Future Schooling in Knowsley

Wave 1 Strategic Business Case for the Building Schools for the Future programme

January 2005
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Executive Summary

0.01 Knowsley is one of the five metropolitan districts of Merseyside and is a Wave 1 authority for the Building Schools for the Future programme.

0.02 Knowsley has a strong corporate supporting role to promote the improvement of standards across all of our schools. The importance of this support is reflected in its quality and the fact that our 2002 Comprehensive Performance Assessment highlighted Knowsley MBC as being a ‘good’ authority. The leadership qualities of Knowsley LEA were assessed as part of the 2003 Ofsted inspection of the LEA. The 2003 inspection has awarded Knowsley a grading of 2 for the overall LEA functions, with a grading of 1 for capacity to improve. This places Knowsley Council in a strong position to deliver this programme effectively and innovatively.

0.03 Examination results have improved significantly in recent years. Our primary schools do as well as many across England and we have, for successive years, improved our GCSE pass rates (five or more GCSE passes at grades A*-C) at well in excess of the national average and are well positioned to continue to do so. The number of pupils accessing free school meals is reducing. Our work in recent years has paved the way for us to place significant levels of capital investment into secondary schools as part of this wider educational vision, borne out in our Joint Statement of Intent. Building Schools for the Future gives us an opportunity to accelerate this process.

0.04 Knowsley has established a transformational vision for education, which will be underpinned by two horizontal drivers and a number of cross-cutting policy themes. The horizontal drivers are:
- Knowsley’s Joint Statement of Intent
- A Learner Entitlement

0.05 Our transformational vision will be delivered through a number of cross-cutting themes which are specific to Knowsley but that also reflect many of the key and innovative facets of contemporary government policy. Knowsley’s cross-cutting themes are:
- Information Communication Technologies (ICT)
- Special Educational Needs (SEN) and Inclusion
- 14-19 and Enterprise
- Integrated Children’s Services, incorporating:
  a. Children’s Services
  b. Extended Schools and Community Links
  c. Behaviour and Attendance
  d. Co-Located Services
- Surplus Place Removal
- City Academies
- Workforce Remodelling
- Collaboration and Federation

0.06 Our clear vision will enable us, through the Building Schools for the Future programme, to:
- Transform secondary education across the borough, improving standards and promoting achievement for all;
- Deliver higher standards of education across Knowsley;
- Continue to drive system-wide reform;
- Build on the existing strengths of our schools through support to developing and furthering specialisms; promoting partnership, collaboration and federative approaches;
- Provide appropriate, viable, stable and sustainable learning environments that support teachers and learners;
- Create flexible and sustainable learning environments for the 21st century;
Knowsley Metropolitan Borough Council  
Building Schools for the Future  
Strategic Business Case

- Promote, develop and support all schools to offer extended and/or co-located provision, including health and social service provision, placing schools at the heart of the community and lifelong learning;
- Ensure an inclusive approach to education.

0.07 The Building Schools for the Future programme has allowed us to be truly transformational in our thinking. To deliver transformational change we must align our actions with our vision and, as such, key actions with the BSF programme in Knowsley will include:

- The creation of new learning centres across the borough, including the possible development of learning campuses in several areas;
- The continued investigation into the development of co-located facilities on learning centre sites;
- The development of flexible learning spaces to promote lifelong learning and inclusion;
- The utilisation of new design methodologies;
- The development of new approaches to managing 21st century learning centres;
- The further development of collaboration and federation across the borough;
- The construction of inclusive and accessible buildings;
- A reduction, to manageable levels, of surplus places in the secondary sector;
- Enhancement of the choice and diversity of school provision available to Knowsley residents;
- The innovative and effective implementation of information learning technologies;
- Support for schools in progressing transformational change;
- Support for the implementation of key government policies, including Integrated Children’s Services, 14-19 education and workforce remodelling;
- The continued progression of leadership and management development within schools.

0.08 The vision set out in the horizontal drivers and cross-cutting themes provides the framework through which we will deliver the propositions agreed by all stakeholders following ongoing consultation lasting almost three years firstly through the work of the Schools’ Commission but, latterly, for the development of the Joint Statement of Intent and Statement of Implementation. This consultation has involved all key stakeholders, including primary schools, secondary schools, special schools, the Liverpool Roman Catholic Archdiocese and the Anglican Diocese of Liverpool. There has also been a series of public meetings throughout the borough through groups such as area forums. This consultation has directly affected the vision that we propose for the delivery of BSF in Knowsley.

