Future Schooling in Knowsley will aim to contribute to the following priorities:

- Improved and sustained educational attendance and attainment
- The development of high quality informal learning, cultural, and sporting opportunities available for children and young people both within and outside of school
- Children and young people are positively engaged in and contributing in their communities

1.5 Future Schooling in Knowsley

It is our vision for the future of education in Knowsley to:

'Create a world class education system with 21st century learning environments at the heart of local communities, in which schools support the needs of the whole child; are responsive and adaptive to societal and economic change offering learning for all, alongside integrated child, youth and family services; and develop partnerships with wider community services.'

To achieve this vision we have developed a series of long term aims by which reform of the existing education system in Knowsley is based and upon which decisions to close, amalgamate and reduce surplus places in schools and investment can be based. These are set out in more detail in section 4:

- School places, school performance and school viability
- 21st century learning environments
- Choice and diversity in the school system
- Retention of pupils
- Pupil choice – transforming the curriculum to meet learner preference
- Improving people’s lives: schools and extended services
- Inclusion
- Governance for 21 century learning environments
- 21st century leadership and management and schools workforce
- Participation and engagement
- Sustainable schools

2 Baseline Analysis

Knowsley has numerous challenges in respect of its education achievement and in the reform of its education system. There has been significant progress in addressing these through our Future Schooling in Knowsley approach which has demonstrated bold approaches when linking reform of schools to significant capital investment. However, whilst the authority's approach to the continued transformation of education in the primary and primary-aged special sector will be driven by the policies identified in section 3, they will also be driven by specific local circumstances. The following offers a baseline of Knowsley's current position with regard to specific issues identified by Government as key areas which local authorities should address when developing their Primary Strategy for Change under the Primary Capital Programme. These issues clearly reflect the current direction of travel in Government policy.

2.1 Standards and School Effectiveness

Knowsley's performance at Key Stage 2 lags behind the national average. In 2007, the proportion of pupils achieving Level 4+ in Key Stage 2 English was 77% locally compared to 80% nationally. The proportion achieving this standard in maths was 75% locally compared to 77% across England.

Nationally, the authority ranks 108th out of 150 local authorities nationally for performance in English. There is however, significant variability in terms of the performance in individual schools. In Key Stage 2 English, 29 of the 52 Primary Schools met local targets in English, with 34 improving on last year's results. 17 schools exceeded the DCSF national target of 85% with 48 above the floor target of 65%.

In Knowsley the percentage of pupils achieving level 4 or above in Maths has increased by 2 points from 73% to 75% in 2007. Nationally, attainment in Maths increased by 1 point from 76% to 77%. Nationally, Knowsley ranks 99th out of 150 local authorities in Maths. In Key Stage 2 Maths, 29 of the 52 Primary schools met local targets in English, with 30 improving on last year's results. 16 schools exceeded the DCSF national target of 85%, with 45 above the floor target of 65%.

In 2006, there were 9 primary schools where pupils achieved less than 65% Level 4 + at Key Stage 2 in both English and Maths. An additional 8 primary schools achieved less than 65% Level 4 + at Key Stage 2 in either Maths or English. Improvements in standards means that in 2007, the number of schools below the 65% threshold in both subjects had fallen to 3 with a further 6 failing to achieve this standard in one of the subjects.

Contextual Value Added (CVA) is used as a statistical measure of the effectiveness of a school and is used alongside attainment data to paint a picture of a school's performance. In 2007, Knowsley's Key Stage 1 to 2 CVA was 100.3 meaning that the progress made by

pupils was broadly consistent with the national average. However across the individual schools, the CVA scores range from 97.7 to 102.5. When data from the last three years is considered, it highlights that there are 15 schools where the effectiveness of a school has declined and is now below 100.

2.2 Every Child Matters

The recently developed deprivation indicator which matches tax credit data on parental income with School Census data suggests that 81.65% of Knowsley's mainstream pupils live in families who are in receipt of working tax credits. The authority has the 13th highest proportion of pupils experiencing deprivation measured in this way.

A school level indicator has been compiled which aggregates the pupil level data to a school level. Across the authority, the proportion of pupils from a given primary school estimated to be living in a family receiving each Tax Credit element ranges from 24.27% to 92.01%. Significantly of the authority's 55 primary schools (with infants and juniors treated separately), 18 have deprivation levels of 80% or more. In contrast only 9 schools have deprivation levels of 55% or less.

2.3 Healthy Eating

As at January 2008, 35 out of the authority's 53 primary schools have achieved the desired standard to be accredited with the new Healthy School Status. 19 of the schools are in the Catholic sector, 13 in the Community sector and 3 are Church of England schools. Accreditation is held for three years with the process for renewal beginning during the second year. All Knowsley schools are actively engaged in the local programme.

2.4 Sport and Exercise

Since 1997, 36 primary schools have received investment in new or refurbished sports and play facilities from Lottery and DCSF related funding.

2.5 Special Educational Needs

Knowsley currently has 8 special schools:

- 3 primary support centres which cater for pupils with complex special education needs and a secondary support centre which offers support for young people with complex learning difficulties.
- An additional secondary school supports pupils with severe emotional and behavioural difficulties.
- We also have 2 all age special schools offering post-16 provision: 1 supporting pupils with profound multiple learning difficulties and physical difficulties; and 1 supporting those with severe learning difficulties and with autistic spectrum disorder.

- 1 Pupil Referral Unit

Future Schooling in Knowsley 2006 - 2008 set out proposals for the reorganisation of special provision details of which are set out in section 7, this is in line with our long term aim for reform of the special sector and promotion of inclusion set out in section 4 of this document.

2.6 Community and Extended Services

Under recent Early Years and Children's Centre investment, 85% of primary schools have facilities of this nature co-located or integrated into their existing sites. Many schools offer sessional health and social care services; parenting support; and community use of facilities in addition to pre-school nursery provision, before and after-school childcare and /or activities. Further, 19 primary schools host lifelong learning activities under a longstanding arrangement with the Further Education College to deliver the Learning in Neighbourhood Centres programme. Many of which have which have been the subject of investment to support this approach.

2.7 Location, and Diversity, Choice and Responsiveness to Parents in Current and Future Provision

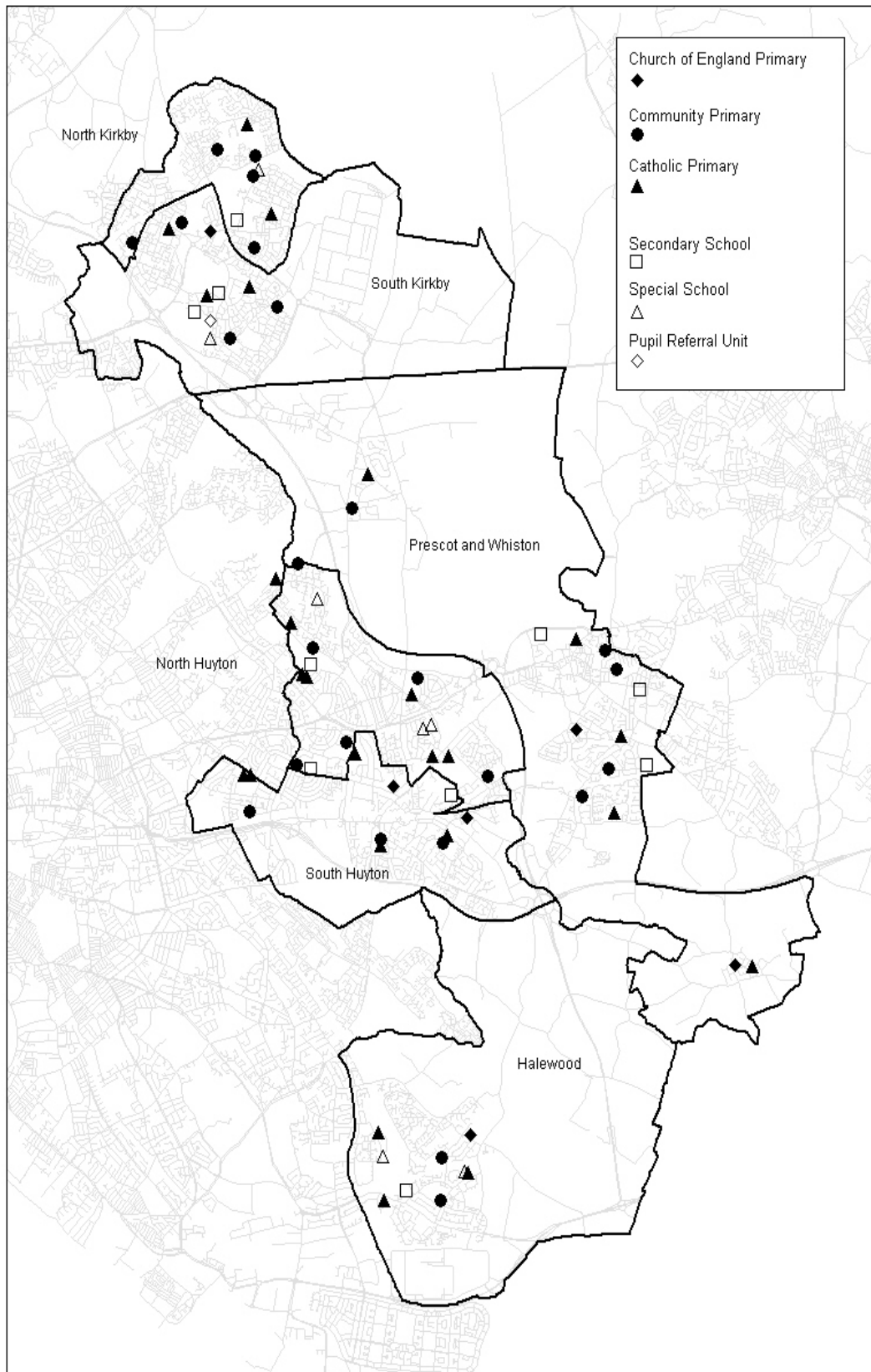
Currently Knowsley has 53 Primary Schools, including 2 Junior Schools and 2 Infants Schools which are counted as a single school. 46 of which offer nursery education, with 5 without nursery education.

Knowsley is a mix of communities of place and communities of interest, the latter in respect of a higher than average number of faith schools. The primary schools break down as follows:

- 23 Catholic Primary Schools
- 6 Anglican Primary Schools
- 24 Community Primary Schools

These schools are distributed across our six planning areas as detailed in map 1 below:

Map 1: Current Education Provision within Knowsley by Area and Sector, February 2008



The pattern set in the post war period in Knowsley, when much of the Borough was developed, witnessed community and Catholic schools developed for almost every community. De-population and a falling birth rate saw many of these schools become non viable. In 2002, the independent Knowsley Schools Commission offered a solution to the problem of falling rolls in both community and faith school serving a single community through the proposal of 'New Identity' Schools whereby Community and faith school amalgamated and retained the characteristics of both. This proposal was rejected by the Archdiocesan authorities and many of the Parishes in the borough.

What has emerged is the development of 'Joint Catholic and Anglican' and 'Catholic School for the Community' arrangements where these are supported by the communities and parishes concerned.

While this approach has succeeded in resolving previously complex local situations around falling rolls and has succeeded in removing surplus places, a systemic problem remains.

Knowsley has 22 existing schools with surplus places higher than 25%. A further 13 have surpluses between 10 and 25%. The issue of surplus places is spread across the borough and across community and faith schools and does not fall into easily defined categories.

Knowsley has found that the availability of capital investment does much to support the transition from the old to the new. Building Schools for the Future illustrates this. Where change has been proposed a lack of resource has often acted to prevent progress.

Based on projections it is anticipated that by 2010 / 2011 Knowsley expects to have sufficient numbers on roll for 62 Forms of Entry for all primary schools. This is broken down as follows:-

- 27 FE Catholic
- 28 FE Community
- 7 FE Anglican

In respect of high performing and popular schools, these definitions do not necessarily produce an identical list. In 2006 and 2007, the Borough had 10 primary schools where 85% or more of the Key Stage 2 cohort achieved the expected level in English and Maths (separately), with 5 schools meeting or exceeding this standard both years. 8 schools are considered 'popular' based on demand from parents. We have one RC primary school with 4FE which is both high achieving and popular and a 3FE Community School which is also popular and high achieving, with both schools having exceeded the local and national averages in recent years.

2.8 Buildings

Many of the Borough's primary schools have stood for several decades, and as such, are in a relatively poor condition. Disregarding maintenance works of low priority, those that are not considered required to meet the minimum standards for delivery of an acceptable quality of education, priority works stand at a collective £4,152,762 with an average of £75,504 per school, with some as high as £300-530,000.

The stock of school buildings has received regular maintenance works, and a number of refurbishments and new builds have already been undertaken in the last few years. However, the scale of required works in many schools has rendered refurbishment uneconomic, and rebuilds are required in a number of cases purely to meet current expectations of an environment fit for purpose.

Under a RAG (Red / Amber / Green) system of defining building condition, 9 Primary Schools are judged to be 'red' i.e. have a relative building condition score of more than 2.8 and essential priority works estimated to cost more than £75,000. A further 25 are classed as amber. The criteria used here takes into account the cost of priority works to refurbish buildings as well as their relative condition, categories were defined as below:

		Relative Condition of Building	
		< 2.8	≥ 2.8
Cost of Works consider Essential to the Successful Delivery of Quality Education	< £75K	GREEN 19	AMBER 19
	>= £75K	AMBER 6	RED 9

NB: This takes into account surveys completed up to Easter 2008.³

This would suggest some urgent works but also a wider issue of suitability for modern teaching and learning. This is explored further at Section 6.

1 Primary School has been rebuilt and 21 others can be defined as having receiving substantial investment in refurbished facilities in the

past 10 years. While the new build school will not be a priority for further investment the authority feels that those that have invested in refurbished facilities should also be reviewed as part of this process on the basis of the speed at which learning is changing and the likely impact on the nature of learning environments. (Details of capital investment are detailed in appendix A.)

2.9 Capacity

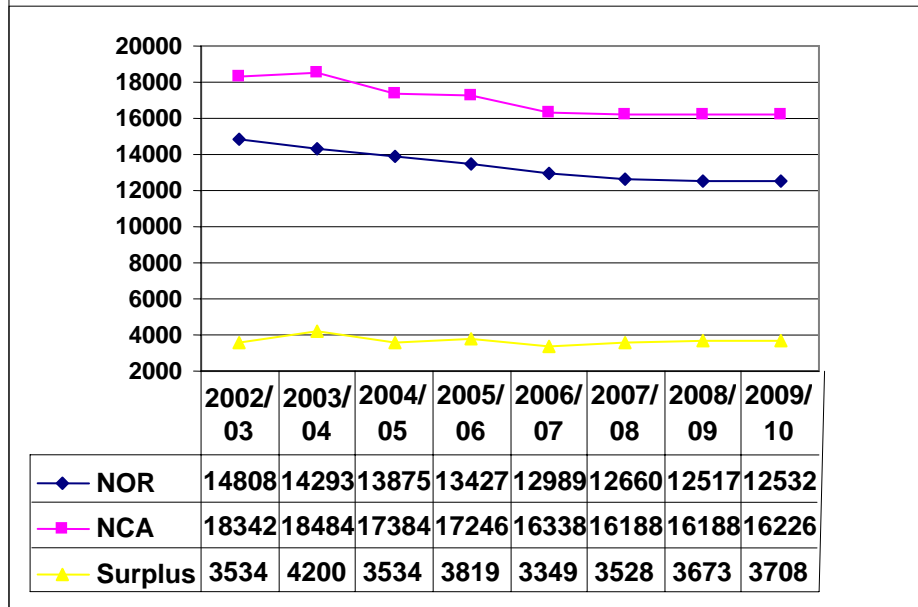
Knowsley's 53 primary schools (treating the infant and junior schools as through schools) offer a combined intake of 2,125 maintained reception places, with capacity for 16,188 compulsory school aged places in total, with current numbers on roll standing at 12,651 pupils. There are currently 3,537 surplus places in the primary sector, or 21.8%.

Catholic schools offer a combined intake of 920 reception places, with capacity for 6,687 places in total, with current numbers on roll standing at 5,509 pupils. There are currently 1,178 surplus places in the Catholic sector, or 18%.

Pupil numbers have declined in step with falling birth rates over the last ten years, from 15,652 pupils in 2000, to the current 12,651 pupils; projected figures show a further decline to c.12,488 pupils by 2010/11, as detailed in figure 2.1 below. Last year's surplus of 22% (2007) compares to a national average of 12% in the primary sector and is significantly higher than the borough's statistical neighbour average of 15%. The Knowsley primary sector surplus is currently one of the highest in England.

Capacity is most pronounced in the Community sector, with surplus at 28% of available places. Disregarding sector, the areas of North Huyton and Knowsley Village, at 31% and 28% respectively, have the highest surplus in the Borough, with South Huyton and Kirkby having the next highest surplus of 21% each.

Figure 2.1: Number on Roll, Net Capacity and Surplus Places in Maintained Primary Schools in Knowsley



2.10 ICT Provision

All primaries have a 10Mb link into CIN for internet provision and the majority are operating on a ratio of 1 PC per 8 pupils or better. All schools are part of a centrally controlled Active Directory (AD) which allows pupils to use the same authentication details on different sites and a new proxy server has been installed this year to allow primary schools to control the content that pupils' access. There has been considerable expenditure on software (via e-learning credits) at our last count there were over 300 different software titles in use. A number of primaries have installed wireless networks but there has been mixed results on the success of this as some of the older buildings do not lend themselves to this technology

2.11 Accessibility

Knowsley has made some investment to ensure accessibility issues are addressed. However, there remain 17 schools which still require investment of £30,000 or more to address accessibility. A further 19 schools require between £10,000 and £29,999 investment. This is indicative of the poor suitability of many of our current buildings.

2.12 School Travel

Currently 45 primary schools in Knowsley have travel plans and 7 are working towards these with a view to applying for a capital grant / adopt a plan in 2008.

Of the children surveyed during 2007, the most consistent form of travel to school was walking, with 8000 children responding to this. A further 5071 travelled via car. Knowsley has on averaged reduced the number travelling by car through school travel plans by 4.5% borough wide.

3 Policy Context

Our Future Schooling in Knowsley policy framework is driven by a local approach to innovation and development in the context of local need and national policy for schools, children and families. In recent years there has been an unprecedented amount of policy, legislation and research which has resulted in a complex landscape in which local authorities and schools must now operate. In 2006 Knowsley published its *Future Schooling Knowsley 2006 – 2008* policy framework which gave due consideration to a number of key policy drivers which impacted upon our vision and long term aims for the transformation of education. These included:

- *Children’s Act (2004)*
- *Education and Inspections Bill (2006)*
- *Building Schools for the Future*
- *Primary Capital Programme*
- *14-19 Education and Skills White Paper*
- *14-19 Implementation Plan*
- *Youth Matters Green Paper (2005)*
- *Childcare Bill (2005)*
- *SEN Code of Practice (2001)*
- *Removing Barriers to Achievement (2005)*
- *Citizen Engagement and Public Services: Why Neighbourhoods Matter (2005)*

Since then, thinking has become more refined in its approach to children’s services and education and the role of schools within this and we have seen further policy announcements which have brought synergy to a number of key issues, although some paradoxes remain.

In March 2008 the Council published its *Future Schooling in Knowsley 2008 Consultation Document*, this document set out a detailed assessment of government policy, legislation and research announced since 2006 which had significant implications for the delivery of education and schools. Given the requirement to develop a Primary Strategy for Change under the Primary Capital Programme, there was particular focus given to the primary sector. However, this assessment does not replace previous years but rather seeks to build on our approach to date, and it should be noted therefore that these policies and the associated principles continue to underpin our overall vision for education in Knowsley and continue to drive transformation across the primary, secondary and special sectors. Stakeholders were invited to comment on this policy assessment through a series of consultation principles. What follows is a summary of this policy context followed by an assessment of the responses received from stakeholders during the our consultation period in order to inform the going development of our vision and aims for the transformation of education as they evolve to take account of changing policy climate and local need.

3.1 National Policy Context

3.1.1 Education and Inspections Act, 2006

The Education and Inspections Act (the Act) sets out a framework for continued improvement of education focusing upon raising standards, promoting achievement and improving schools and securing greater access for those in disadvantage. In particular, the Act casts local authorities as 'Commissioners' of school places and gives them a strategic responsibility to secure diversity in the provision of schools and increase opportunities for parental choice. In doing so, the Act gives local authorities greater decision making powers with regard to school organisation and powers to intervene in failing schools in an effort to drive up standards. However, parallel to this, the Act also extends the requirement for competitions for new or replacement schools in a bid to encourage greater choice and diversity in the provision of schools. Through the competitions process it is anticipated that a range of alternative providers/promoters will be invited to submit proposals to operate the new school. The Act also extended existing provisions for the establishment of Trust Schools.

The Education and Inspections Act had two significant implications for Knowsley. Firstly, school governance through the provisions of Trust Schools and secondly, the new framework for school organisation and the introduction of the competitions regulations.

This raised a number of issues: how Knowsley responds to the development of Trust schools and how this sits with the Knowsley's approach to system wide Governance; and secondly the nature and extent of Knowsley's policy of choice and diversity and how this responds to the requirement for competitions for new or replacement schools. Both of which have significant repercussions for the role of the local authority and schools.

3.1.2 The Children's Plan – Building Brighter Futures, 2007

In December 2007 the Department of Children, Schools and Families published the Children's Plan. The plan set out how over the next decade the Government, local authorities, parents, the voluntary sector and schools can work together to ensure that every child gets the best start in life and the support they need to fulfil their potential, be happy, healthy and safe. There is a strong focus on the importance of families and support provided to parents as well as play, health, poverty and children's workforce issues.

The Plan places the role of schools in the context of the wider needs of the child and family and marks the culmination of much policy and legislation over the past 10 years. This will mean a new "role for schools as the centre of their communities, more effective links between schools, the NHS and other children's services so that together they can engage parents and tackle all barriers to the learning, health and happiness of every child".

The plan set out a number of proposals that would have implications for operation, management and governance of schools including:

- A bigger, more formalised and central role for parents
- Intensive support for families through Sure Start / Children's Centres
- A Children's Workforce Action Plan
- Emergence of the Independent Safeguarding Authority
- Closing the gap in educational achievement for disadvantaged children
- Expansion of early years education
- More personalised teaching and learning and a review of the primary curriculum
- Expansion of extended services in schools
- Refocus on the quality and status of teachers with new training programmes
- Every secondary school working towards specialist status
- New strategic working for Governing bodies
- All new schools to be zero carbon by 2016
- At least 90% of young people to achieve 5 GCSEs A-C by 2020

These proposals have a significant impact upon how Knowsley transforms its schools through its Future Schooling in Knowsley framework. We have already committed to undertaking many of these aspects however we now need to review to ensure that any additional requirements are accommodated for.

3.1.3 Primary Capital Programme – Every Child Matters, 2005

The Government has announced a strategic long term investment programme to upgrade primary schools – the Primary Capital Programme – is the sister programme to the secondary Building Schools for the Future (BSF) programme and shares many similarities in terms of the aims and objectives of the programme with regard to the transformation of education leading to increased attainment, the development of state of the art modern learning environments and extended schools. However, the Primary Capital Programme differs in that it is not a competitive bidding programme and local authorities will receive an annual allocation of capital investment. Local authorities are expected to restructure their primary estate to respond to demographic pressures and on this basis identify priorities for investment. It is expected that authorities will base their planning assumptions on the following criteria:

- 50% of primary schools overall to be rebuilt, refurbished or remodelled
- 5% of worst condition schools to be rebuilt or taken out of use
- 20% of schools in the most deprived areas to receive investment

Local authorities are also expected to have regard to school performance and surplus places when identifying schools for

investment.

Knowsley has developed a robust methodology for identifying schools for reorganisation and investment which is underpinned by a strong vision for transformation of education as such we are well placed to deliver the Primary Capital Programme. This methodology has been used to identify proposals for school reorganisation set out in section 6 of this document.

3.1.4 2020 Vision: Report of the Teaching and Learning Review Group, 2006

Research conducted by the Teaching and Learning Review Group has indicated that there is a clear need for personalised learning that meets the needs of the individual. The Group set out a clear definition of personalised learning – “defined as a learner centred and knowledge centred approach” – which should be adopted as a central facet in the transformation of England’s education service. They proposed a model of personalised learning connected to the existing knowledge of pupils with a greater focus on independent learning, inquiry and thought, with techniques such as questioning, sharing learning objectives and successful criteria having a powerful effect on the extent to which learners take an active role in their learning.

The report concluded that the promotion of personalised learning has significant impact upon learning environments which need to be flexible; familiar and welcoming for parents; emphasise participation and collaboration; support interaction and knowledge sharing; and technology rich.

3.1.5 Primary Curriculum Review

Government has launched a fundamental review of the current primary curriculum. Its purpose is to develop a strong coherent curriculum which has flexibility to personalise teaching and learning through a broad and balanced curriculum which encourages creativity and inspires a commitment to learning whilst also driving up standards. Parallel to this review, there has been considerable research into the condition and future of primary education led by the University of Cambridge and supported by the Esmee Fairbairn Foundation. This research is the first comprehensive investigation of English primary education since the 1967 Plowden Report has formed a number of conclusions including the continuing relevance of social class as a key factor in parent-school relationships and the most challenging home circumstances is increasing the number of children living in poverty which is impacting upon their capacity to engage in school; children would like more control over their own learning; free time is important for children; learning is socially mediated; Every Child Matters is at odds with the current climate of testing, target setting and academic achievement with real tensions between competitive education markets based on school league tables and an approach to ‘inclusive schooling’ based around the whole child.

3.1.6 Sustainable Schools for Pupils, Communities and the Environment, April 2007

Sustainability is an important issue which impacts upon so many areas of public life, including schools and education. The Government has defined sustainability and sustainable development in relation to schools as “a way of thinking about how we organise our life and working – including our education system – so that we do not destroy our most precious resource, the planet Things which were once taken for granted such as a secure supply of energy or a stable climate do not look so permanent now”. The Government has developed a national framework for sustainable schools comprising of 8 sustainability areas:

1. Food and drink
2. Energy and water
3. Buildings and Grounds
4. Inclusion and participation
5. Travel and Traffic
6. Local Well Being
7. Global Dimension
8. Purchasing and Waste

In addition in its response to the Education and Select Committee’s Report – *Sustainable Schools: Are we building schools for the Future?* - the Government has made clear that it sees the Building Schools for the Future programme and the Primary Capital Programme as key in addressing the challenges of sustainability.

3.1.7 Sustainable Communities Act, 2007

The Sustainable Communities Act, 2007 is designed to give local people more control over improving their community, by allowing a community panel to suggest ways local spending could be better used to improve local services and improve quality of life. In particular there is a focus on engaging the most disengaged sections of the community in decision making. The Act has a broad remit with local services defined as anything from the post office and public house to open spaces and social housing.

3.2 Challenges and Implications

What was clear from the policy and legislative drivers relevant to Knowsley’s transformation agenda is the scale and complexity of Government activity, which in certain areas creates a paradox between the delivery of education provision versus the delivery of children’s services.

We are continuing to witness demands for a new flexibility over how schools are governed, managed and operated and this requires the dismantling of traditional roles and relationships between Government, local authorities and schools and the emergence of new dynamic

governance and partnership arrangements between local authorities, schools, the private and voluntary sector and community organisations. This is evident from the above analysis, through the shift in the role of local authorities as 'Commissioners' of school place and their new decision making powers through the transferral of school organisation to local government and the diversification of education provision with the introduction of competitions in the Education and Inspections Act to the proposals laid out in the Children's Plan for an increased role for the community and parents in the delivery of children's services, which is set within a wider context of sustainable communities which is driving to towards local community based decision making. This however does not deter from a continued focus upon attainment, improvements in school performance and viability and the Government is focused in its drive to support those schools which are sustainable, popular and high performing. Some inconsistencies remain therefore between the hard edge drive for standards versus the focus upon the holistic needs of the whole child.

In 2006 we identified 'transformed schools' as being characterised by:

- Increased choice and diversity
- Interdependent partnerships, collaborative and federative structures through co-located family and community services
- New governance arrangements that are responsive to the new environments
- Leadership and management which is fit for purpose.

What can be distilled from the above is that this vision continues to remain true however there are a number of key challenges which Knowsley must respond to in its ongoing transformation of education which will determine our approach to the implementation of our Building Schools for the Future programme and our development of our Primary Capital Programme:

- There is a requirement from Government that local authorities must address the issues high surplus places and underperformance
- Schools must be sustainable and viable in the long term both environmentally but also financially
- Capital investment must be targeted at those in the areas of greatest deprivation and at the worst condition schools
- Capital investment must be targeted at creating 21st century learning environments
- Local authorities are duty bound to encourage greater choice and diversity in the school system so as to offer parents and prospective parents a real choice in the type of schools available for their child
- Schools should offer a learning experience which better reflects the needs of the individual encouraging them to explore, aspire and achieve – so called personalised learning
- Personalised learning demands new approaches therefore to teaching and learning, learning spaces and ICT

- Inclusion remains a first order principle of education in the 21st Century
- Schools must offer appropriate services to meet the needs of children, young people and their families – that is schools have strong role to play in the delivery of and the commissioning of integrated children's services
- There is a strong emphasis on the role of parents in all aspects of school life, this has implications for how parents are involved in the delivery, management and governance of education in their local schools
- There is a growing recognition of pupil voice and we must have cognisance of the role children and young people must play in teaching and learning but also decision making within schools
- The new horizon demands that schools must work in partnership with other local agencies, schools, the voluntary and community sector and the private sector
- The development of Trust Schools and the competitions process will bring further dimensions to partnerships between local authorities, schools and organisations and will bring new governance arrangements

3.3 Stakeholder Visioning and Consultation

The 'Future Schooling in Knowsley' policy continuum was established in 2002 when a stakeholder driven approach resulted in a common vision for 21st Century education in the Borough. This approach was credited under Building Schools for the Future as being ground breaking and innovative. Consequently the approach adopted by Knowsley to the Primary Strategy for Change and the Primary Capital Programme predates the announcement of both and is seen as an ongoing process rather than as single milestone. This approach has been formally evidenced under the Building School for the Future Gateway process and has been formally applauded by both Partnerships for Schools and 4P's.

Knowsley is already addressing many of these challenges and has undertaken considerable research in a number of key areas including 21st century learning environments, curriculum, leadership and management in the 21st century and new models of governance, details of which can be found in the following publications:

- *Teaching and Learning in Knowsley: A Pedagogical Framework, April 2008*
- *Secondary BSF Curriculum Report (February 2008)*
- *Secondary BSF Leadership and Management Report: Structural Models of Leadership and Management (June 2007)*
- *System Governance in Knowsley (March 2008)*
- *Leadership Structural Model Tool Kit (March 2008)*
- *Primary Building Schools for the Future Leadership and Management Analytical Framework Report (June 2007)*
- *Primary Building Schools for the Future Curriculum Report (September 2007)*

- *Primary Building Schools for the Future Design Analytical Framework Report (June 2007)*
- *Primary Building Schools for the Future Primary and SEN School Governance (September 2007)*

This research has been critical in shaping our vision and approach to the transformation of education and we have continued to involve stakeholders in this undertaking, including head teachers and pupils through a variety of methods including surveys, focus groups, working groups, consultation events, best practice visits and conferences.

An example of our approach has been the involvement of primary school pupils and learning mentors in the formal evaluation of Building Schools for the Future designs following study visits to the Eden Project to investigate how it created different zones within a single building each with distinct atmospheres.

In June 2006 we held a 2 day Design Festival for pupil and staff representatives from all primary schools to explore the possibilities for new school buildings and the outcomes of this event were gathered by a team of Head teachers and Local authority officers who worked together on a Design brief that will form the basis of output specifications for individual school designs. Again this can be evidenced in some detail with reports, DVDs, reportage etc and is evidence of ongoing partnership and co-development.

For those primary schools for which capital funding has been secured this process is being focused upon the schools concerned and its community working closely to shape, and develop the new investment. Again this is through school specific design festivals, best practice visits and specific research. Again this can be fully evidenced and there is a strong commitment that this model will persist throughout the lifetime of the Primary Capital Programme.

Details of consultation events can be found in appendix B.

The details contained in these reports along with the detailed policy analysis and baseline information have been used to develop a series of recommended long term aims which are detailed in our *Future Schooling in Knowsley 2008 – Consultation Document*. Knowsley invited stakeholders to submit comments on the basis of these recommendations.

Expansive consultation proved difficult due to the fact that local elections were held in early May and purdah limits activity to some degree. However, given the long standing approach adopted by the Borough and the involvement of schools in developing policy and strategy this has not proved an impossible hurdle to overcome.

The following is a summary and commentary on the issues raised in written responses from Primary Head Teachers (collectively), individual schools and teaching unions.

3.4 Summary and Commentary of Consultation Responses

The intention of Government and local authorities to invest significantly in new and refurbished schools was widely welcomed as was the opportunity to develop a system that reflected the needs of pupils in the 21st Century. Indeed some were only too willing to set out the extent to which existing practise in school met with the wider aims and objectives of the Government's strategy and how significant investment would ensure further development.

Locally there is an acknowledgment that the problem of surplus places requires robust action but also a sense of partnership among schools that had a long tradition of collaboration and fairness. The central request from Government and the local authority was for clear decision making based on transparent criteria.

Much of the focus was around the nature of primary education as many of which felt it to be anachronistic and too narrow. The Children's Plan was also widely welcomed and many perceived opportunities for new investment to achieve its aims and objectives.

There was a broad concern that investment would not be equitable and schools outside areas of highest deprivation might not see high levels of investment .Concern was also expressed regarding the management of change given the important role primary schools play in their communities.

Given that Knowsley is a Wave 1 Building School for the Future authority, those in the primary phase have close hand experience as to what major investment in schools looks like. Following from this concern was expressed as to whether ICT would feature as strongly as it has under Building School for the Future. Partnerships with RM and Microsoft have raised the game under Building School for the Future and many in our primary schools share this level of ambition.

In respect of choice and diversity, many in our primary schools pointed out that there is a higher level of VA schools in Knowsley than in other areas. It is fair to say perhaps that the level of understanding of competition, choice and diversity is not as strong as it might be almost two years on from the Education and Inspections Act. Many considered personalisation to already be strong in primary schools and raised queries as to how the costs in future would be met. There is a long standing local commitment to schools being at the centre of their communities and many wished to see a clear commitment within the capital allocations to facilities that enabled this commitment to be fully taken forward rather than squeezed in wherever possible. There is broad support for the principle of 'sustainable schools' and many saw this as a significant opportunity.

Responses from teacher unions focused on the strength of sensible local arrangements for managing closures and amalgamations with an

expectation that these would persist. Further commentary has been provided around the need to ensure new school designs are fit for purpose, that the most is made out of the potential of improved ICT and the need to drive forward policies on sustainability.