0.09 Our proposals have been subject to an options appraisal, which has examined the individual needs of each school in Knowsley and establish the options that need to be considered in order to deliver learning environments fit for 21st century teaching and learning. Further options appraisals will be undertaken as part of the development of later business cases.

0.10 As such, we propose to create eight new learning centres across the borough that will enable us to provide opportunities to all Knowsley residents in state of the art environments. These learning centres will be developed in one phase and will maintain current specialist provision and facilities, including City Learning Centres, as well as establishing flexible provision to support the delivery of the full range of curriculum opportunities including 14-19 provision.

0.11 Our eight new learning centres are yet to be named and we will consult with stakeholders to define formal titles, using statutory processes where applicable. However, we can describe our eight new learning centres as:
a. The Kirkby Campus, which will deliver education provision for eleven to sixteen year old pupils, through five forms of entry, with the potential to establish future integrated provision to deliver primary and special needs education for children between the ages of five and sixteen.

b. Kirkby Roman Catholic Learning Centre, which will provide education for young people between the ages of eleven and eighteen, with six forms of entry. It will be sited in the Southdene area of Kirkby. The learning centre will be based adjacent to the forthcoming Kirkby Leisure Centre and there will be physical and operational linkages between the new learning centre and the new leisure centre, which will provide co-located sports and leisure facilities on the site.

c. Kirkby Community Learning Centre, which will provide education for young people between the ages of eleven and sixteen, with four forms of entry. It will be sited in the Southdene area of Kirkby. The centre will provide future opportunities for the investigation of further services on the learning centre site, which may also include co-located services or the development of SEN provision, and will host the retained Kirkby City Learning Centre.

d. North Huyton Joint Christian Learning Centre, which will provide education for young people between the ages of eleven and sixteen. The provision at this learning centre will be delivered through six forms of entry, with three forms of entry for Catholic provision and three forms of entry for Church of England/community provision. The learning centre will be based on a new site at the heart of the North Huyton New Deal for Communities (NDC) area and be located close to a possible site for the development of a new primary learning centre, which will be developed if sufficient funds can be sourced in line with the proposals made within the Statement of Implementation.

e. South Huyton Community Learning Centre, which will provide education for young people between the ages of eleven and sixteen, with eight forms of entry. It will be sited in the south Huyton area close to Huyton town centre. The new learning centre that will provide high quality education for young people and will also carry potential for the development of additional facilities for the wider community. The central location proposed and the size of the site available will allow us to continue to investigate opportunities for the co-location of a range of services on the learning centre site and for the potential to consider other educational provision in the future, such as SEN provision. This learning centre site will also host the retained Huyton City Learning Centre.

f. Knowsley Central Community Learning Centre, which will provide education for young people between the ages of eleven and sixteen, with eight forms of entry. It will be sited in Prescot and will also serve the community of Whiston. The learning centre will build upon existing specialist provision in the area in both languages and information communication technologies.

g. Knowsley Roman Catholic Learning Centre, which will provide education for young people between the ages of eleven and sixteen, with seven forms of entry. It will be sited in Whiston and will provide places for young people wishing to access Catholic provision across the central area of the borough. The new learning centre will provide high quality facilities for use by the whole of the Prescot and Whiston community and will host the retained Whiston City Learning Centre.

h. Halewood Community Learning Centre, which will provide education for young people between the ages of eleven and eighteen, with eight forms of entry and which will maintain existing specialist arts provision in Halewood.
0.12 Knowsley Council recognises that the BSF programme in Knowsley will have to be delivered in a way that ensures that the legacy of the programme is not merely new school buildings but that transformation and system-wide reform is realised, shared, and sustained. The work undertaken to date through the Schools’ Commission and the production of our Joint Statement of Intent and Statement of Implementation reflects that all stakeholders recognise the need for change and, moreover, endorse the progress that we must make in order to achieve this.
Section I – Background and Corporate Vision

Corporate Vision and the Corporate Plan

1.01 Knowsley Council’s vision is:

To be an excellent Council – improving people’s lives

The priorities for the Council to facilitate the delivery of this vision are:

• Putting people first
• Achievement and learning for all
• Safe, clean, vibrant neighbourhoods
• Better health and healthy living
• Better work and leisure opportunities for everyone
• Excellent, accessible services

These priorities are published in the Council’s Corporate Plan 2004 – 2007. The Achievement and Learning for All priority reflects the Council’s commitment to ensuring the provision of lifelong learning opportunities to the whole community, including children, young people, adults and employees, supported by the entire corporate structure.