4 Long Term Aims

The vision and long term aims of our Future Schooling in Knowsley policy have been consistently set out and are based upon our drive for innovation and transformation of the local education system in order to address the deep seated long term economic and social issues which have affected Knowsley, notwithstanding the achievements in attainment and performance at both primary and secondary level to date, however it is recognised in light of persistent under performance in a significant minority of schools, resistance to change in the light of an accelerated increase in surplus places, and poor building condition that a new approach is required. This approach is also cast in light of the changing circumstances in which we find ourselves, whether it be the emergence of new ideas; taking account of emerging trends; local need; or new Government policy agendas and how we respond to the challenges which this climate dictates as detailed in section 3 with a need to develop a school system which is inclusive and supports the needs of the whole child and their family, inspires young people to achieve their full potential and contributions to the social fabric of our communities through engagement and participation local people.

4.1 Centres for Learning – Inspiring, Achieving, Exploring

It is our vision for the future schooling in Knowsley:

‘To create a world class education system with 21st century learning environments at the heart of local communities, in which schools support the needs of the whole child; are responsive and adaptive to societal and economic change offering learning for all, alongside integrated child, youth and family services; and develop partnerships with wider community services.’

4.2 Aims and Objectives

4.2.1 School Places, School Performance and School Viability

We will create a school system which is viable and sustainable in which all school are high performing by continuing to undertake a process of school reorganisation in order to address the issues surplus places, underperformance and poor building condition. Decisions relating to school organisation will be based on:

- We will address those schools with surplus places, particularly those with a surplus of 25% or more
- The authority will work towards reducing surplus places across Knowsley to between 10% - 15% surplus
- No primary school will have less than one form of entry (i.e 30 pupils per year group)
- No child in a primary school will need to be in a class of over 30, notwithstanding the fact that it is the school governing body and

not the Local Authority that determines class sizes in Key Stage 2

- In developing proposals for school organisation the authority will have due regard to developing and maintaining appropriate choice and diversity in the school system where there is demand (see 4.2.3)
- The authority will continue to monitor and support schools in striving towards high standards, however, the authority will intervene in those schools which continue to under perform, which may result in closure of underperforming schools.
- The authority will continue to address the state of schools' physical assets and the appropriateness of these to support the principles of personalised learning and a modern curriculum
- Those schools and those pupils in the 20% most deprived (super output) areas will be targeted as a priority for investment as determined by the outcomes of assessments against surplus places, performance and building condition

4.2.2 21st Century Learning Environments

We will invest in new, refurbished and remodelled buildings to create modern 21st century learning environments that are fit for purpose to deliver a modern curriculum and support the needs of the whole child through Every Child Matters. In doing so we will look to create learning environments that support personalised learning as well as enable service delivery for the wider needs of children, young people and their families, whilst also looking to achieve maximum adaptability in order to respond to the new learning and social challenges. In developing 21st century learning environments we will:

- Develop the whole building as a learning resource
- Develop flexible and adaptable learning studios to replace traditional classrooms to allow group learning, collaborative and project work
- Develop 'break out' space that supports the needs of individuals
- Develop where appropriate specialist areas which in themselves will need to adapt to deliver a number of specialist functions
- Create technology rich environments with wireless ICT integrated into the fabric of the building
- Encourage children and young people to learn and play both inside and outside
- Develop environments that are safe, secure and welcoming and respect children and young people
- Develop environments that promote claim, order and self discipline
- Provide space for the delivery of integrated services, extended school and community activities.

Investments in new, refurbished or remodelled learning environments will be expected to meet the design standards set out in the following documents:

- *Knowsley BSF, Output Specification, 2005*
- *Knowsley Primary and SEN Output Specification, 2008*
- *Knowsley Primary and SEN Exemplar Studies Report, 2008*
- *Knowsley SEN Output Specification, 2008*

4.2.3 Choice and Diversity in the School System

We will maintain and continue to develop school provision which offers flexibility and diversity so as to offer parents and prospective parents a real choice in what type of school their child attends. We will therefore:

- Maintain community and denomination school provision where there is sufficient demand
- When establishing new or replacement schools Knowsley will undertake a competitions process and where there is demand from parents the Council will submit proposals as part of the competition to operate community schools, although each proposal will be determined on its own merit.
- Continue to develop choice at 14-19
- Promote equity and accessibility with regard to admissions with the aim that every child is given the opportunity to attend a local school, however this does not affect the rights of parents / carers to express a preference for an alternative school.

4.2.4 Retention of Pupils

We will look to seek to retain pupils in Knowsley by developing a world class education system which meets the needs of all learners to enable them to enjoy and achieve by:

- Continuing to implement and extend strategies for school improvement and increased attainment
- Developing a programme for the modernisation, rebuild, refurbishment and remodelling of school buildings
- Continuing to expand learning pathways in which pupils' preferences may be met
- Investing in inclusive environments that promote the presence, participation and achievement for all pupils
- Continuing to support strategies for transition from foundation stage through to post -16
- Promoting partnership, collaboration and federation between schools and between partners in the delivery of children, family and community services

4.2.5 Pupil Choice – Transforming the Curriculum to Meet Learner Preference

We will offer all pupils a curriculum experience which offers personalised opportunities for students to develop personal, learning and thinking skills in order to enable all children and young people to become successful and confident learners and responsible citizens. To

achieve this we are committed to:

- Implementing our *Teaching and Learning in Knowsley: A Pedagogical Framework* in all our schools
- Developing an audit tool to assess all schools against Knowsley's pedagogical framework and supporting schools to develop appropriate strategies and plans to ensure that they are working towards achieving all the outcomes identified in the framework
- Developing a qualifications framework (progression) and a student entitlement framework (personalisation)
- Exploring the development of new curriculum approaches at all key stages. In identifying new curriculum models we will adopt the following principles:
 - **Curriculum Entitlement** in which all pupils will be entitled to a flexible curriculum tailored to meet their needs; access to the full range of National Curriculum subjects, along with a broader range of academic, vocational and work related course; an innovative and ground breaking curriculum to maximise achievement; access to specialist schools; and world class, high quality learning and teaching
 - **Equality and Diversity** by developing a learner centred approach; embracing enrichment opportunities and explicitly support personal development, emotional literacy, creativity and independent learning; personalising the curriculum to provide appropriate challenge and address the personal and emotional needs of each student; ensuring that children are secure and are in a state of readiness for learning; and developing where appropriate specialisms
 - **Community Regeneration** by creating schools at the heart of communities as a hub for learning by ensuring that all schools are extended schools to support the learning needs of the community; encouraging lifelong learning to enable students to reach their full potential and thereby increase the social capital; and providing high quality experience which addresses the leadership skills, self-esteem, health living, citizenship, creativity, leaning and life skills and the positive use of leisure time for the whole community
 - **Collaboration** between schools, pupils and communities working to share curriculum innovation, development and research; through the use of virtual learning environments to enable learning experiences to be shared; use of extensive new technologies to enhance learning; and shared research and rigorous evaluation to ensure sustained improvement

This approach is set out in more detail in the following documents

- *Teaching and Learning in Knowsley: A Pedagogical Framework,*

April 2008

- *Secondary BSF Curriculum Report, Feb 2008*
- *Primary Building Schools for the Future Curriculum Report, Sept 2007*

4.2.6 Improving People's Lives – Accessing Services in the Local Community

We will develop learning environments that act as hubs for children, family and community services and which are flexible and able to respond to the needs of local people by:

- Commissioning a range of services in schools in conjunction with strategic partners and local communities in order to support local need and demand
- Ensuring that all schools offer services which reflect local demand and need
- Ensuring that investment in schools promotes lifelong learning and social opportunities for the wider community
- Ensuring that reorganisation of the school system will take account of existing extended services and co-located provision and enhance the offer to the local community
- Not investing in extended services on school sites which are not viable
- Actively working with community groups and other interested parties to decide on future community activities
- Reviewing the range of services that can be delivered in each area across a range of venues including centres for learning, primary and special schools as part of a cohesive area-based delivery plan
- Exploring how we can use centres of for learning, primary and special schools to access a range of services through signposting and having a variety of information available

4.2.7 Inclusion

We will promote the presence, participation and achievement of all pupils by identifying and removing barriers for learners, especially those who may be at risk of exclusion, marginalisation or underachievement by:

- Reorganising the school system to ensure that we direct investment to promote inclusion of all children and when commissioning services we will develop appropriate and targeted services to meet the needs of all children, young people and their families
- Working to ensure that wherever possible children and young people are educated in mainstream schools and settings
- Developing specialist provision for those children and young people with significant and complex needs whilst ensuring that their inclusion opportunities are maximised
- Commissioning services and targeting resources to better

- support the needs of pupils with SEN
- Promoting partnership, collaboration and federative arrangements that will underpin reform in order to create a flexible continuum of provision for SEN that can respond to individual needs and to promote professional development opportunities across schools.
- Working in partnership with mainstream schools and special schools to develop a mutual support approach in order to provide a wider range of needs
- Quality assuring provision made for children and young people outside the borough to ensure that it is commensurate with that of provision within the borough
- Promoting arrangements for sharing effective inclusive practice
- Delivering a curriculum offer which is personalised and supports the needs of the whole child
- Developing settings that demonstrate an inclusive ethos and actively removing barriers to learning and participation
- Ensuring that the provision of services, extended schools and community activities, that have due regard to the safety and well being of children and young people at all times

4.2.8 Governance for 21st Century Learning Environments

Knowsley has set out an approach to create a model of system governance which is based on co-leadership between the Centres for Learning, the Local Authority, strategic partners, further and higher education, Diocesan Authorities, the private sector, the voluntary sector and the local community. In doing so we aim to create a model of governance in line with national policy drivers and in consultation with stakeholders that is consistent with the size and geography of Knowsley and its communities by:

- Establishing a tiered Governance model for system wide governance
- Exploring the potential to establish Trusts incorporating Primary and SEN schools along with our Centres for Learning

4.2.9 21st Century Leadership and Management

We will transform the leadership and management arrangements and support our school workforce within our centres for learning and schools to better respond to the challenges of 21st century learning environments including new partnership and governance arrangements, new curriculum developments, inclusion and extended and integrated children's services by:

- Developing new leadership and management models based on local, national and international best practice as set out in the findings of the *Secondary BSF Leadership and Management Report: Structural models of Leadership and Management (June, 2007)* and the *Primary Building Schools for the Future: Leadership and Management Analytical Framework Report*

- Implementing the Knowsley *Leadership Structural Model Tool Kit (March, 2008)* to support the development of an appropriate structural model of leadership and management
- Developing a children's workforce strategy as detailed in our Children's and Young People's Plan (2007)
- Developing a continued professional development programme for staff

4.2.10 Sustainable Schools

We are committed to developing a school system which is sustainable and which actively embraces sustainability and we are confident that we can achieve the 8 doorways of sustainable schools set out in the Government's national framework. In doing so we will:

- Only invest in schools where the long term viability of schools can be maintained.
- Remove surplus spaces through decommissioning or school reorganisation in order to ensure the long term sustainability of our schools
- Ensure environmental sustainability when undertaking capital investments including:
- All our 21st century learning environments will be required to meet BREEAM 'very good' standard.
- In addition, all 21st century learning environments must comply with local planning regulations which call for at least 10% energy sources from renewable sources and sustainable construction materials.
- Achieving a 60% reduction in carbon emissions from all our new capital investments
- Promote inclusion and participation in our schools (see specific aims for Inclusion and Participation and Engagement)
- Support schools to become healthy schools
- Develop schools which are hubs for local communities and which contribute the development of social capital
- Ensure that schools develop suitable Travel Plans
- Promote the concept of a 'global citizen' with pupils through curriculum and extended activities.
- Develop appropriate and sustainable purchasing and waste management arrangements

4.2.11 Participation and Engagement

We are committed to ensuring that all stakeholders are consulted, engaged and have the opportunity to participate in the future of Knowsley's education system. In doing so we commit to:

- Ensuring that all stakeholders are kept informed about progress on the development and implementation of our Future Schooling in Knowsley programme through a detailed communication strategy

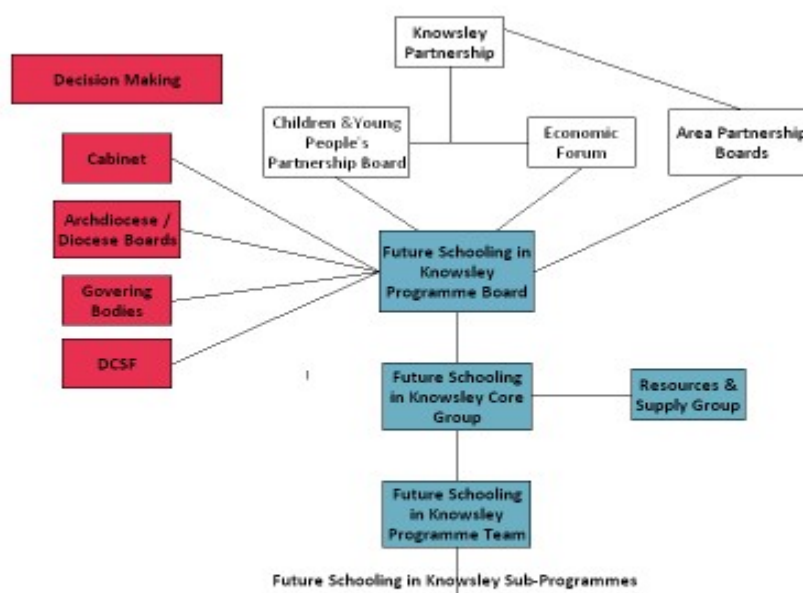
- Where appropriate engaging relevant stakeholders in the design of specific aspects of our Future Schooling in Knowsley programme
- Ensuring, where appropriate, relevant stakeholders have the opportunity to participate in decision making and governance of our centres for learning and schools
- Ensuring that Knowsley's children and young people have the opportunity to be informed, involved, influential and empowered through our Future Schooling in Knowsley programme

5 Approach to Change

5.1 Future Schooling in Knowsley Delivery Programme

Knowsley has established a Future Schooling in Knowsley Programme as the model of delivery for change in education transformation around which the principles for reform, school organisation and capital investment will be directed and managed. Our Future Schooling in Knowsley programme is an umbrella programme which includes the co-ordination of our secondary Building Schools for the Future programme, the Primary Capital Programme and transformation in the special sector. Details of the programme governance structure are set out below in figure 5.1:

Figure 5.1: Future Schooling in Knowsley Programme Governance & Delivery Framework



The remit of the Programme is broad and reflects the long term aims of this strategy and as such there are a number of sub-programmes operating within the Future Schooling in Knowsley programme:

Sub-Programme	Description
Primary & SEN	Development and delivery of primary and SEN capital projects and associated education transformation, including curriculum, governance, leadership and management and school organisation processes
Education Transformation	Curriculum transformation in secondary sector

	System governance Leadership and Management
Community Facilities & Access to Services	Identification and development of community and integrated services to be delivered from new learning environments
Transition	Change management and transition into new learning environments for example admissions, uniform etc...
Contract Management	Management of Private Sector Partner contract obligations Technical build of new learning centres
Communications, Community & Stakeholder Engagement	Stakeholder communication and engagement
ICT	Development and implementation of new ICT infrastructure and Personalised Learning Environment
Partnering	Innovation, research and development

The Primary and SEN sub programme is the mechanism within which primary change will be co-ordinated and managed. Given that this document will be submitted to Government as Knowsley's Strategy for Change under the Primary Capital Programme, the following sets out in detail the Primary and SEN Sub-programme, its focus and how it will address key requirements of the Primary Strategy for Change as identified by Government.

5.2 Primary and SEN Sub-Programme

In developing and establishing the Primary and SEN Programme we have adopted a phased approach. The first phase of the Primary and SEN programme has been to undertake a period of 'blueprinting' which aimed to advance our long term aims further through a period of detailed research which has been carried out in partnership between Head Teachers, the local authority and its partners at a local, national and international level, reflecting our principles for reform and builds on the detailed work undertaken in the secondary sector but brings a primary and SEN focus to the key areas of:

- 21st Century Learning Environments
- Curriculum
- Governance
- Leadership and management

The objective of this detailed work has been to analyse the effectiveness of the current position in the context of ensuring that

capital investment can drive change. Each analysis has been informed by research and best practice, contains an analysis of legislation and Government policy and highlights the future direction of travel in each area.

The findings of this research have been used to make a series of recommendations and establish a series of principles which are being developed a local level in individual school projects as we have moved to next phase of the programme. They have also been fundamental in supporting the development of Knowsley's long term vision and aims for the transformation of education and have informed the detailed development of our aims set out in section 4 of this document.

The recommendations are being used in the following initial projects as part of next phase of the programme and will be applied to future investment priorities as set out in section 6:

- Northwood Primary School
- North Huyton Joint Catholic and Anglican Primary School
- Halewood Joint Catholic and Anglican Primary School
- A new 200 place special school dedicated to those with severe and profound complex needs

Knowsley will continue to undertake research and development in a number of key areas in order to ensure continued innovation as part of its transformation programme.

Specifically our Primary and SEN Programme within Future Schooling in Knowsley will address the following:

5.3 Capacity Building and Change Management

The authority is developing a stakeholder led approach to support the development and management of the programme and its projects in order to ensure that we build capacity across all levels and ensure that stakeholders have ownership of the process and change is managed effectively.

Building Schools for the Future has provided Knowsley with recent experience on the capacity needed to roll our major investment programmes and this is reflected in our programme governance arrangements.

Stakeholders will be represented at all levels of programme governance as set out in Future Schooling in Knowsley Governance and Delivery Framework (figure 5.1) including the Programme Board, whose membership is likely to include, Executive Director of Children's Services; Archdiocese; Diocese; Head Teacher representation for primary, secondary and special; Private Sector Partners; Learning and Skills Council (LSC); Higher Education; and Further Education.