1.02 The key challenges under this priority include:

• Improvement in the delivery of performance at Key Stage 2, 3 and 4, including attendance;
• Developing a sustainable strategy for the 14-19 Collegiate;
• Implementing system-wide reform;
• Continuing to transform the form and function of the LEA services to be fit for the 21st century;
• Providing improved, inclusive and integrated services for all children, young people and their families;
• The need to engage more adults in learning opportunities and to increase the number of qualifications gained through learning centres and community based courses.

1.03 All of these challenges are reflected in our vision for education, which is explained in Section III of this document.

Education and Lifelong Learning Business Plan

1.04 Underpinning the Corporate Plan are departmental business plans. The Education and Lifelong Learning Departmental Business Plan identifies a number of strategic objectives that underpin all our activities, namely:

Raising self-esteem, aspirations and achievement

1.05 This involves challenging and supporting Knowsley’s schools to assist them in raising standards across all Key Stages. One of the fundamental elements underpinning school improvement is tackling the problem of low self-esteem and aspirations that affects some of Knowsley’s young people and prevents them from achieving their full potential.

Developing inclusive approaches to learning

1.06 This objective focuses on issues such as improving attendance; increasing opportunities to integrate and include pupils with special educational needs in the mainstream sector; and reducing the number of permanent exclusions. In addition, it seeks to ensure that as much support as possible is provided for those pupils with additional needs.
**Developing a learning community**

1.07 The focus of this objective is to engage more learners through activities such as e-learning, maximising the use of our City Learning Centres, and the development of the 14-19 Collegiate. Linked with this is the development of education with character and citizenship activities. It is also about promoting the importance of lifelong learning and supporting more adults to become involved, as well as ensuring that children are supported before they start school through the provision of early years initiatives. To promote the development of a learning community, we are also committed to ensuring that professional development programmes are accessible to all school staff, and that there is a good supply of effective and appropriately qualified teachers including newly qualified teachers. Finally, it is about ensuring that good practice is shared between schools.

**Developing Capacity**

1.08 We are committed to affecting system-wide reform of the education system within Knowsley as we develop the key recommendations of the Statement of Implementation. To support this we recognise that there is a need to address capacity issues within the LEA and therefore, developing capacity has been identified as a cross-cutting theme underpinning all our activities and the achievement of our strategic objectives. This focuses on the continuing transformation of the form and function of LEA services to ensure that they are fit for the 21st century. This theme is about ensuring that appropriate structures, systems and processes are in place at school, LEA and system-wide levels, to facilitate organisational development and the sharing of best practice, through innovation and collaboration.

**Geography**

1.09 Knowsley is one of the five metropolitan districts of Merseyside and is located between Liverpool and Manchester. It covers an area of approximately 33 square miles (8,651 hectares) and has a population of approximately 151,000, living mainly in a number of suburban townships such as Huyton, Kirkby, Prescot, Whiston, Halewood, Stockbridge Village, Halewood and Cronton.

1.10 The borough is predominantly greenbelt, but also has a well industrialised, outer-city area – essentially a confederation of the suburban townships - which are linked to the major North West conurbations by first class road and rail networks.

1.11 Knowsley directly neighbours a number of other LEAs, namely Liverpool, Sefton, Lancashire, Halton and St Helens.

**Demographic Structure**

1.12 The 2002 mid year population estimates showed that there were 150,900 people living in the Knowsley district, accounting for approximately 10% of the Greater Merseyside population. Of the Knowsley population:

- 77.8% (117,400) are aged over 16 years
- 61.2% are of working age (92,400)
- 6.1% are aged between 16 and 19 years of age
- 16.6% of are over the age of retirement.

<table>
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<tr>
<th>Table 1: Population by Age: 2002</th>
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<tr>
<td></td>
</tr>
<tr>
<td>Male</td>
</tr>
<tr>
<td>Female</td>
</tr>
<tr>
<td>All Persons</td>
</tr>
<tr>
<td>% Population</td>
</tr>
</tbody>
</table>

Source: Population Estimates Unit, National Statistics
1.13 Population projections for Greater Merseyside suggest that in 2001/02, there were approximately 62,400 young people aged 16-18 years and by 2003/04 this was anticipated to have increased to 63,400. In 2001/02 there were approximately 116,200 young people aged 19-24 years and it is anticipated that this will have increased to 119,200 by 2004.

1.14 Knowsley has a low ethnic population at less than 1%, compared to a figure of 2.7% for Greater Merseyside. In Knowsley 98.4% of residents are white, compared with 97.3% across Greater Merseyside (2001 Census).

**Socio-Economic Data**

1.15 Based on the Indices of Deprivation 2004, Knowsley is the most deprived borough in England, based on overall deprivation scores. The borough is ranked 38 out of 354 for income deprivation (compared to a ranking of 36 in 2000) and ranked 30 out of 354 for employment deprivation (compared to a ranking of 28 in 2000).

1.16 Using the overall Extent of Deprivation Ranking¹, Knowsley is ranked the 8th most deprived local authority district in England. Using the overall Concentration of Deprivation Ranking², it is ranked 1st.

1.17 Further detail on socio-economic statistics is contained within Appendix 2.

**Basic Skills – Literacy and Numeracy**

1.18 In Greater Merseyside, 29% (259,000) of working age adults have poor numeracy levels. 27% (245,000) have poor literacy levels. In Knowsley, the percentages are higher than the Greater Merseyside averages for both these basic skill deficiencies.

<table>
<thead>
<tr>
<th>Ward Name</th>
<th>Population aged 16-60</th>
<th>Total with Poor Numeracy (%)</th>
<th>Total with Poor Literacy (%)</th>
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<tr>
<td>PRINCESS</td>
<td>3,971</td>
<td>49.4</td>
<td>42.5</td>
</tr>
<tr>
<td>LONGVIEW</td>
<td>3,989</td>
<td>48.8</td>
<td>42.0</td>
</tr>
<tr>
<td>KIRKBY CENTRAL</td>
<td>3,504</td>
<td>45.9</td>
<td>39.4</td>
</tr>
<tr>
<td>HALEWOOD SOUTH</td>
<td>5,540</td>
<td>44.9</td>
<td>38.6</td>
</tr>
<tr>
<td>CANTRIL FARM</td>
<td>3,182</td>
<td>44.5</td>
<td>38.6</td>
</tr>
<tr>
<td>CHERRYFIELD</td>
<td>3,382</td>
<td>41.8</td>
<td>36.3</td>
</tr>
<tr>
<td>ST GABRIELS</td>
<td>3,509</td>
<td>41.8</td>
<td>36.9</td>
</tr>
<tr>
<td>NORTHWOOD</td>
<td>3,324</td>
<td>41.1</td>
<td>35.8</td>
</tr>
<tr>
<td>HALEWOOD WEST</td>
<td>3,857</td>
<td>39.7</td>
<td>34.8</td>
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<td>PAGE MOSS</td>
<td>4,316</td>
<td>38.3</td>
<td>33.2</td>
</tr>
</tbody>
</table>

Total all Knowsley | 38,574 | 34.7 | 31.7 |

Source: Basic Skills Agency 2001

1.19 34.7% of the Knowsley population aged 16-60 have poor literacy, above the national figure of 24.0% while 31.7% have poor numeracy, compared to 24.0% nationally.

**Regeneration**

1.20 Knowsley’s strategic aims are documented in the Borough’s Economic Regeneration Strategy. The first aim of this strategy is developing people and communities; the second is business support; the third is infrastructure and environment.

¹ Extent of Deprivation Ranking - Proportion of a district’s population living in the wards which rank within the most deprived 10% of wards in the country

² Local Concentration of Deprivation Ranking - The proportion weighted average of the ranks of a district’s most deprived wards that contain exactly 10% of the district’s population
1.21 The vision of the Knowsley Partnership, for all economic regeneration work is: “To promote opportunity and social prosperity in Knowsley by fostering enterprise, sustainable economic and environmental development, and encourage lifelong learning by harnessing the full potential of all those who live and work in the borough through locally derived strategies”.

1.22 The economy in Knowsley has benefited from its well-established Economic Forum, the local economic partnership body in which the Council plays a central role. The Forum drives and co-ordinates local economic initiatives, which have helped to deliver a 35.4% increase in employment in the five years to 2002. The local economy, on a Gross Value Added measure, has grown by 1.8% between 1996 and 2001 – this is twice the north west regional average.