Further work is ongoing with what is known as 'area partnership boards'

(a board of local service providers working in a coherent local neighbourhood) to advocate the new centres for learning and develop their non-school use.

In addition Knowsley is exploring and developing with our Private Sector Partner, Transform Schools in addition to our Private Finance Initiative (PFI) contract a series of partnership based arrangements to support education transformation. This includes a number of innovated and additional schemes around test modelling new learning environments and establishing 'not for profit companies'.

At a project level, it is important that stakeholders are part of the change process and have the opportunity to participate and influence the decisions which affect their school communities. As such we have established a stakeholder led project management approach. Project teams have been established for each project site led by a dedicated local authority project manager, with representation from Head Teachers, local authority officers with expertise in finance, leadership and management, education change, extended and integrated provision and partners such as the Archdiocese, Diocese and regeneration programmes. Each project team is responsible for guiding the project from its inception and development through to implementation and has responsibility for managing project milestones, risks, issues and communications and engagement with wider stakeholders and end users.

This approach deliberately widens out the ownership of transformation and is participatory in its outlook and will bring further innovation along the way.

5.4 Planning, Monitoring and Evaluation

Role as Commissioner of Services

The authority continues to develop its role as a commissioner of services through its partnership based delivery of Children's Services. The approach adopted under the 'Future Schooling in Knowsley' strategy has been partnership based and consultative in nature. As such, the approach has support from the local authority as a corporate institution and by the Diocesan Boards. The Future Schooling Programme board, that will oversee the way in which capital funding supports the Future Schooling strategy and is responsible for the strategic development of the programme, and is likely to consist of the Learning and Skills Council, Heads, Governors, Diocesan Boards, the Primary Care Trust as well as the Cabinet member for Children's Services and the Chief Executive of the Council. This is set out in figure 5.1 above.

Commitment

The Council has long set out its commitment in conjunction with partners, including the Diocesan Boards regarding the transformation of education, which began back in 2002 with the School's Commission. This approach has secured the collective agreement on the vision for transformation, long term principles and priorities for reorganisation and investment, from senior offices, all elected members and partner agencies. This pattern is long established and has been essential in our success in delivering transformation thus far.

Management

As detailed above in section 5.1 a robust programme and project management system has been developed to support the implementation and management of the projects. This includes a dedicated project manager for each scheme, robust systems for planning, managing risks and issues, communications and engagement and progress reporting. This will operate within our Future Schooling in Knowsley programme framework within which there are clear lines of reporting, decision making and accountability.

Consultation

Knowsley has undertaken detailed consultation and engagement activities with a range of stakeholders in developing its vision and aims and shaping the implementation of change. This has included formal consultation events, focus groups, multi-disciplinary working groups, online surveys, design festivals and conferences. A detailed list of consultation activities is attached in appendix B.

In developing our *Strategy for Change* Knowsley published a consultation document, inviting stakeholders to comment on a series of consultation points. This is detailed in section 3 of this document.

Knowsley has made a clear commitment to stakeholders to ensure their ongoing consultation, engagement and participation in the process of transformation and beyond, this is set out as a clear aim in section 4.

Methodology for Selection of Priorities

Knowsley has a robust methodology for the selection of its priorities for reorganisation and investment. This is detailed in section 6 of this document.

Monitoring

Through the Future Schooling in Knowsley programme, robust systems are in the process of being developed to monitor the impact and benefits of the programme against the aims and objectives.

5.5 Achieving Educational Vision

Stakeholder Participation and Engagement

As detailed above we are committed to ensuring that schools and communities have the opportunity to participate in planning and designing specific projects. Stakeholders are represented in the governance of project activity and detailed communication and engagement plans are developed for each project setting out how and when stakeholders will be engaged.

To date schools and their communities have had the opportunity to participate through a range of activities including:

- A Primary School Design Festival for staff and children of all primary and SEN schools held in June 2006. A comprehensive report of the views and aspirations of schools communities in respect of the nature of new learning environments has been highly influential in developing a detailed Knowsley output specification for new primary builds. This report is available to Government on request along with 'vox pop DVDs' and other interactive media
- A Knowsley primary curriculum conference held in October 2007 in which head teacher colleagues and other practitioners from across all Knowsley primary and special schools came together to discuss the findings of locally led research into 21st century curriculum models. The event was highly successful and we are now witnessing a number of schools taking steps to transform their curriculums and work collaboratively to share best practice and build capacity as they undertake this transformation. Indeed Knowsley has been selected to host an international curriculum conference in association with the International Primary Curriculum (IPC) later in the year and is negating piloting other curriculum models with other leading organisations.
- At individual project level there have been a number of activities including joint staff events between schools which are undergoing an amalgamation process; a mini design festival with approximately 30 stakeholders including parents, pupils, governors and staff – further two day design festivals are planned for each of our three projects in June 2008; formal consultation as part of the school organisation process; and a series of best practice visits in which staff and governors have had the opportunity to continue to travel to schools around the country exploring ideas in design, curriculum, integrated special provision and approaches to integrated children's services. Further engagement events are planned for the future including a series of thematic showcase events for curriculum and ICT. In addition clear communication mechanisms have been established including newsletters for governors, parents and staff to keep them informed of ongoing progress in each project. It is intended that this commitment to stakeholder participation and

engagement is replicated in future schemes.

ICT

As with our secondary Building Schools for the Future programme, technology is at the heart of our learning agenda for the Primary and Special sectors and we will look to work with our ICT private sector partner – RM, along with Microsoft - to look at innovative ways in which technology can be integrated into primary and special investment.

Knowsley is working closely with RM to develop a ‘personalised learning environment’ and we are looking to explore how this might be developed further in the context of primary and special requirements. We are also considering how we might roll out some of our ICT management systems across the primary and secondary estate.

Our agreement with RM includes the possibility to procure further services from RM linked to the primary and special sector. However this requires further scoping and development. Further, Knowsley has an ongoing relationship with Microsoft, also developed under Building Schools for the Future, in which a Knowsley school is part of the Microsoft Global Innovative Schools Programme. It is hoped that the future use of ICT in primary schools will also benefit from this partnership and Microsoft are committed to investigate this further. Over the coming months Knowsley will be undertaking a series of detailed pieces of work with regard to ICT provision including:

- ICT Vision and Strategy for Primary and SEN sectors
- Output Specification for ICT technical requirements
- Procurement strategy for ICT
- Investment approach to ICT

Links to Early Years Provision and Secondary Education

Knowsley recognises the importance of strong foundations in early years as a bed rock to enable children to go on to achieve their full potential later in life. As such we have been cognisant of the need to develop early years and nursery provision where there is demand when setting out proposals for the creation of new schools and as part of our Future Schooling in Knowsley approach we have committed to undertaking a review of early years and nursery provision to ensure appropriate provision which is sustainable and viable in the long term. Indeed as set out in this document, it is our intention to create a number of new schools with children’s centre provision.

As with early years, transition from primary to secondary education is critical and it is important that momentum built up in a child’s development is carried forward into teenage and later years. As such it is crucial that we ensure that children are ready for secondary school and we must ensure synergy between transformation developments in primary with those in secondary. We are currently exploring approaches

to primary – secondary transition in a number of areas including pedagogical frameworks, curriculum, leadership and management and ICT. For example tool kits developed to support the development of leadership and management structures at secondary level are now being rolled out across our primary projects. Similarly, we are exploring how the development of our Personalised Learning Environment can be implemented in our primary sector to support the teaching and learning of pupils but also school information management processes.

Innovative Approaches to Design

Knowsley's approach to design in its Building Schools for the Future programme is recognised nationally by the DCSF and PfS as a model of best practice for the future design of learning environments. This approach has been founded upon the recognition of the complex inter-relationship between learning space and teaching and learning styles. As with our approach to our secondary Centres for Learning, we have undertaken detailed research into what makes a good 21st century primary learning environment both in terms of supporting current learning but also offering flexibility to accommodate future changes and new ways of learning. This research was informed by a parallel study into pedagogical approaches to primary learning and future curriculum models.

The findings of this research are set out in our *Primary BSF: Design Analytical Framework Report, Primary and SEN Output Specification* and the *Primary BSF: Curriculum Report*.

5.6 Every Child Matters

It is Knowsley's vision to create schools at the heart of communities offering children, family, and community services which are responsive to local need. It is our goal to ensure that all schools are extended schools offering a range of extended provisions, and we are developing an extended schools strategy in consultation with stakeholders.

Our Future Schooling in Knowsley approach considers education reform from 0-25 years including special provision. In developing 21st century learning environments we have made commitments to ensuring where there is demand adequate provision for early years in line with our children's centre strategy and our childcare sufficiency strategy.

This is evidenced in our current capital schemes, which in two cases will see children's centres constructed as part of the new build. A third will include early years provisions for 3-5 year olds. Further provisions have been made for all Knowsley's new builds to offer facilities for wider children, family and community services through the provision of dedicated community rooms and family rooms.

Knowsley is committed to the health and well-being of our pupils. This has been reflected in our approach to design in which we have clearly set out designated space for indoor and outdoor learning, play and

sport.

5.7 Finance

Knowsley has already harnessed a range of capital investment opportunities to support its transformational agenda. This has included aligning investments with key priorities as evidenced by the development of a Joint Catholic and Anglican Primary school as part of a campus funded by contributions from New Deal for Communities; the use of Sure Start capital grant to support the development of a new primary school in Stockbridge Village which includes a Children's Centre; and, the contribution of £4m capital receipts towards the cost of projects developed under phase 1 of the Primary and SEN programme.

In developing future projects in the next phases of the programme, the authority will look to adopt the following principles regarding the development of its capital investment into the Future Schooling Programme:

- All children's services and education based capital budgets, where applicable, to be directed towards the priorities identified within the Future Schooling in Knowsley policy with the caveat that this is not at the expense of maintaining basic need and compliance with health and safety standards in our schools.
- Investment in schools identified for reorganisation and / or rebuild or refurbishment will be limited to ensuring that the quality of the learning environment for pupils and staff meets health and safety legislation.
- Any capital investment will be made in line with the Council's Capital Strategy which supports the priorities of the Council which includes Future Schooling in Knowsley.
- Partnership contributions, Government and external funding opportunities will continue to be explored to support the investment priorities, vision and aims set out in our Future Schooling in Knowsley policy framework.
- Schools and governing bodies will be consulted to align capital resources with the vision and long term aims for Future Schooling in Knowsley.
- The authority and its Diocesan partners have traditionally worked well under schemes such as Building Schools for the Future to explore ways in which the 10% Voluntary Aid contributions can be achieved. Discussions on these issues are ongoing and all sides are hopeful that a way forward can be agreed whereby no children across Knowsley will be disadvantaged due to their choice of a faith education.

5.8 Procurement

Knowsley has an existing Joint Venture with Knowsley 2020 / Mouchel Parkman for design consultancy services for capital works. Knowsley 2020 has therefore been commissioned to undertake works for a number of new primary schools.

In addition, where capital investment is to be made in primary schools on centre for learning sites as part of a campus arrangements, to ensure complementarity with design and build processes, Knowsley will utilise our Private Sector Partner – Transform Schools - procured for our Building Schools for the Future programme.

Notwithstanding these established procurement routes, Knowsley is also keen to ensure that we maintain an innovative approach to design and build and obtain value for money with all our future primary investments and we are therefore also undertaking a detailed options appraisal of possible procurement routes for future phases of capital investment. Options include the appointment of a strategic private sector partner to deliver capital projects across a number of sites; PFI; and establishment of a design and build and sole contractor framework for delivering works and services.

5.9 Design

Knowsley sees design as critical to achieving its education transformation goals and is explicitly opposed to building new 'old' schools. We have developed a vision for 21st century learning environments that is underpinned by the need for buildings to become more flexible in their use and for spaces to become more adaptable to different functions. The move toward personalisation and the potential of ICT points to a radically different design, with learning studios taking the place of standard classrooms; learning resource areas to promote independent and interdependent learning; breakout space to support personal learning; outside classrooms; and the building as a learning resource. Wrapped around this is provision for integrated children's and family services, extended, youth and community services.

This approach is set out in our Building Schools for the Future Design Analytical Framework Report and our Primary Building Schools for the Future Design Analytical Framework report. The findings of which have been used to inform the development of developed design briefs for primary, secondary and special provision. We have developed a *Primary Output Specification* (Feb 2008) which sets out clearly our educational vision, design aspirations and provides a clear design brief for architectural teams. This is supported by an exemplar studies report which sets out a series of design adjacency models for the configuration of our new primary schools. This output specification and associated exemplars have due diligence to disability and accessibility requirements under the DDA and are also cognisant of special educational needs and include details of requirements for the

establishment of designated special provision within two of our new primary schools. A copy of this output specification and exemplar studies report are available on request. In addition we are currently working to develop an output specification for a SEN facility supporting multiple severe and profound complex needs.

As stated, stakeholder participation and engagement is critical element of our design process. Our design analytical framework and output specification has been developed in conjunction with practitioners, architects, head teachers, staff and other technical experts. Children and young people have also had the opportunity to inform the development of this through a Primary SEN design festival. We will continue to engage stakeholders at project level through workshops and local design festival this will include pupils, staff, governors, parents and local agencies.

It is also our intention to adopt the Design Quality Indicator methodology for formally analysing designs. This method was adopted through our Building Schools for the Future programme and involved around 150 stakeholders including Heads, pupils, Governors, staff, residents and parents, formally assessing bid submissions as part of appointment of our preferred bidder under our PFI scheme. Stakeholders were given 15% of the overall assessment criteria for each of the bid submissions.

Knowsley has designated an elected member as a Design Champion and has worked successfully with CABI in Building Schools for the Future to put a priority on good design. This will continue through in the Primary and SEN programme. Knowsley is also a founding member of the British Council for School Environments and sits on the Advisory Council.

Within our *Primary Building Schools for the Future Design Analytical Framework* we have spent considerable time exploring the issues of design and sustainable use of energy. The findings of this debate are now evident in our *Primary Output Specification* which sets out a number of requirements which designers must meet including a BREEAM rating of 'very good'; compliance with building regulations and local planning requirements which call for 10% of energy from renewal sources and sustainable materials in construction; and a WRAP assessment.

The authority is exploring as part of its procurement strategy its approach to long term facilities management and lifecycle of its primary estate.

6 Primary Schools

6.1 Methodology

In light of the continued falling numbers, financial pressures, and changing national and local policy frameworks, all primary schools have been reviewed within an analytical framework of pre-determined criteria, formalising the case by case consideration enacted to date and allowing consistent baselines for ongoing monitoring. The gateway review enables effective decision making which will:

- Maintain continuity of approach between criteria used in the School's Commission, Statements of Intent and Implementation, and *Future Schooling in Knowsley: Towards 21st Century Learning Environments 2006-2008*.
- Take account of new agendas and consider impact on school re-organisation
- Consider the impact of changing demands in response to changes made to date, remodelling need in response to trends affected by proposals already published
- Take account of the findings of the mainstream formula review
- Prioritise and re-prioritise existing proposals for investment given any changing circumstances
- Identify potential new areas of concern, and areas that have stabilised in response to proposals already agreed
- Consider geographical spread of proposals identifying which communities will be served as a result of changes in respect to the neighbourhood management agenda
- Prioritise proposals to ensure areas of greatest need are identified.

The review process is informed by a series of analyses cross-referencing statutory, published information for each school in the following areas:

- School Places – trends in numbers on roll for compulsory school age pupils taken from Annual and Termly School Census returns up to and including those from Spring Census, January 2008.
- Surplus Places – percentage of available places in schools unfilled as per DCSF Net Capacity Assessment submitted in August 2007.
- Performance – Contextual Value Added (CVA) measures from Key Stage 1 to Key Stage 2 as published by DCSF in the annual Attainment & Achievement Tables for the academic year 2006/07.
- Improvement – Progress in Key Stage 1 to 2 Contextual Value Added (CVA) over the last three years, including that published by DCSF in the Achievement & Attainment Tables for the academic year 2006/07.

- Standards – Levels of school level attainment in Key Stage 2 English and Maths compared to the floor target of 65% achieving at least level 4 in 2007.
- Cost of refurbishment – prioritising the physical state of the buildings housing pupils and provision, based on the survey round completed Easter 2008. Stated costs are based upon the combined costs of works considered priority 1 and 2, deemed essential to the successful delivery of a quality education, on a scale of 1 to 4.
- Physical condition – in order to compare relative levels of condition of the buildings. All required works are coded Type A to Type D, with D being the worst. Codes are given a value of 1-4 and an average calculated, with a threshold of 2.8 representing the average for schools with mostly Bs and Cs.

The latest available data is utilised in all cases in order to maintain currency of the process. This analysis is intended to inform the decision making process by ensuring that specific areas and schools are identified as priorities for consideration, additional criteria and considerations such as extended services and local context will then be applied to individual cases and area studies.

In order to prioritise areas of need, each school is given a priority of red, amber and green for school places/surplus, performance, standards and physical condition. For example, in the Huyton and Knowsley Village area, of the 23 schools providing Key Stage 2 education, 14 have fewer than 210 (lower quartile), whilst 13 have a surplus of 25% or greater (DCSF defined threshold); however, priority ought to lie with those 8 schools with fewer than 180 pupils and greater than 25% surplus:

		Number on Roll	
		≥210	<210
Surplus Places	<25%	4 (Green)	6 (Amber)
	≥25%	5 (Amber)	8 (Red)

The review process is designed to identify need in each area and sector, rather than identify schools the subsequent recommendations are based on a much wider consideration of educational, community and external factors on a case by case basis. The gateway scoring for each school is attached in appendix C.