1.23 Regeneration has been supported during this time by approximately £74million of funds sourced from externally funded programmes, which has included activity through the Merseyside Objective 1 programme, three Single Regeneration Budget programmes, the North West Development Agency and the Learning and Skills Council. This work has levered in a further £471million of private sector investment relating to sites and business premises. This co-ordinated activity has helped to reduce unemployment in the borough from 19.3% in 1992 to 4.0% by December 2003.

1.24 The Education and Lifelong Learning Department has an established reputation of working effectively alongside regeneration organisations to develop projects promoting education as a catalyst of regeneration. The diversity of funding utilised in this respect is broad and continues to expand. In 2003/04 the following funding streams were strategically utilised in addition to the Individual School Budget (ISB) and LEA budgets:

- Standards Fund (including EiC; LIG & BIP, 14-19 Pathfinder)
- New Opportunities Fund (now the Big Lottery Fund)
- Sport England
- DfES Sporting Playgrounds
- Neighbourhood Renewal Fund
- Public Service Agreements
- Performance Improvement Fund
- Single Regeneration Budget
- Capital Programmes
- Lifelong Learning
- European Social Fund
- European Regional Development Fund
- New Deal for Communities
- Early Years (including Sure Start, Children’s Fund, etc)

1.25 The LEA has made significant progress in linking resource allocation with strategic priorities. This function has traditionally fallen to DfES at the national level. However, given the multiplicity of funding coming to the authority it is imperative that the LEA maintains an overall context. Our work over recent years on this activity was praised within the 2003 Ofsted inspection of the LEA and has great relevance to ensuring the strategic fit of BSF resources with other targeted investment to support system-wide reform in education.

1.26 This analysis of resources is important within the context of resource trends within education. Table 3 reflects the increasing trend for external resources, including a range of regeneration programmes to play a significant role in education and lifelong learning within this borough. The LEA, therefore, has considerable experience of delivering large strategic programmes at a local level.
Table 3 – Comparison of ISB/LEA budgets and regeneration funds: trends 1999 - 2004

<table>
<thead>
<tr>
<th></th>
<th>1999/00</th>
<th>2000/01</th>
<th>2001/02</th>
<th>2002/03</th>
<th>2003/4</th>
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<tbody>
<tr>
<td><strong>Total Education spend (£m)</strong></td>
<td>87.25</td>
<td>99.33</td>
<td>112.55</td>
<td>117.25</td>
<td>125.12</td>
</tr>
<tr>
<td>From ISB &amp; LEA budgets (£m)</td>
<td>78.60</td>
<td>79.95</td>
<td>83.71</td>
<td>84.84</td>
<td>92.11</td>
</tr>
<tr>
<td>ISB and LEA budgets as a % of total</td>
<td>90.09%</td>
<td>80.49%</td>
<td>74.37%</td>
<td>72.35%</td>
<td>73.61%</td>
</tr>
<tr>
<td>Other Sources (£m)</td>
<td>8.65</td>
<td>19.38</td>
<td>28.84</td>
<td>32.41</td>
<td>33.01</td>
</tr>
<tr>
<td>Other sources as a % of total</td>
<td>9.91%</td>
<td>19.51%</td>
<td>25.63%</td>
<td>27.65%</td>
<td>26.39%</td>
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</tbody>
</table>

The Knowsley Partnership

1.27 Knowsley’s Strategic Partnership brings together a wide cross section of representatives including Elected Members, Merseyside Police, Knowsley PCT, the local authority, Knowsley’s Schools Council, voluntary sector, local businesses and community representatives.

1.28 The work of the Knowsley Partnership is underpinned by the work of five Thematic Partnerships, involving a wide range of partner organisations, and six Community Area Forums which relate to the local areas of the borough. The Thematic Partnerships focus on the five key areas of Community Safety, Economy and Employment, Education and Training, Health and Healthy Living and Housing and Environment.

1.29 Knowsley’s Community Plan has been developed jointly by the Knowsley Partnership. The Community Plan reflects local and national priorities and provides:
- A long term vision for Knowsley
- Priorities for action
- Identification of performance measures to monitor progress

1.30 In addition, the partnership has also identified three strategic priorities: social responsibility; education, and; employment. The strategic priorities and thematic areas are supported through clear connectivity throughout the plan.

1.31 The partnership has highlighted a number of key issues and targets with regard to the Education strategic priority, all of which are reflected in our vision for education, which is set out in Section III of this document. These are:
- Increasing attendance in schools
- Increasing social responsibility and self-esteem
- Establishing family values
- Reducing the number of disaffected young people
- Providing positive role models

Sustainability

1.32 Knowsley Metropolitan Borough Council is committed to working through all of the services it provides to ensure that we pass on to future generations, a thriving community within a rich and healthy environment. The Council recognises the impact that its policies and strategies can have upon the environment and that these impacts are not limited solely to the geographical area of Knowsley, but can also have a much wider national and international implications.

1.33 The Council also recognises that the environment is a major factor in determining the quality of human life. It cannot be treated in isolation as it impacts upon, and in turn is affected by many other equally important social and economic issues.
1.34 The Council accepts its responsibility to minimise the detrimental impact of its own services and operations on the environment through a programme of continuous improvement. It recognises that it can be a force for positive improvement through direct action. The Council also recognises that it has an important role in encouraging and supporting others, as significant changes in lifestyle and behaviour within the community will be necessary to achieve our aim.

1.35 Whilst striving to achieve improvements to the quality of the local environment, the Council recognises that if these improvements are to be sustained in the longer term, we must achieve a balance between all of the social, economic and environmental factors involved. The Council is committed to this principle of Sustainable Development and understands that if this careful balance can be maintained, we are more likely to succeed.

1.36 We will seek to further our commitments to sustainable development through the creation of our new learning centres. Further information on environmental sustainability within the Knowsley BSF programme can be found in Appendix 11 of this Strategic Business Case.
Section II – Current Position

Introduction

2.01 This section details the current position within Knowsley and the drivers for change. Information is provided on demographics, attainment, physical infrastructure, facilities management and the transformational capacity within the LEA and schools. Information is drawn from published documents, including the School Organisation Plan, the Asset Management Plan Statement of Priorities and Knowsley’s Joint Statement of Intent.

Demographic change within the borough

2.02 Pupil numbers in Knowsley primary schools have fallen from 16,525 compulsory school aged pupils in 1998, to 14,300 in 2004; a fall of 13%.

- Northern Area Primary schools have fallen from 4,264 compulsory school aged pupils in 1998, to 2,016 in 2004; a fall of 53%
- Central Area Primary schools have fallen from 10,311 compulsory school aged pupils in 1998, to 8,881 in 2004; a fall of 14%
- Southern Area Primary schools have fallen from 1,950 compulsory school aged pupils in 1998, 1,727 in 2004; a fall of 11%.

2.03 The Knowsley secondary compulsory school aged population has risen by 4% between 1998 and 2004, with gains in the South (28%) and Centre (4%) offsetting a fall (4%) in the North.

2.04 Between 2001 and 2004 Secondary compulsory school populations are relatively stable at –1%; however smaller year groups in link primary schools are now due to filter into the secondary system. This business plan is based on projected school population figures at secondary school age, with data taken from PLASC returns. Further information on pupil numbers is provided in Appendix 3.

2.05 Corresponding catchments areas have shown marked changes in population between the two census dates: an overall loss of 1.1% of the borough’s population is unevenly distributed, falling 2.4% in the north and 4.0% in the centre whilst rising 16.5% in the south.

2.06 A corresponding fall in birth rates is similarly distributed around the borough, with births falling 21% between 1995 and 2000. Between 1995 and 2001, births in the north fell by 17%, in the centre by 19% and in the south by 14%.

2.07 It is clear that there is little or no prospect of the school pupil population increasing in the borough for the foreseeable future. The evidence from sources such as live births and the 2001 census, coupled with the conclusion in the Unitary Development Plan (UDP) is that population in the borough will continue to decline, albeit at a reduced rate. Within the overall population trends there is no evidence of a significant upturn in the birth rate. This is in line with long term national, regional and local trends. The School Organisation Plans of Liverpool, St Helens, Sefton and Knowsley, when combined, predict an overall decrease of at least 10,000 school age pupils in the next five to seven years.

2.08 In respect of housing developments, it is clear that the ongoing process of housing redevelopment in the borough is largely concerned with the quality of housing not the quantity, the overall balancing of private to social rented housing and the longer term stabilisation of the local population. There is no evidence to enable the authority to reach the conclusion that this approach will turn around the drop in pupil numbers that is already underway and will gather pace in the coming years.
Cross-border movement and impact on neighbouring boroughs

2.09 The borough’s pupil population consists of residents from all neighbouring boroughs. In addition there are a number of children that, while resident in Knowsley, also attend schools throughout the Greater Merseyside area. In summary:

- 84% of the borough’s school aged population attend Knowsley schools;
- 89% of the borough’s primary school aged population attend Knowsley schools;
- 78% of the borough’s secondary school aged population attend Knowsley schools.