Subsequent to the initial identification of high priority schools on the preceding priorities, a series of workshops brought together key education professionals to consider a series of area based solutions, in the wider context of pupil distribution, diversity, inclusion and

deprivation. Further consideration by senior leaders within Knowsley Directorate for Children and Family Services has produced the current series of proposals which appear later in this section.

Although not part of this review, future consideration will be given to nursery education places in maintained primary schools. Early analysis indicates that there might be in the region of 500 unfilled nursery places in Knowsley primary schools. Work is ongoing with schools and stakeholders to assess the potential impact on individual schools. It is intended that specific proposals relating to the removal of surplus nursery places will be brought forward in the near future.

The following details the criteria and relevant thresholds for the first stage of the compulsory school age review of places.

Places

		Number on Roll (Reception to Year 6)	
		≥ 210	<210
Surplus Places (NOR Compared to NCA)	<25%	NOR is greater than or equal to 210 and surplus is less than 25%	NOR is less than 210 and surplus is less than 25%
	≥ 25%	NOR is greater than or equal to 210 and surplus is greater than or equal to 25%	NOR is less than 210 and surplus is greater than or equal to 25%

- A typical 1 FE school has adequate places for 210 Reception to Year 6 Pupils
- NOR figures have been taken from the School Census.
- Surplus is calculated by comparing the number of pupils on roll in Reception to Y6 classes to the Net Capacity Assessment (NCA). DCSF requires the LA to take action when a school's surplus reaches 25%.
- NCA figures for each school are submitted to DCSF as part of the Supply of School Places Survey in August each year (reflecting the situation as at January).

Standards

		2007 Key Stage 2 English Percentage Achieving L4+	
		≥ 65%	<65%
2007 Key Stage 2 Maths Percentage Achieving L4+	≥ 65%	65% or more pupils achieved Level 4+ in both subjects	65% or more achieved Level 4+ in Maths but the school failed to meet the threshold in English
	<65%	65% or more achieved Level 4+ in English but the school failed to meet the threshold in Maths	Failed to achieve the 65% threshold in both subjects

- The Key Stage 2 Floor Target is that at least 65% of pupils achieved Level 4+ (the expected level at age 11).
- The most up to date data relates to the 2007 Tests which were published in the Achievement and Attainment Tables in December 2007.

Performance

		2007 Contextual Value Added	
		≥ 100	<100
Improvement (3 Year Trend)	Same / Improved	2007 CVA Score greater or equal to 100, 3-year trend shows net improvement	2007 CVA Score less than 100, 3-year trend shows net improvement
	Declined	2007 CVA Score greater or equal to 100, 3-year trend shows net decline	2007 CVA Score less than 100, 3-year trend shows net decline

- Contextual Value Added is used as a measure of a school's performance. In the context of primary schools, Key Stage 1 to Key Stage 2 is used.
- The most up to date data relates to 2007 and was published in the Achievement and Attainment Tables in December 2007.
- A score of 100 is in line with the national average
- The LA is looking for the net trend over three years ie 2005 compared to 2007 to be for CVA Scores to improvement or at the very least be maintained.

Condition

		Physical Condition Score	
		<2.8	≥ 2.8
Cost of Refurbishment (Priority 1 + 2 Works)	<£100K	Cost of P1+P2 works is less than £100K and a score of less than 2.8	Cost of P1+P2 works is less than £100K and a score of 2.8 or more
	≥ £100K	Cost of P1+P2 works exceeds £100K and a score of less than 2.8	Cost of P1+P2 works exceeds £100K and a score of 2.8 or more

- Physical Condition - All required works are coded Type A to Type B, with Type D being the worst. Codes are given a value of 1-4 and an average calculated.
- The average condition score across the authority's primary schools is 2.8
- Cost of refurbishment - prioritising the physical state of the buildings housing pupils and provision, based on surveys completed within the 12 months to Easter 2008. Stated costs are based upon the combined costs of works considered priority 1 & 2, deemed essential to the successful delivery of a quality education, on a scale of 1 to 4.

6.2 Specific Proposals for School Reorganisation

The following recommendations for individual schools emerged out of the review of primary school provision across the borough and look to address a number of objectives:

- High surplus places in our primary provision aiming to meet the Government requirement to address those schools which have 25% or more surplus places and meet the requirements of the Primary Capital Programme in addressing surplus when identifying priorities for capital investment
- Poor performance in schools under the authority's duty to intervene in failing or underperforming schools as set out in the Education and Inspections Act.
- Assess the condition of the primary school estate and identify priorities for investment in areas of greatest need as defined by the indexes of multiple deprivation

Should implementation be completed the proposals will have the following overall impact upon school surplus:

Current Provision			Post implementation provision	
NOR	Capacity	Surplus	Capacity	Surplus
12,651	16,188	21.8%	13,831	8.8%

A total of 2,357 surplus places would be removed from the system. This is in addition to the 3,550 places already removed or decommissioned in the previous four years. The resulting surplus of c.9% is below recommended DCSF surplus of 10% overall; however, this is the surplus should all proposals be implemented with immediate effect, and as overall numbers on roll will continue to fall in the short term, resulting surplus will be in the region of 10-15% in each of the different areas.

6.2.1 Halewood

Halewood is served by 6 primary schools providing for 1,476 of which 3 serve the Catholic sector (579 pupils), 1 the C of E sector (234 pupils) and 2 the Community sector (663 pupils).

Current provisions across the area have capacity for 1,837 places, a surplus of 361 places, or 19.7%.

The following proposals will remove 227 surplus places from the area, resulting in a starting surplus of 8% in 2010 / 11.

St Mark's RC Primary, Greengates Community Primary, Southern Primary Support Centre and Plantation Community Primary

In the *Statement of Implementation* (2004) the Council published proposals to amalgamate the then Roseheath and New Hutte Community Primary Schools on the Roseheath site owing to a continued decline in pupil populations across the two schools. The

proposal was implemented on 31st August 2006 when the two schools closed and a new community school was established as a result of the amalgamation. Greengates School opened on 1st September 2006 as a 2 form entry school.

The *Statement of Implementation* also set as part of the proposal to amalgamate Roseheath and New Hutte Community Schools that the new school would be rebuilt on the existing site. In *Future Schooling in Knowsley 2006 - 2008* a commitment was set out to rebuild Greengates School to also incorporate the services of Southern Primary Support Centre creating designated special provision within a mainstream setting reflecting our policy principle for inclusion and our proposals for the reorganisation of the special sector. £6.5million funding was secured through Knowsley's status as a Pathfinder authority for the Government's Primary Capital Programme to support the cost of the new build and work has begun to develop this project.

Greengates School opened at the start of the 2006/07 academic year with a capacity for 262 Reception to Y6 pupils⁴ and an admissions limit of 40 reception pupils. However in the two years that it has been operating there has been a surplus of over 30% with only 179 pupils on roll in 2006 / 2007. This figure dropped to 162 in 2007/08 and the school is now operating with a surplus of 38.2%. (Source: 2006/07 - Spring School Census January 2007: 2007/08 – Spring School Census – January 2008)

It is clear from these figures that the school is failing to attract sufficient numbers to fill all 40 admissions places. Future projections do not see this situation likely to change. Based on this, a decision was made to reduce the specification of the new build to a 1 Form Entry school in February 2008.

Despite this, pupil projections for 2010/11 arising from our ongoing assessment of pupil place planning indicate that the school would continue to have a surplus upon opening of the new build, with numbers on roll projected to be 161 pupils for the 2010 / 11 academic year – this would result in a surplus of 23.3%.

Similarly following our gateway assessment of school performance, Greengates has been identified as a high priority for standards with only 58% and 61% of pupils achieving level 4 in English and in Maths respectively at Key Stage 2. The school was graded 'satisfactory' in a recent OfSTED inspection. This reflects concerns raised by parents during the recent consultation for the closure of Southern Primary Support Centre and the integration of its pupils and services into Greengates School.

These issues have raised a number of questions about the ongoing viability and sustainability for Greengates School particularly when set in the context of primary provision across the local area. Despite the establishment of Greengates School, the demand for places in the community sector has gravitated towards the Plantation

Community School which has increased its admissions to 3 forms of entry. Notwithstanding this, pupil projections for 2010 / 2011 suggest that even as a 3 from of entry school, Plantation School would operate at a surplus of 21%.

The *Statement of Intent* (2003) and *Statement of Implementation* (2004) identified St Mark's RC Primary as a school which was projected with a high surplus and noted that the Archdiocese will give consideration to the future of the school in light of falling pupil numbers. In the *Future Schooling in Knowsley 2006 -2008* report, the school had progressed discussions with St Andrews RC Primary regarding the possibility of moving towards a federation. The report therefore recommended that the two schools should continue to explore partnership working, however, given the fall in admissions, we would look to monitor numbers and reassess in the short term on the basis of wider changes in the area.

There are 124 pupils on roll at St Marks RC Primary for 2007 / 2008 academic year and the school currently has a surplus of 41%. By 2010 / 2011 surplus is expected to rise to 45%. With intakes averaging just 15 pupils in the last 3 years, projected numbers to not support the long term viability of the school.

Revised pupil populations of Halewood, arising from our ongoing assessment of pupil place planning and the lack of progress in implementing recommended reductions to admissions numbers in Halewood community primary schools, have made it necessary to revisit our existing proposal for the rebuild of Greengates School, prior to any statutory school organisation or capital build taking place, which is now set in the context of continued declined in pupil intakes at St Mark's RC Primary.

On this basis the Council is faced with a challenging dilemma, to continue with a new build which on opening may not attract sufficient pupils in order to satisfy 1 form of entry or to develop a new solution for primary provision which maintains diversity of choice for parents whilst retaining some form of community and Catholic provision.

Proposal

A new build 1.5 form of entry (IAL 50) Joint Catholic and Anglican Primary School with designated special provision to be established on the site of the existing Greengates School by 2010/11. The new school will also incorporate the services and pupils of Southern Primary Support Centre

St Mark's RC Primary, Greengates Primary and Southern Primary Support Centre will therefore close upon the establishment of the new school.

As Halewood has been identified as a priority for investment in the *Future Schooling in Knowsley 2006 - 2008* report funding allocated to

rebuild the existing Greengates School is reallocated to the new proposal.

Admissions levels at Plantation Community Primary School are to be capped at 2.5 forms of entry and surplus space is to be decommissioned to reflect this reduction in admissions.

Rationale

- The proposal addresses the issue of surplus places at Greengates School and St Mark's RC Primary creating a viable 1.5 form of entry school
- The Joint Catholic and Anglican Primary will offer a real choice for parents by offering both Catholic and community places
- The location of the new school on the existing Greengates School site is central to the school communities of both Greengates School and St Mark's RC Primary.
- The proposal addresses the issue of poor standards at Greengates School.
- It is the Council's policy to provide mainstream settings for the inclusion of pupils with SEN which is in line with current government thinking and is set out in our long term aim for the promotion of inclusion within our vision for Future Schooling in Knowsley. This is set out in section 4 of this document. There are examples of SEN integration working well elsewhere in the country, with good outcomes for the children. The integrated provision will transform the educational offer to all the children in the proposed schools. It remains our intention to develop designated special provision within the new Joint Catholic and Anglican Primary therefore.
- In order to ensure the sustainability and viability of the Joint Catholic and Anglican Primary it is necessary cap admissions at Plantation Primary School. This will also address the issue of surplus places at Plantation School.

Whilst not implicated in this round of proposals for school reorganisation, the local authority will continue to monitor pupil populations and performance at the following schools:

- Halewood Holy Family RC primary
- Halewood CE
- St Andrew's RC Primary

6.2.2 Prescott and Whiston

Prescot and Whiston are served by 8 primary schools providing for 1,973 pupils of which 3 serve the Catholic sector (592 pupils), 1 the C of E sector (120 pupils) and 4 the Community sector (1,261 pupils).

There are currently 2,343 places in the primary school sector with

current numbers on roll of 1,973 this leaves 370 places surplus, or 15.8%.

The following proposals will remove 105 surplus places from the area, resulting in a starting surplus of 11% in 2010 / 11.

St Mary's and St Paul's CE Primary

Falling pupil numbers at St Mary's and St Paul's CE Primary have been identified as an issue in the Statements of Intent and Implementation and the *Future Schooling in Knowsley 2006 - 2008* report. It has been the Council's view that this school serves a discrete local community and the co-location of facilities including a Children's Centre on the site would present an opportunity to increase pupil numbers.

The school has a current surplus of 33% with just 120 pupils on roll in 2007 / 2008 academic year. However, this figure is projected to increase by 2010 / 2011 reducing the school's surplus to 26%. Whilst this remains above the 25% threshold for intervention, this is in the context of high standards at the school – recently graded as 'outstanding' by OfSTED. In 2007 78% and 83% of pupils achieved level 4 in English and Maths respectively in key stage 2.

Proposal

Pupil numbers at St Mary's and St Paul's CE Primary are continued to be monitored in order to assess the impact of improved standards at the school on pupils populations. If pupil populations do not improve by 2010 the ongoing future of the school is to be reviewed.

Rationale

- Despite a continuing low intake, pupil populations are expected to increase slightly over the coming years.
- The school maintains very high standards which presents an opportunity to increase pupil populations
- Whilst the school serves a discrete geographical area, however, other parents / carers within the area do select other schools, any future review therefore will consider other options if numbers do not improve.
- School may also benefit from the proposed changes at Whiston Willis Community Primary below.

Whiston Willis Community Primary

The school has been largely unaffected by previous proposals for school reorganisation set out in the Statements of Intent and Implementation and the *Future the Schooling in Knowsley 2006 – 2008*. However, the Authority has always maintained it will continue to monitor numbers at the school.

Whiston Willis has a net capacity of 420 pupil places. However, it

currently has 286 pupils on roll for the 2007 / 2008 academic year. The school currently has a surplus of 31.9%. Pupil population projections suggest that this figure is to remain stable for the foreseeable future reflecting a healthy 1.5 form entry school.

Proposal

Surplus space within the existing building is to be decommissioned to 315 places, 1.5 40 (IAL) form entry school by 2010/11.

Rationale

- A reduction to 1.5 form of entry and decommissioning of surplus will reduce surplus places in the area by 105 and will reduce surplus at the school to 11%.

St Leo's Southmead Catholic School for the Community

St Leo's Southmead Catholic School for the Community was established following the closure of Southmead Community School and the designation of pupils to St Le's Catholic School. This followed a successful federation of the two schools under the single leadership of the Head Teacher and consultation with stakeholders.

The schools foundation stage was located in the Southmead Children's Centre developed on the former site of the Southmead site as a hub for children, family and community services.

St Leo's Southmead has a net capacity of 240 pupils following expansion to accommodate the increase in pupils from Southmead School. There are 198 pupils on roll in 2007 / 2008 academic year. The school has a current surplus of 17.5%. Pupil intakes for the next 3 years are projected at 1 from of entry (30 pupils approximately).

The condition of the school has been identified as the worst condition school in the borough with in excess of £0.5million remedial work required to bring the school up to standard before any investment in 21st century provision. Similarly the school is ranked high in our list for deprivation.

Proposal

Pupil populations are to be reviewed to assess the impact of the foundation unit upon the future pupil intake in reception year in order to assess the current suitability of the school's space requirements.

The school is a priority for investment.

Rationale

- Following the hard federation of the original two schools intakes have remained healthy. These may increase owing to the impact

- of the foundation unit which is reporting high intakes.
- The poor condition of the school building and the high levels of deprivation in the areas the pupils are resident in make this school a priority for investment.

Whilst compulsory aged places are not implicated in this round of proposals for school reorganisation, the local authority will continue to monitor pupil populations and performance at the following schools:

- Halsnead Community Primary
- Prescott CE Primary
- St Lukes RC Primary
- Our Lady's RC Primary

6.2.3 **North Huyton**

North Huyton is served by 12 primary schools (assuming St Dominic's is treated as a through school) providing for 2,446 pupils of which 6 serve the Catholic sector (1,275 pupils), and 6 the Community sector (1,171 pupils).

There are currently 3,564 places in the primary school sector with current numbers on roll of 2,446 this leaves 1,118 places surplus, or 31.4%.

The following proposals will remove 1,083 surplus places from the area, resulting in a starting surplus of 10% in 2010/11. This figure includes the proposal for Mosscroft Community Primary School which is detailed in section 6.2.4 below however additional places would be available in the proposed South Huyton Centre for Learning site.

Brookside Community Primary and Nine Tree Community Primary

In 2004, the Council proposed in the *Statement of Implementation* that Brookside and Nine Tree Primary Schools should amalgamate on the Brookside site at the earliest suitable time. The Council committed to working to identifying resources to build a new community primary school in Stockbridge Village as set out in the *Statement of Intent* (2003).

The prohibitive cost of amalgamating the two schools on the Brookside site prevented this proposal from being implemented. As such in 2006, the Council retained its position that amalgamation of the two schools was necessary owing to falling pupil populations, however it set out proposals to amalgamate the new school on site of existing St Brigid's school subject to the satisfactory amalgamation of St Albert's RC Primary and St Brigid's RC Primary on the site of the former. Following feedback from stakeholders this proposal was amended in December 2006 and it was recommended that the new community primary school

be established on the site of St Albert's RC primary.

In April 2007, following the decision to postpone the amalgamation of St Albert's and St Brigid's RC Primary schools (as detailed below it was recognised that there was still a requirement to press ahead with recommendations for community primary provision, therefore there was a need to reconsider alternative sites for the amalgamated Brookside and Nine Tree schools. The council committed to primary provision in the Stockbridge Village area. The two schools are to continue to begin the process of hard federation whilst suitable site options are explored.

In February 2008, following a site options approach the council brought forward a proposal that a new primary school is built on the Whitens site adjacent to Heatwaves.

Both Brookside and Nine Tree Community Primary Schools have long been identified for reorganisation owing to falling pupil populations. Currently, Nine Tree primary school has a surplus of 44%, with only 101 compulsory school aged pupils. Brookside's 155 pupils are being accommodated in a school with 315 places, resulting in a surplus of 51%.

However, by 2010 / 11 predicated pupil projections suggested that numbers on roll at Nine Tree school will decline further to only 68 pupils. At Brookside School it is anticipated that numbers will continue to decline to 138 pupils. The combined pupil population of the two schools in 2010 / 11 is expected to be in the region of 206 pupils, which indicates there is demand for only a 1 form of entry school.

Proposal

A new 1 form of entry school to be established in Stockbridge Village on the Whitens site adjacent to Heatwaves as a result of the amalgamation of Brookside and Nine Tree Community Primary schools. The new school will also include a Children's Centre.

Brookside Community Primary and Nine Tree Community Primary schools will close upon the establishment of the new school.

This school is a priority for investment.

Rationale

- Neither school is currently viable owing to high levels of surplus places. The proposal would remove 285 surplus places from the area.
- The combined pupil population indicates the need for only a 1 form entry school. A 1.5 form entry school would create a surplus of 34% on opening.
- The two schools serve largely the same area. The proposal to establish the school on the Withens site is central to both schools and will create an opportunity to develop the site as a

- hub for community, children and family services.
- The schools serve an area of high deprivation and the condition of both buildings demonstrates that they are priorities for investment.

St Albert's RC Primary and St Brigid's Community Primary

The Council has consistently set out its preferred option for St Albert's RC Primary and St Brigid's RC Primary schools. The Statements of Intent and Implementation (2003 and 2004) and the *Future Schooling in Knowsley 2006 - 2008* report set out recommendations for the amalgamation of the two schools. The latter report recommended that amalgamation take place on the St Albert's site however following consultation feedback from stakeholders this was revised in December 2006 to an amalgamation on the St Brigid's site.

In April 2007, following formal consultation with stakeholders the following decision was undertaken. The Archdiocese remains committed in principle to this proposal however due to the lack of available funding it is not possible to progress with this recommendation at this point in time. As such it was proposed, with the support of the Archdiocese, that St Brigid's and St Albert's Schools will hard federate with immediate effect, however amalgamation will take place when funding becomes available. At this stage therefore no statutory notices were brought forward.

Currently there are 173 pupils on roll at St Albert's RC Primary for 2007 / 2008 academic year with a surplus of 29.4%. This is expected to rise to 52.7% by 2010 / 2011 academic year when pupil populations are predicted to fall to just 116 pupils on roll.

Pupil populations at St Brigid's RC Primary are healthy with a surplus of just 7.6% in 2007/ 2008 academic year however this is expected to increase slightly to 10.5% in 2010 / 2011.

The current pupils populations must be considered in the context of proposals for the development of new schools in the surrounding area including the development of a new Joint Catholic and Anglican Primary School on the site of the North Huyton Joint Catholic and Anglican Centre for Learning, which will replace the existing St Dominic's RC Infants and Juniors and proposals to establish a new school in Stockbridge Village to replace Brookside and Nine Tree Schools. These new developments may attract pupils from St Brigid's and St Albert's RC Primaries and may further impact upon decline in pupil populations in these schools. Consequently the following is proposed.

Proposal

The two schools to hard federate by March 2009 with a single Head Teacher and Governing Body. Pupil numbers will continue to be monitored in order to assess the impact on the new Joint Catholic and Anglican Primary School in North Huyton and the new primary in

Stockbridge Village in 2010 / 2011. The future of the two schools will be reviewed at that time and appropriate proposals put forward.

Rationale

- St Albert's RC Primary is not currently viable with intakes of below 20 and a surplus of 29.4% which is only set to increase.
- Funding is not available to progress with the amalgamation of the two schools and for the necessary extensions to St Brigid's RC Primary to take place to accommodate the increase in pupils.
- Pupil population projections suggest that there is demand for only a 1.5 form of entry Catholic provision in the area. However, this may change given the impact of other proposals in the area and it is sensible to consider this before further options are explored.

St Columba's RC Primary

The *Statement of Intent* predicted that surplus places at St Columba's RC Primary would rise from 11% in 2003 to 33% in 2007. It recommended that the school is retained as a 1 form entry schools.

The school has a net capacity for 360 pupils, however it currently has 228 pupils on roll in the 2007 / 2008 academic year with a surplus of 36.7% - exceeding predictions in 2003. Pupil populations are expected to remain stable over the next 3 years at 1 form of entry with intakes predicted to be on average 27 pupils approximately from 2008. In 2010 / 11 the pupil population is anticipated to be 196 pupils on roll.

The school continues to perform well in standards with 79% and 77% of pupils achieving level 4 in English and Maths respectively at key stage 2.

Proposal

Surplus space within the existing building is to be decommissioned to a 210 place school and admissions limit of 30 by 2010/11.

Rationale

- With a current surplus of 36.7%, an admission limit of 30 and decommissioning of surplus space to a net capacity of 210 pupils will secure the viability of the school and reduce surplus places by 150 places within the area.

St Aidan's RC Primary

St Aidan's RC Primary has been largely unaffected at this stage by school reorganisation. Numbers on roll have continued to be monitored and whilst there has been a reported surplus at the school, this has been in large part due to a combination of excess space and falling pupil numbers.

St Aidan's RC Primary currently has 163 pupils on roll in 2007 / 2008 academic year this is compared with a net capacity of 243 pupil places. As such the school has a surplus of 32.9%. This is projected to rise to 35.4% by 2010 / 2011 when pupil populations are expected to fall to 157 pupils. It is also proposed that the school is the designated receiving school for pupils from St Agnes RC Primary which is identified for closure. Given the surplus, the school currently has capacity to accommodate these additional pupils.

Proposal

The school is to be designated a receiving school for those pupils from St Agnes' RC Primary which is identified for closure.

Surplus space within the existing building is to be decommissioned to 210 places and admissions limit of 30 after 2011/12 in order to facilitate the management of a anticipated large year 6 cohort across the receiving schools resulting from the closure of St Agnes RC primary in 2009.

Pupil numbers will continue to be monitored.

Rationale

- With a current capacity of 243 places, decommissioning of 33 places to 210 will reduce surplus from 32.9% to 22%.
- Reducing the school to 210 pupils after 2011/12 will still make available places to accommodate pupils from St Agnes RC Primary.
- By designating the school as the receiving school for St Agnes' RC Primary School which is identified for closure it is likely that pupil populations will increase further and surplus will be reduced as a result.
- Numbers however will continue to be monitored to assess the impact of the closure of St Agnes' RC Primary on pupil populations. Should pupil populations not increase and surplus remains high the future of the school will be reviewed.

Roby Park Community Primary and Park View Community Primary

The *Statement of Intent* recommended the reduction of admissions at Park View Community Primary from 2.5 forms of entry to 1.5 forms of entry and Roby Park from 1.5 forms of entry to 1 form entry in 2004.

The *Future Schooling in Knowsley 2006 - 2008* document reported that the Governors at Park View had reduced their admissions to 60 (2 forms of entry) and were advised to reduce admissions further as 1.5 forms of entry could threaten the viability of neighbouring schools and alternative community provision within the area is adequate to meet anticipated demand.

The *Future Schooling in Knowsley 2006 - 2008* document also reported that in line with previous recommendations, Governors at Roby Park had reduced admissions to 30 for September 2006.

Currently there are 273 pupils on roll at Park View in the 2007 / 2008 academic year the school has a surplus of 42.6%. The school has a net capacity to accommodate 476 pupil places. Projections suggest that this is likely to remain stable with surplus averaging at 43% over the next 3 years. With a net capacity of 476 pupil places, this continues to point to the fact that there is only demand for 1 – 1.5 form entry for community places.

Similarly, pupil populations at Roby Park for 2007 / 2008 indicate that the school is operating healthy at a 1 form entry school with 202 pupils on roll which is projected to remain stable for the next 3 years. However, the school has a surplus of 42.1% in 2007 / 2008. With a net capacity of 349 pupil places, this continues to reflect the need for only 1 form entry for community places.

Over the last 3 years, Roby Park CVA has shown a net downward trend and now stands at 99.0 (making it red). Results in key stage 2 English and Maths have previously been securely above the 65% threshold however in 2007 only 49% of pupils achieved the expected level in Maths, which is significantly below the threshold. This may improve in 2008, however does not detract from the downward trend in the school's CVA score.

Recent improvements at Park View have seen standards improve considerably; however this is from a very poor baseline of below National floor targets in Key Stage Two in 2005 and 2006.

In the condition surveys undertaken to Easter 2008, Park View school is identified as a school in poor condition with condition score of 3.5, requiring £116,181 to bring the school up to a minimum standard before investing in 21st century provision. Although costs required at Roby Park are below the authority average, the condition score is high at 3.5 indicating urgent investment is required despite earlier capital works.

Proposal

Roby Park Community Primary and Park View Community Primary are to be amalgamated as a new 2 form entry new build primary school on a site to be determined.

Roby Park Community Primary and Park View Community Primary are to work together to develop a hard federation prior to the opening of the new school. The existing schools will close upon the establishment of the new school.

The scheme is a priority for investment.

Rationale

- Both schools exhibit significant levels of surplus places owing to falling pupil numbers. The proposal will remove 405 surplus places from the area.
- This reflects that there is only demand for a single 2 form of entry community primary in the local area
- The two schools service the same communities
- This proposal will address the standards issues at Roby Park Community Primary School as reflected by their low CVA score.
- Both schools require significant capital investment to bring up to a basic minimum standard. This proposal will address significant issues with the condition of the existing schools
- The schools serve an area of high deprivation
- This presents an opportunity to create a state of the art 21st century primary learning environment in the local community

Whilst not implicated in this round of proposals for school reorganisation, the local authority will continue to monitor pupil populations and performance at the following schools:

- Longview Community Primary
- St Joseph's RC Primary School
- Huyton with Roby CE School

6.2.4 **South Huyton**

South Huyton is served by 9 primary schools (St Margaret Mary's Infants and Juniors schools are treated as 1 through school for planning purposes) providing for 2,723 pupils of which 5 serve the Catholic sector including a combined St Margaret Mary's Infants and Juniors (1,374 pupils), 1 the Church of England sector (581 pupils) and 3 the Community sector (768 pupils).

There are currently 3,446 places in the primary school sector, with current numbers on roll of 2,723 this leaves 723 places surplus, or 21%.

The following proposals will remove 419 surplus places from the area, resulting in a starting surplus of 10%.

Note: Mosscroft Community School which is based on North Huyton has been included in this section as it is implicated in a proposal for South Huyton.

St Agnes RC Primary School

The Statements of Intent set out a series of options for St Agnes RC Primary School owing to rising surplus places. The *Statement of Implementation* in response to consultation with stakeholders selected option 2 – to retain St Agnes as a 1 form of entry school however with

the caveat that numbers will continue to be monitored.

In 2006, the Council published a proposal to close St Agnes' RC Primary School in its *Future Schooling in Knowsley 2006 – 2008* document in response to a rapid decline in pupil populations. Nearby St Anne's RC Primary School was designated as the receiving school. In early 2007, a process of formal consultation was undertaken with stakeholders regarding this proposal. During this consultation it became apparent that due to a lack of funds on behalf of the Archdiocese it would not be possible to proceed with the proposal at that time as funding was not available to make the necessary extensions to St Anne's RC Primary to accommodate the increase in pupils. It was therefore recommended in April 2007 with the support of the Archdiocese, that St Agnes and St Anne's begin the process of federation with immediate effect with a view to hard federation from Sept 2008. However, they will remain on two sites until Sept 2009 when this will be reviewed. In the interim St Agnes is to decommission surplus capacity within its existing building. It is also recommended that the school look to explore possible co-location and /or shared facilities arrangements with nearby Sylvester School.

Pupil numbers at St Agnes have continued to decline. Currently there are only 115 pupils on roll in 2007 / 2008 academic year with a surplus of 45.2%. Surplus is predicted to rise to 53.8% by 2010 / 2011 with pupil numbers falling to just 97 pupils. At this size the school is not operating as a viable 1 form entry school consequently the following is proposed.

Proposal

St Agnes's RC Primary School is to close effective of 31st August 2009 and pupils are to be designated to the following receiving schools in the local area:

- St Anne's RC Primary School
- St Aidan's RC Primary School
- St Joseph's RC Primary School

Rationale

- With a current surplus of 45% and intakes averaging 14 pupils in the last 3 years, the school's short term viability is already compromised at the detriment to a high quality education for its pupils. The proposal will remove 210 surplus places from the area.
- Despite previous recommendations for joint working with St Anne's RC Primary, the continued decline in numbers is not expected to change.
- There are sufficient places in neighbouring schools to meet demand and maintain parental choice and diversity.

Mosscroft Community Primary School and Sylvester Community Primary School

The *Statement of Implementation* set out a proposal for Sylvester Community Primary School to be rebuilt as a new 1 form entry school and was identified as a priority for investment. In 2006, the *Future Schooling in Knowsley 2006 - 2008* report this proposal was rescinded as a result of the development of a strategy for investment in the advent of the roll out of the national Primary Capital Programme and national drivers which may impact upon local decisions surrounding future primary capital investment including surplus place, condition, performance as factors in identifying schools; investment in schools were the long term viability of the new school could be demonstrated; and investment as a catalyst for change and the creation of 21st century learning environments.

Currently there are 253 pupils on roll at Sylvester Community Primary School in the 2007 / 2008 academic year compared with a net capacity for 456 pupil places. As such the school has a surplus of 44.5% which is predicted to rise to 50.2% in 2010 / 2011 when pupil populations are expected to fall to 227 pupils.

Sylvester Community Primary School has been identified in the past as a priority for investment, and the condition of the building is as such that it continues to demand capital works up to the value of £298,457 to bring the building up to a basic minimum standard prior to any additional investment to create a 21st century learning environment.

The *Statement of Implementation* recommended that Mosscroft School pursue a form of federation with St Gabriel's CE Primary School. In 2006 there had been no significant progress towards the proposal in respect of federation and the Authority reconciled to monitor numbers at the school and assist in building upon progress made towards collaboration with neighbouring schools.

Pupil populations at Mosscroft Community Primary School have continued to decline with an intake of just 14 pupils in 2007 / 2008 academic year. Currently the school has 148 pupils on roll and has a surplus of 29.5%. This is expected to increase to 35.2% by 2010 / 2011 academic year.

Proposal

Mosscroft Community Primary School and Sylvester Community Primary are to be amalgamated as a new build 2 form entry primary school to be established on the site of the South Huyton Community Centre for Learning as a campus model.

Mosscroft and Sylvester Community Primary Schools will close upon the establishment of the new school.

Current Children's Centre provision to be maintained on the Mosscroft

site, taking advantage of the opportunities offered for extended services with the current PCT partnership.

This school is a priority for investment.

Rationale

- With falling intakes at Mosscroft Community Primary School (14 pupils in September 2007) and high surplus places the school cannot be maintained in the long term
- The combined pupil numbers of both schools would support a viable 2 form of entry as such the proposal offers the opportunity to create a sustainable local primary school and would remove 36 surplus places from the area.
- The poor condition of Sylvester Community Primary school demands capital investment, however the proposal presents an opportunity to provide a 21st century learning environment to pupils from an area of significant deprivation as part of a campus model.
- The two schools serve areas with significant geographical overlap in respect of its school communities. The Centre for Learning site is equidistance between the existing two schools and is central to both school communities.

St Aloysius RC Primary School

St Aloysius RC Primary has been largely unaffected at this stage by school reorganisation. The *Statement of Implementation (2004)* recommended that intake should be reduced from 2 forms of entry to 1 form of entry (30 pupils). The school reduced admissions to 30 for September 2007.

St Aloysius' RC Primary currently has 248 pupils on roll in 2007 / 2008 academic year this is compared with a net capacity of 383 pupil places. As such the school has a surplus of 35.2%. Intakes however continue to be healthy and would suggest that the school can be maintained as a 1 form entry school. The impact of the reduced admissions limit from 60 to 30 pupils will mean that the pupil population will be reduced to 209 pupils by 2012 /13.

Proposal

Surplus space at St Aloysius' RC Primary is to be decommissioned to a 210 place school after 2012/13. .

Rationale

- With a current capacity of 383 places decommissioning surplus space to 210 places will remove 173 surplus places from the school reducing surplus significantly and retaining viability.

Whilst not implicated in this round of proposals for school

reorganisation, the local authority will continue to monitor pupil populations and performance at the following schools:

- Blacklow Brow Community Primary School
- St Margaret Mary's Infant School
- St Margaret Mary's Junior School
- Malvern Community Primary

6.2.5 Knowsley Village

Knowsley Village is served by 2 primary schools providing for 299 pupils of which 1 serves the Catholic sector (163 pupils), and 1 the Community sector (136 pupils).

There are currently 417 places in the primary school sector with current numbers on roll of 299 this leaves 118 places surplus, or 28.3%.

Knowsley Village Community Primary and St John Fisher RC Primary

The two schools have long been identified for high surplus places and in 2006 the *Future Schooling in Knowsley 2006 - 2008* report recommended that given that numbers were expected to fall to 1 form of entry between the two schools, the schools should look to develop joining arrangements that is support by all parties.

The two schools continue to operate with surplus capacity, with Knowsley Village operating with a surplus of 35.2% and St John Fisher with a surplus of 21.3%, however this has dropped in the last 2 years and predictions indicate that pupil populations of the two schools might increase slightly.

However this is in the context of poor performance at Knowsley Village Community Primary, which in December 2007 following an OfSTED inspection the school was issued with a notice to improve. The school now has one year to demonstrate improvement or will be at risk of closure in the future.