2.10 Based on residency, the authority currently imports a total of 1,062 secondary pupils from neighbouring boroughs, whilst exporting a total of 2,517 to Halton, Liverpool, Sefton and St Helens secondary schools. The net loss of 1,455 is roughly equivalent to ten forms of entry each year. This matches the net loss of c.300 pupils per year between year 6 and year 7, which is unlikely to be redressed by our proposals under BSF and which we have taken into account when determining the size and location of our new learning centres.

2.11 Between six and seven Catholic forms of entry traditionally leave the borough due to parish links (in the South Huyton and Cronton areas) and geographical convenience where neighbouring borough Catholic schools are considerably closer than Knowsley alternatives (in Halewood). A further two forms of entry, distributed across the borough (Cronton, Halewood, Kirkby, Central East and West), leave for Church of England provision not available in Knowsley. The remaining losses of two to three forms of entry each year are not clustered geographically, and are split between the community and Catholic sectors.

Gender Mix

2.12 The gender split in Knowsley’s schools is presented in Table 4. The information suggests consistency in the gender split between 2001 and 2004 in all phases. However, there are proportionately more males than females in the borough attending special schools.

Table 4 – Gender split in Knowsley’s school population

<table>
<thead>
<tr>
<th>Gender</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>B</td>
<td>G</td>
<td>B</td>
<td>G</td>
</tr>
<tr>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Secondary</td>
<td>B</td>
<td>G</td>
<td>B</td>
<td>G</td>
</tr>
<tr>
<td>51</td>
<td>49</td>
<td>51</td>
<td>49</td>
<td>50</td>
</tr>
<tr>
<td>Special</td>
<td>B</td>
<td>G</td>
<td>B</td>
<td>G</td>
</tr>
<tr>
<td>68</td>
<td>32</td>
<td>69</td>
<td>31</td>
<td>69</td>
</tr>
<tr>
<td>All Phases</td>
<td>B</td>
<td>G</td>
<td>B</td>
<td>G</td>
</tr>
<tr>
<td>51</td>
<td>49</td>
<td>51</td>
<td>49</td>
<td>51</td>
</tr>
</tbody>
</table>

Current levels of attainment

2.13 Detailed information on the current levels of attainment in Knowsley in all Key Stages is provided in Appendix 4.

Groups at greatest risk of underachievement

2.14 Nationally over the past five years the boy/girl difference in the percentage of boys and girls achieving Level 2 or above at Key stage 1 has decreased from 8.5% to 8%. In Knowsley this difference has increased from 8.1% to 12%. There are no additional groups that can be identified as suffering from heightened levels of underachievement.

AMP data

2.15 Appendix 5 provides a cost summary of the current condition and suitability requirements for our existing secondary schools (as at March 2004), accompanied by specific school issues that contribute to restrictions in the effective delivery of curriculum provision. This reflects immediate need for schools and the eradication of these condition and suitability issues alone will not transform our existing buildings into 21st century learning environments. Our proposals through the BSF programme in
Knowsley Metropolitan Borough Council
Building Schools for the Future
Strategic Business Case

Knowsley will fully eradicate the maintenance backlog in the entire secondary school estate.

Hard and soft facilities management provision

2.16 At present Knowsley MBC’s Department of Environmental and Operational Services provides and manages the following services to all of our secondary schools through a service level agreement:

- School Meals
- Building Cleaning
- Grounds Maintenance
- Trade Waste
- Security
- Building Maintenance
- Portering and Caretaking
- Kitchen Equipment Maintenance

In addition, pest control services are also provided to six of our existing eleven secondary schools.

2.17 The Council has noted the existing facilities management provision by the Council’s Department of Environmental and Operational Services when determining the scope of the BSF contract. The service is well received by secondary schools and the possible replacement of incumbent providers for catering, cleaning, caretaking and grounds maintenance would not necessarily be the preferred future option. The Council has therefore concluded that it would be appropriate to seek solutions from the private sector, which would include the provision of soft facilities management services by the existing providers, in our outside of the contract, or by the private sector.