Proposal

Both schools are to be retained as 1 form of entry schools in the short term. However we will continue to monitor pupil populations and the performance of both schools to assess if the upward trend in increased pupil projections is maintained and if performance at Knowsley Village is improved.

Rationale

- Despite continuing high surplus, recent increases in intake

suggest schools may remain viable as two 1FE schools serving the same area

6.2.6 **Kirkby**

Kirkby is served by 14 primary schools providing for 3,328 pupils of which 5 serve the Catholic sector (1,325 pupils), 1 serves the Church of England sector (238 pupils) and 8 in the Community sector (1,765 pupils).

There are currently 4,163 places in the primary school sector in Kirkby, with current numbers on roll of 3,328 this leaves 835 places surplus, or 20.1%.

The following proposals will remove 623 surplus places from the area resulting in a starting surplus of 3.4%. This is in addition to 75 surplus places to be removed from current schemes to establish a new 2 form entry school on the site of the Kirkby Catholic Centre for Learning as a result of the amalgamation of Overdale and Simonswood Schools, and the rebuild of Holy Angel's School as a 2 form entry school.

Cherryfield Community Primary and Park Brow Community Primary

The *Statement of Implementation* proposed two options for Cherryfield School in light of falling pupil numbers: option 1 retain the school as a 1 form entry on its current site; or option 2 the amalgamation of the school with nearby Park Brow Community. Owing to a lack of progress in adopting option 1 and continued falling pupil numbers at both Cherryfield and Park Brow Schools it was recommended in 2006, in the *Future Schooling in Knowsley 2006 – 2008* report that the two schools should amalgamate on the Cherryfield Site. However, following extensive feedback from stakeholders it was recommended in December 2006 that the two schools are to hard federate with immediate effect on condition of formal amalgamation and establishment of a 2 form entry school on a site to be identified once investment becomes available.

Both Cherryfield and Park Brow Community Primary Schools have continued to exhibit falling pupil rolls. In 2007 / 2008 academic year, there were 213 and 223 pupils on roll respectively at each school. This is compared with a net capacity of 391 places for Cherryfield and 420 places for Park Brow. As such both schools are exhibiting a surplus of 45.5% and 46.9%. At such high levels of surplus these figures are unacceptable and there continues to be demand for only one 2 form of entry school in the area.

However, this is in the context of significant poor performance at Cherryfield School, which in October 2006 following an OfSTED inspection was placed in 'special measures'. Subsequent monitoring visits have considered progress to be 'satisfactory', whilst the school has worked hard to improve standards continue to be an issue,

especially in Maths. Contextual Value Added for the school is at 99.3, the same as in 2005 which means the school is identified as 'amber' for this gateway. On this basis therefore the proposal to amalgamate the two schools has been revisited and consequently the following proposed.

Proposal

Cherryfield Community Primary School is to close effective from 31st August 2009 and pupils designated to Park Brow Community Primary.

Park Brow Community Primary School is identified as a priority for investment.

Rationale

- The combined pupil populations of the two schools (projected to be 425 pupils in 2008 / 2009 academic year) point to a viable 2 form of entry school.
- The proposal will remove 391 surplus places from the area.
- The proposal will address the issue of poor standards at Cherryfield Community Primary School.
- The proposal will address the poor condition of Park Brow Community Primary which serves a deprived area.
- The communities served by the schools display significant overlap.

St Joseph's the Worker RC Primary

In the *Statement of Implementation* it was recommended that St Joseph's the Worker RC Primary should reduce its intake to 1 form of entry by September 2006, by this time, the school had complied with this recommendation and the Council reserved the right to continue to monitor numbers at the school.

St Joseph's the Worker RC Primary currently has 188 pupils on roll in 2007 / 2008 academic year this is compared with a net capacity of 262 pupil places. As such the school has a surplus of 28.2%. This is projected to rise to 30.5% by 2010 / 2011. Intakes however continue to be healthy with an average of 27 pupils per year for the next 3 years projected and would suggest that the school can be maintained as a 1 form entry school.

Proposal

Surplus space at St Josephs' the Worker RC Primary is to be decommissioned to a 210 place school by 2010/11.

Rationale

- The school is currently operating with 28% surplus, decommissioning space to 210 place remove 52 places from the

area and reduce surplus in the school to 13% by 2010/11.

St Marie's RC Primary

In the *Statement of Implementation* it was recommended that St Marie's RC Primary should reduce its intake to 1 form of entry by September 2006, by this time, the school had reduced admissions to 40 for 2006 academic year. The Council reserved the right to continue to monitor numbers at the school in the *Future Schooling in Knowsley 2006 - 2008* report.

St Marie's RC Primary currently has 181 pupils on roll in 2007 / 2008 academic year this is compared with a net capacity of 270 pupil places. As such the school has a surplus of 33%. This is projected to rise to 35.2% by 2010 / 2011. Intakes however continue to be healthy with an average of 24 pupils per year for the next 3 years projected and would suggest that the school can be maintained as a 1 form entry school.

Proposal

Surplus space at St Marie's RC Primary School is to be decommissioned to 210 place school by 2010/11 and admissions capped at 30.

Rationale

- The school is currently operating with 33% surplus, decommissioning space to 210 places and setting admissions at 30 will remove 60 places from the area and reduce surplus to 16.6% by 2010.

Westvale Community Primary

In the *Statement of Implementation* it was recommended that Westvale Community Primary School be rebuilt as a new build 1 form entry school on its current site. In 2006, the *Future Schooling in Knowsley 2006 - 2008* report this proposal was rescinded as a result of the development of a strategy for investment in the advent of the roll out of the national Primary Capital Programme and national drivers which may impact upon local decisions surrounding future primary capital investment including surplus place, condition, performance as factors in identifying schools; investment in schools where the long term viability of the new school could be demonstrated; and investment as a catalyst for change and the creation of 21st century learning environments.

Westvale Community Primary currently has 250 pupils on roll in 2007 / 2008 academic year this is compared with a net capacity of 330 pupil places. As such the school has a surplus of 22.1%. This is projected to rise to 22.7% by 2010 / 2011. Intakes however continue to be healthy and would suggest that the school can be maintained as a 1 form entry school.

The school is identified as a high priority for condition, with £148,036 required to invest in the school in order to bring the school up to a basic minimum standard before any investments in 21st century education provision. The school also serves an area of high deprivation.

Proposal

Admissions at Westvale Community Primary School are to be reduced to 30 effective from 2010.

Surplus space at Westvale Community Primary School is to under a phased decommissioning in line with pupil populations at the school in order to bring line with a 210 place school by 2014.

The school is identified as a priority for investment.

Rationale

- The school is a healthy 1 form of entry school, decommissioning surplus space will remove 120 places from the area.
- The condition of the school in the context of high deprivation demands that the school is a priority for investment under the requirements of the Primary Capital Programme.

Kirkby CE Primary School

The school has been unaffected at this stage by previous proposals for school re-organisation. However, the Council has always maintained the right to monitor numbers at the school.

Kirkby CE Primary has a net capacity of 210 pupil places, however it continues to attract pupils in excess of this, with 238 pupils currently on roll in the 2007 / 2008 academic year. The school has an admissions limit of 35 pupils. This is contrary to the Council's position on class sizes not exceeding 30 pupils maximum.

Proposal

Admissions at Kirkby CE Primary School are to be reduced from 35 to 30 with effect from September 2009.

Rationale

- A reduction in admissions to 30 places will aid the school in meeting DCSF class size directives for pupils to be in classes no greater than 30. The Knowsley average primary class size is currently 25 pupils.

Whilst compulsory aged places are not implicated in this round of proposals for school reorganisation, the local authority will continue to monitor pupil populations and performance at the following schools:

- Holy Angel's RC Primary School
- Eastcroft Community Primary School
- Millbrook Community Primary School
- St Peter's and St Paul's RC Primary School
- Ravenscroft Community Primary School
- St Laurence's RC Primary School

6.3 Priorities for Investment

In accordance with DCSF guidance for the Primary Capital Programme, the proposals and current works have been ranked on the basis of a combined measure including the scale of works required, overall condition of the building, and the proportion of pupils resident in areas with the highest levels of deprivation.

Benchmark figures for the measurement of deprivation affecting children have been considered by the DCSF in relation to target setting and Local Authority Agreement National Indicators as the proportion of children/pupils resident in areas within the 30% and 20% most deprived areas in the country. As 70% of Knowsley school pupils are resident in areas in the 30% most deprived in the country, an additional DCSF provided measure has been utilised – the proportion of pupils resident in areas with high levels of families in receipt of Family Tax Credits (See Appendix D).

	Priority Rank	Priority	Anticipated Year of Opening
Existing Schemes. (Funding secured or in the process of being secured).	1	2 Form Entry Northwood Primary including designated special provision and a children's centre	April 2010
	2	1.5 Form Entry Joint Faith Primary including designated special provision in Halewood	April 2010
	3	2 Form Entry North Huyton Joint Catholic and Anglican	September 2010
	4	A new 200 place special school dedicated to those with severe and profound complex needs	September 2011
Prioritised Schemes under the Primary Capital Programme	5	1.5 Form Entry Stockbridge Village Primary	September 2011
	6	2 form entry primary on the site of the South Huyton Learning Centre	TBC
	7	2 form entry primary on a site to be identified arising from the closure of Park View and / or Roby Park	TBC
	8	Park Brow Community Primary	TBC
	9	Westvale Community Primary	TBC
	10	St Leo's and Southmead Catholic School for the	TBC

7 Special Schools

Future Schooling in Knowsley 2006 - 2008 set out a series of recommendations for the reorganisation of special school provision which reflected our approach to inclusion. Working in conjunction with the special sector, the authority has continued to develop its vision for a flexible continuum of provision for the provision of special educational needs. The following provides an update of progress in implementing our proposals for special reorganisation

7.1 Northern Primary Support Centre

In 2006, the authority proposed that Northern Primary School Centre is to incorporate its services in the amalgamated Simonswood and Overdale Primary Schools as part the mainstream North Kirkby Learning campus which will see the establishment of a new 2 form entry primary offering designated special provision and a children's centre. The scheme is progressing and the authority has recently undertaken statutory consultation as part of the formal school reorganisation process in order to establish the new school and close the existing schools. Under the requirements of the Education and Inspections Act (2006) and the Competition Regulations (2007) as a new school this scheme is subject to a competition inviting proposals from alternative providers to operate the school. The authority will be publishing statutory notice inviting alternative providers to submit the proposals over the coming months. It is the authority's intention that it will submit a proposal as part of the competition process. Parallel to this the authority is working with all 3 existing schools to develop designs for the new school. It is anticipated that the new school will open on 1 April 2010 and the existing schools will close on 31 March 2010 including Northern Primary Support Centre.

7.2 Southern Primary Support Centre

In 2006, the authority proposed that Southern Primary Support Centre is to incorporate its services into Greengates School which was to be rebuilt and also offer designated special provision. Since that time the authority has been progressing the scheme with representatives from both Greengates and Southern Primary Support Centre. Following a recent formal statutory consultation inviting views from stakeholders on this proposal which would result in the closure of the Support Centre and a prescribed alternation to Greengates School to allow special provision and the analysis of the ongoing position of Greengates in respect of the gateway process set out in this document, as detailed in section 6, the authority has been required to rethink its position with regard to the future of viability of Greengates School in respect of continued falling pupil numbers and poor standards. As such the authority no longer thinks that it is viable to continue to proceed with a rebuild of Greengates School. This is in the wider local context of falling pupil places at St Mark's RC Primary. Notwithstanding this, however, the authority remains committed to developing integrated special provision within a mainstream setting as part of its inclusion approach.

As such a revised proposal has been put forward in this document. It is proposal that a new build 1.5 form of entry (IAL 50) Joint Catholic and Anglican Primary School with designated special provision to be established on the site of the existing Greengates School by 2010/11. The new school will also incorporate the services and pupils of Southern Primary Support Centre.

St Mark's RC Primary, Greengates Primary and Southern Primary Support Centre will therefore close upon the establishment of the new school.

7.3 Central Primary Support Centre and Alt Bridge Secondary Support Centre

The schools will continued to offer specialist provision for those pupils with complex needs and will remain on their current site. The local authority will continue to explore investment opportunities for the school. Once funding becomes available the future of the provision will be reviewed. Until such a time the schools are to continue to work together to support the development of the flexible continuum of provision.

7.4 Highfield School

The school will continue to offer specialist support for secondary age pupils with significant emotional, social and behavioural difficulties. It will also further develop integrated service provision. The authority will continue to explore investment opportunities for the school.

7.5 Newstead Pupil Referral Unit

Whilst Newstead Pupil Referral Unit is not designated as a special school it provides support for pupils excluded from school at year 9 and key stage 4. The unit will continue to provide for such pupils. The authority will continue to explore investment opportunities for the Unit.

7.6 Springfield and The Elms Special School

In 2006, the authority proposed that the two schools are to develop closer working relationships through federative arrangements with a view to future amalgamation in order to develop integrated provision for those children and young people with complex physical and learning needs. The authority has secured £16m PFI credits to develop a new dedicated 200 place facility for profound and severe complex needs which will be located on the site of the Kirkby Community Learning Centre as part of a campus model. The authority has been working with representatives of both schools to develop the new model for the integrated special school including a state of the art learning environment, a new curriculum, ICT provision and extended and integrated services provision. The Governing Bodies of the two schools have agreed to hard federate in advance of the new build opening which is anticipated in 2010 / 2011 subject to a detailed programme for design and construction to be established.

8 Secondary Schools

Since 2006, the secondary phase of education transformation in Knowsley has been dominated by our Building Schools for the Future programme as we move ahead with our ambitious plans to create 7 new centres for learning to replace our existing 10 secondary school. This includes proposals to establish three campus models with primary and SEN provision co-located on 3 of our centre for learning sites. This is a model that we will continue to explore as we progress with our reorganisation and transformation of the primary estate. We have now appointed our private sector partner – Transform Schools – and construction has begun on our new centres for learning which are expected to open as follows:

- North Huyton Joint Catholic and Anglican Centre for Learning January 2009
- Halewood Community Centre for Learning September 2009 pending confirmation
- Prescott and Whiston Centre for Learning September 2009
- Kirkby Centre for Learning September 2009
- South Huyton Community Centre for Learning September 2009
- Prescott and Whiston Centre for Learning January 2010
- Kirkby RC Centre for Learning January 2010

Appendix A

Primary Capital Investment 1997 – 2007

Number of new (replacement) primary schools built in the last 10 years	1
Number of new primary schools to be completed in the next 2-3 years	4
Number of refurbishments in the last 10 years	21
Number of new / refurbished Sports Facilities	36 <ul style="list-style-type: none"> • 5 Spaces for Sports and Arts • 16 Big Lottery PE & Sports • 15 Sporting Playgrounds
Number of new or refurbished Kitchen / Dining Areas (including dual assembly hall / dining areas) created in the last 10 years	28
Number of Temporary Classrooms removed	5
Accessibility: Number of Schools requiring £30,000 or more investment to address accessibility issues*	17
Accessibility: Number of schools requiring between £10,000 - £29,999 investment to address accessibility issues*	19

NB: Figures do not include investments in primary-aged special school, except the number of new primary schools to be completed which will see the services of 2 existing special schools incorporated into newly created / replacement primary schools.

**Cost of accessibility works to be incorporated into ongoing building maintenance and refurbishment works*

Appendix B

Future Schooling in Knowsley: Stakeholder Consultation 2007 - 2008

Title	Description	Type of event	Stakeholders attended	Date
Leadership & Management	Consultation on the development of leadership models	Interactive Seminar	<ul style="list-style-type: none"> • Primary, Secondary and Special School leadership Teams • Governing Bodies • Temporary Governing Bodies • Diocese • Archdiocese • Union Representation • Human Resources 	29 th March 2007
Leadership & Management	Consultation on the development of leadership models	One to One discussion with head teachers	Head teachers	23 rd -26 th April 2007
Leadership & Management	Consultation on the development of leadership models	Focus Group	Head teachers	17 th May 2007
Leadership & workforce	Consultation and strategic direction	Staffing Commission	<ul style="list-style-type: none"> • Learning Centre Leaders • Union representatives 	Every first Monday of each month.

			<ul style="list-style-type: none"> • Chair of each temporary governing body. • Human Resources • Diocese • Archdiocese 	
Leadership & Management	Consultation on the development of leadership models	Temporary Governing Body meetings	<ul style="list-style-type: none"> • All Temporary Governing Bodies 	Regular agenda item.
System Governance IU Field Trial	Consultation on issues facing governors of Primary & SEN schools	Questionnaire Survey	<ul style="list-style-type: none"> • Questionnaire distributed to Governors and Head teachers of all Primary & SEN schools in Knowsley 	Nov-06
System Governance IU Field Trial	Consultation on proposals for Centre for Learning Governance	2 x Central Area Focus groups	<ul style="list-style-type: none"> • Children & Young People • Head teachers • Chairs of Governors • Parent & community governors • Community members (via Neighbourhood Networks) • Voluntary sector (via Knowsley Community & Voluntary Service) 	18 th September 2007

		<p>2 x Southern Area Focus groups</p> <p>2 x Northern Area Focus groups</p> <p>3 x Borough-wide focus groups</p>	<ul style="list-style-type: none"> • Parent mentors • Trade Unions • Diocesan authorities 	<p>19th September 2007</p> <p>20th September 2007</p> <p>27th September 2007</p>
System Governance IU Field Trial	Consultation on proposals for Centre for Learning Governance	Web-based consultation. Participants reviewed notes from focus group discussions and submitted comments.	Participants registered and submitted comments anonymously.	10 th October – 16 th November 2007
System Governance IU Field Trial	Consultation on building 21 st Century Governance	Interactive workshop – group exercises to identify current priorities for governance, roles it could take on and the changes needed to make governance fit for 21 st century learning centres.	Temporary Governing Bodies of Centres for Learning.	13 th December 2007
Primary Curriculum Conference	Consultation on variety of best practice / innovative curriculum models that came from the blueprinting research	Conference / workshops	<ul style="list-style-type: none"> • Head teachers – special and primary • DCS Officers • Curriculum Organisations • Architects 	12 th October 2007

Primary Mini Design Festival	Consultation regarding Greengates new school	Workshops	<ul style="list-style-type: none"> • Representation from SASC and Greengates including staff, pupils, parents and Governors 	28 th April 2008
Primary Blueprinting design	Identification of best practice features within new build primaries	Best practice visits	<ul style="list-style-type: none"> • Design group which included Head teachers, LA Officers, 2020 architects 	Throughout 2006/7
SEN 1	Consultation on what stakeholders would like to see in the new provision	Design Festivals (for staff and parents) Pupils project week (for pupils)	<ul style="list-style-type: none"> • Staff • Parents • Pupil 	29 th June 2007 (parents) 27 th Sept 07 & 2 nd Oct 07 (staff) March 2008 (pupils)
SEN 1	Consultation on proposed curriculum model	Twilight session/workshop	<ul style="list-style-type: none"> • Teaching Staff 	25 th Feb 2008
SEN 1	Identification of best practice features within new build special schools	Best practice visits	<ul style="list-style-type: none"> • Head teachers, School Senior Management Team, LA Officers, 	Throughout 2007/2008
Secondary Curriculum	Development of curriculum	Development meeting	Learning Centre Leaders	19 th February 2008
Secondary Curriculum	Development of curriculum	Development meeting	Learning Centre Leaders	26 th February 2008

<p>Secondary Curriculum</p>	<p>Curriculum Innovation and Planning Working Group – reporting to Updates and reports to Secondary Heads and Secondary Partnership meetings</p> <p>Termly reports to governing bodies</p>	<p>Working group meeting</p>	<ul style="list-style-type: none"> • David Lang • David Roscoe • Nina Harvey • Chris Wilkinson • Liz MacGarvey • Curriculum Managers • Knowsley Community College • Joiners • Secondary Head teachers • SSAT representatives 	<p>Half termly meetings beginning 3 October 2006. Last meeting held Tuesday 15 April 2008</p>
<p>Secondary Curriculum</p>	<p>Consultation on developing curriculum principles, asking participants “What are you going to do within the context of new Learning Centres to bring about a difference?”</p>	<p>Interactive Seminar</p>	<ul style="list-style-type: none"> • Secondary and Special School leadership Teams • Curriculum Working Group • RM • Specialist Schools and Academies Trust • Lead Development Head Teachers 	<ul style="list-style-type: none"> • 27th and 28th April 2007.

			<ul style="list-style-type: none"> • Secondary Partnership • Local Authority Reps ECP 	
Secondary Curriculum	Curriculum Design Day – Group working on Curriculum models and Personalised Learning Environments	Interactive Seminar	<ul style="list-style-type: none"> • Secondary and Special School leadership Teams • Curriculum Working Group 	12 th June 2007
Secondary Curriculum	Curriculum Update published – research and Key principles for Knowsley Curriculum included for comments	Publication	<p>Copies dispatched to schools</p> <p>Head teachers</p> <p>School Staff</p> <p>Parents/carers</p>	18 February 2008 – Feedback date for comments 29 th February 2008
Secondary Curriculum	Leaders of Learning Centre – Curriculum Modelling day – to endorse the Pedagogical Framework	Interactive seminar	<p>ECPs</p> <p>Leaders of Learning Centres</p> <p>Transformation Programme Manager</p> <p>Learning & Teaching Consultants</p>	19 th February 2008

Secondary Curriculum	<p>Staffing Commission Meeting: Presentation of Pedagogical Framework and Curriculum models with resulting staffing requirements</p> <p>To agreement on Framework and generic model. Guidance for TGBs</p>	Meeting	<ul style="list-style-type: none"> • Staffing Commission • ECP • Learning & Teaching Consultants 	03-Mar-08
Secondary Curriculum	<p>Temporary Governing Body Meetings: Presentation of Pedagogical Framework and Curriculum models</p> <p>Agreement on Framework and generic model.</p>	Meeting	<ul style="list-style-type: none"> • Temporary Governors 	<p>4th March 08</p> <p>6th March 08</p>

Appendix C

Individual School RAG Ratings by Planning Area

Kirkby Area

Sector	School Name	Places RAG	CVA RAG	Standards RAG	Condition RAG
RC	St Marie's	Red	Red	Yellow	Green
RC	St Joseph the Worker	Red	Red	Green	Green
RC	Holy Angels'	Green	Yellow	Green	Yellow
RC	St Laurence's	Green	Green	Green	Yellow
RC	Sts P & P	Green	Green	Green	Green
CY	Simonswood	Yellow	Green	Green	Red
CY	Westvale	Green	Red	Yellow	Red
CY	Cherryfield	Yellow	Yellow	Yellow	Green
CY	Eastcroft	Yellow	Green	Green	Yellow
CY	Overdale	Yellow	Green	Green	Yellow
CY	Park Brow	Yellow	Green	Green	Green
CY	Ravenscroft	Yellow	Green	Green	Green
CY	Millbrook	Green	Red	Green	Yellow
CE	Kirkby CE	Green	Red	Green	Green

Knowsley Village

Sector	School Name	Places RAG	CVA RAG	Standards RAG	Condition RAG
RC	St John Fisher	Yellow	Red	Green	Green
CY	Knowsley Village	Red	Yellow	Green	Yellow

North Huyton

Sector	School Name	Places RAG	CVA RAG	Standards RAG	Condition RAG
RC	St Albert's	Red	Red	Green	Yellow
RC	St Brigid's	Yellow	Red	Red	Green
RC	St Aidan's	Red	Green	Green	Green
RC	St Joseph's	Yellow	Green	Green	Yellow
RC	St Dominic's Combined	Green	Green	Green	Yellow
RC	St Columba's	Yellow	Green	Green	Green
CY	Nine Tree	Red	Red	Red	Red
CY	Mosscroft	Red	Green	Green	Red
CY	Park View	Yellow	Yellow	Green	Red
CY	Roby Park	Red	Red	Yellow	Yellow
CY	Brookside	Red	Yellow	Yellow	Yellow
CY	Longview	Green	Green	Green	Green

South Huyton

Sector	School Name	Places RAG	CVA RAG	Standards RAG	Condition RAG
RC	St Agnes	Red	Red	Yellow	Green
RC	St MM Combined	Green	Yellow	Green	Red
RC	St Aloysius	Yellow	Green	Green	Green
RC	St Anne's	Yellow	Yellow	Green	Yellow
CY	The Sylvester	Yellow	Green	Green	Red
CY	Malvern	Yellow	Yellow	Green	Green
CY	Blacklow Brow	Yellow	Green	Green	Yellow
CE	Huyton-with-Roby	Green	Yellow	Green	Yellow
CE	St Gabriel's	Yellow	Green	Green	Green

Prescot and Whiston

Sector	School Name	Places RAG	CVA RAG	Standards RAG	Condition RAG
RC	St Leo's + Southmead	Yellow	Green	Green	Yellow
RC	St Luke's	Yellow	Red	Green	Yellow
RC	Our Lady's	Yellow	Green	Green	Green
CY	Evelyn	Green	Yellow	Green	Green
CY	Halsnead	Green	Green	Green	Yellow
CY	Prescot	Green	Green	Green	Yellow
CY	Whiston Willis	Yellow	Green	Green	Green
CE	St M's & St P's	Red	Green	Green	Yellow

Cronton

Sector	School Name	Places RAG	CVA RAG	Standards RAG	Condition RAG
RC	Cronton HF	Yellow	Yellow	Green	Red
CE	Cronton CE	Yellow	Red	Green	Green

Halewood

Sector	School Name	Places RAG	CVA RAG	Standards RAG	Condition RAG
RC	St Mark's	Red	Yellow	Green	Yellow
RC	St Andrew	Yellow	Red	Green	Yellow
RC	Halewood HF	Green	Yellow	Green	Yellow
CY	Greengates	Red	Yellow	Red	Green
CY	Plantation	Green	Green	Green	Yellow
CE	Halewood CE	Green	Green	Green	Yellow

Appendix D

Individual School Ranking by Deprivation and Condition

Schools have been grouped on the basis of the school's Tax Credit score and Condition in order to prioritise need.

- **Tax Credit Score**

This measure is being introduced by DCSF to distribute funding for deprivation in some funding school funding allocations. The score equates to the percentage of pupils who live in LSOAs which are considered to be at least 80% deprived where deprivation is measured in terms of the overall probability of a child living in a family receiving each Tax Credit element. Schools have been banded on the basis of which quintile they fall into:

Top 20% (highest level of Tax Credits)	Band 1
	Band 2
	Band 3
↓	Band 4
Bottom 20% (lowest level of Tax Credits)	Band 5

- **Condition**

Schools have been banded on the basis of which quintile their total cost of the Priority 1 and Priority 2 works:

Top 20% (highest condition costs)	Band 1
	Band 2
	Band 3
↓	Band 4
Bottom 20% (lowest condition costs)	Band 5

- **Overall Score**

Having grouped the schools on the basis of condition cost and deprivation, a combined score has been determined by adding together the bands: Band 1 = 1 pt, Band 2 = 2pts, Band 3 = 3pts, Band 4 = 4pts, Band 5 = 5pts). The lower the overall score, the higher the priority to take action.

Existing Proposals

Area	Sector	School Name	Condition		Deprivation		Overall Score
			Condition Cost Rank (1 = highest need)	Condition Band	Tax Credit Rank (1 = Highest Proportion)	Deprivation Band	
Kir	CY	Overdale	3	1	1	1	2
Kir	CY	Simonswood	5	1	9	1	2
NH	RC	St Dominic's	16	2	40	4	6

		Combined					
Kir	RC	Holy Angels'	41	4	25	3	7
Hal	CY	Greengates	17	2	22	3	5

Latest Round of Proposals: Gateway Outcomes including Prime Receivers

Area	Sector	School Name	Condition		Deprivation		Overall Score
			Condition Cost Rank (1 = highest need)	Condition Band	Tax Credit Rank (1 = Highest Proportion)	Deprivation Band	
NH	CY	Nine Tree	12	1	2	1	2
NH	CY	Brookside	18	2	6	1	3
Kir	CY	Westvale	9	1	18	2	3
Kir	RC	St Marie's	13	2	3	1	3
NH	CY	Park View	11	2	7	1	3
Kir	CY	Park Brow	19	2	8	1	3
NH	RC	St Columba's	14	2	5	1	3
NH	CY	Mosscroft	10	1	24	3	4
PW	RC	St Leo's + Southmead	1	1	28	3	4
NH	RC	St Brigid's	24	3	15	2	5
SH	CY	The Sylvester	4	1	36	4	5
Kir	CE	Kirkby CE	20	2	29	3	5
SH	RC	St Aloysius	25	3	16	2	5
Kir	RC	St Joseph (Worker)	35	4	19	2	6
Kir	CY	Cherryfield	42	4	12	2	6
NH	RC	St Aidan's	40	4	20	2	6
SH	RC	St Agnes	26	3	35	4	7
NH	CY	Roby Park	50	5	21	2	7
KV	CY	Knowsley Village	31	3	41	4	7
NH	RC	St Albert's	45	5	17	2	7
PW	CE	St Mary's & St Paul's	48	5	14	2	7
SH	RC	St Anne's	15	2	51	5	7
Kir	RC	Sts Peter & Paul	38	4	23	3	7
PW	CY	Whiston Willis	33	4	31	3	7
KV	RC	St John Fisher	32	4	42	4	8
Hal	RC	St Mark's	49	5	30	3	8
Hal	RC	St Andrew	37	4	38	4	8
Hal	CY	Plantation	43	4	46	5	9
NH	RC	St Joseph's	44	5	34	4	9

Additional Need based on Condition and Deprivation

Area	Sector	School Name	Condition		Deprivation		Overall Score
			Condition Cost Rank (1 = highest need)	Condition Band	Tax Credit Rank (1 = Highest proportion)	Deprivation Band	
Kir	RC	St Laurence's	29	3	10	1	4
Kir	CY	Millbrook	21	2	26	3	5
SH	RC	St MM Combined	2	1	39	4	5
NH	CY	Longview	36	4	4	1	5
Hal	RC	Halewood HF	7	1	43	4	5
Kir	CY	Eastcroft	27	3	13	2	5
Cron	RC	Cronton HF	8	1	52	5	6
Hal	CE	Halewood CE	6	1	49	5	6
PW	RC	St Luke's	22	3	37	4	7
SH	CE	St Gabriel's	39	4	32	3	7
SH	CE	Huyton-with-Roby	28	3	33	4	7
Kir	CY	Ravenscroft	51	5	11	2	7
PW	CY	Halsnead	46	5	27	3	8
SH	CY	Blacklow Brow	30	3	50	5	8
Cron	CE	Cronton CE	23	3	53	5	8
PW	CY	Evelyn	34	4	47	5	9
SH	CY	Malvern	51	5	45	5	10
PW	CY	Prescot	47	5	44	5	10
PW	RC	Our Lady's	51	5	48	5	10

Glossary

Term	Definition
Area Partnerships	Grouping of public agencies and schools in three areas across the Borough that co-ordinates the support of children's services .
Building Schools for the Future/ Strategic Renewal Fund	Government funding programme to spend £5.5 bn per annum on building new schools.
Children's Centre	A one stop shop for the delivery of services to children and families.
City Learning Centres	Hi-tec learning centres based on school sites for dual use by the pupils and the wider community.
Comprehensive Performance Assessment	Assessment of the performance of Local Authorities by the Audit Commission.
Condition rating	Physical condition of a building.
GCSE	General Certificate of Secondary Education - Examinations to assess attainment of children at the age of 16.
Indicated Admissions Limit (IAL)	A suggested admission number based on the teaching space within the school.
Joint Catholic and Anglican	A school that accommodates both Catholic and Anglican forms of religious observation.
Key Stages 1, 2, 3 and 4	Stages of Education children progress through at the ages of 7,11,14 and 16.
Learning and Skills Council	The Government body that provides funding for education and training from age 16 onwards.
LIFT	Local Initiative Finance Trust, a private finance based initiative designed to rebuild local health centres and surgeries.
Neighbourhood Nursery	Model for integrated childcare and education evolved from the Educare model through the development of training and family support. Template for emerging Children's Centres.
Net Capacity Assessment	The measure of capacity of a school. For primary schools this is based on the number and size of spaces designated as class bases; for secondary it is based on the number,

	size and type of teaching spaces and the age range of the school.
New Deal for Communities North Huyton (NDC)	A £55m regeneration programme local to North Huyton covering the areas of Fincham, Finch House, Woolfall Heath, Hillside and Primalt.
New Opportunities Fund	A major source of Lottery money available to schools for sports, arts and developmental projects.
Number on roll	The total number of compulsory school aged pupils at the school (reception to year 6)
Ofsted	Government inspectors of schools, colleges and Local Education Authorities.
One Form of Entry	A year group of 30 children.
Primary Capital Programme	A 15 year, £7billion, Government Programme that aims to rebuild, revamp and remodel at least half of all primary and primary special schools.
Primary Care Trust	The public authority with responsibility for the organisation and delivery of local health care.
Private Finance Initiative	A Government sponsored method of investing private money in the building and maintenance of facilities delivering services, such as education and health, to the public.
Primary Strategy for Change	A strategic approach to capital investment for primary schools.
Reception Intake	Number of children entering a school at infant reception class.
School Improvement Measure	A Government indicator, a sum of individual pupil results at Key Stages 2 and 3, of individual school progress.
School Organisation Statutory Process	Legal process undertaken to make changes to school provision including closure, amalgamation and establishment of a new school.
Service level agreements	Contracts by which one public body (such as a school) provides services to another.
Single Regeneration Budget	A Government programme of regeneration funding targeted at deprived areas.
Specialist Schools	Secondary Schools that specialise in areas such as arts, sports and

	languages.
Stakeholders	A collective term for those who are perceived to have a 'stake' in a certain issue.
Suitability rating	Suitability of a school building for the purpose it is put to – access for pupils, delivery of the curriculum etc.
Surplus Capacity	The difference between the numbers of children a school could accommodate and the actual numbers of children currently in attendance.
Unitary Development Plan	Statutory document published by each local authority setting out the local planning context for wider development.
14-19	A catch all title for describing new approaches to make the ages 14-19 a coherent phase of education.

Related Documents

Please visit the Knowsley Council website at;
http://www.knowsley.gov.uk/education/future_schooling/documents.html for the following documents;

Teaching and Learning in Knowsley: A Pedagogical Framework, April 2008
Secondary BSF Curriculum Report (February 2008)
Secondary BSF Leadership and Management Report: Structural Models of Leadership and Management (June 2007)
Systems Governance in Knowsley (March 2008)
Leadership Structural Model Toolkit (March 2008)
Primary Building Schools for the Future Leadership and Management Analytical Framework Report (June 2007)
Primary Building Schools for the Future Design Analytical Framework Report (June 2007)
Primary Building Schools for the Future Primary and SEN School Governance (Sept 2007)
Primary curriculum analytical framework final report (September 2007)
Future schooling in Knowsley executive summary - consultation 2008
Future schooling in Knowsley executive summary 2006
Future schooling in Knowsley full report 2006
Glossary of terms
Secondary strategic business case
Strategic business case appendices
Secondary design festival report
BSF - Transforming education in Knowsley
Primary curriculum executive summary (Sept 2007)



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