Post-16 provision

2.18 The planning and delivery of post-16 education is the responsibility of the Learning and Skills Council. Two of our existing eleven secondary schools currently provide sixth form education, with 331 pupils on role in January 2004. The two schools are All Saints Catholic High School (Kirkby) and Halewood Comprehensive. By far the largest provider of post-16 education in the borough is Knowsley Community College, with main sites in Huyton and Kirkby.

2.19 In addition, the LEA, Knowsley Community College, the Learning and Skills Council, the Connexions Service and local employers and training providers are working in partnership, through the Knowsley Collegiate, to offer wider access to vocational education and training for 14-16 year olds, to improve standards and encourage post 16 staying on rates in further education. As part of this, a new Vocational Skills Centre was opened in Kirkby in September 2003.

2.20 Every fourteen-plus student in Knowsley is in the Collegiate and the aim is to ensure that the learning needs of all our students are met by working together. Currently 25% of Year 10 and a third of Year 11 students are engaged in learning outside their own school – either at our newly built and opened 14-16 Vocational Skills Centre, or at one of our three City Learning Centres, at a specialist school, in conjunction with local employers such as Jaguar, or with one of a range of training providers.

2.21 All students have opportunities to study from a range of up to thirty additional courses not available in individual schools. This may include, for example, working toward a GCSE in law, an NVQ in hairdressing or an NVQ in construction. In Knowsley, the Collegiate is challenging the traditional notion of what a school is and, as such, 14-19 provision is a further cross-cutting theme for our strategy to deliver the BSF programme in Knowsley.
2.22 The Knowsley Strategic Area Review (StAR) group has, as part of its ongoing Area Wide Inspection of post-16 provision in Knowsley, also undertaken an analysis of the current post-16 provision and the take up of this provision. They have produced a number of key findings:

- A significantly higher proportion of year 11 Knowsley residents access provision from outside the borough (24%). This compares with 11% in St Helens and 12% in Halton;
- 54% of 16-18 year old Knowsley residents in further education or school sixth form provision travel outside the area to access learning. This compares with 15% in St Helens, and 24% in Halton;
- Knowsley is a net exporter of 1,364 16-18 year old learners each year;
- Outflows begin pre-16, with young people accessing their compulsory education from outside the borough. Additional young people choose to access their post-16 education from outside the borough;
- Initial analysis of the geography of outflows suggests that outflows are proportionally higher in the east (Prescot and Whiston) and west (Swanside/Roby) of Knowsley.

2.23 Knowsley is currently subject to a strategic area review of post-16 provision. This exercise has not been concluded at the point of the publication of this business case. However, the implementation of our final proposals under BSF in Knowsley, as detailed in our Final Business Case, will reflect the outcomes of the strategic area review.

2.24 14-19 activity represents one of the cross-cutting themes for the BSF programme in Knowsley and further information on this is provided in Section III of this document.

ICT provision
2.25 Appendix 10 provides the current position for ICT provision within Knowsley. It also sets out a clear analysis of future developmental requirements within the borough. Information communication technology represents one of the cross-cutting themes for the BSF programme in Knowsley and further information on this is provided in Section III of this document.

SEN provision
2.26 During 2002/2003 the LEA was responsible for the placing of 986 SEN statemented pupils, with 890 placed in Knowsley’s Special Schools, and a further 96 in suitable provision in other boroughs and private provision. In addition, 73 pupils maintained by other boroughs were receiving education in Knowsley schools. Table 5 identifies 606 special school places available in Knowsley Special Schools. The remaining 380 SEN statemented pupils were educated in mainstream school environments.

<table>
<thead>
<tr>
<th>School</th>
<th>Type</th>
<th>Location</th>
<th>Places</th>
<th>Numbers on Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Springfield</td>
<td>PD</td>
<td>Kirkby</td>
<td>85</td>
<td>87</td>
</tr>
<tr>
<td>Highfield</td>
<td>EBD</td>
<td>Halewood</td>
<td>56</td>
<td>40</td>
</tr>
<tr>
<td>The Elms</td>
<td>SLD</td>
<td>Huyton</td>
<td>115</td>
<td>110</td>
</tr>
<tr>
<td>Alt Bridge</td>
<td>MLD</td>
<td>Huyton</td>
<td>172</td>
<td>152</td>
</tr>
<tr>
<td>Northern Primary Support Centre</td>
<td>MLD</td>
<td>Huyton</td>
<td>62</td>
<td>45</td>
</tr>
<tr>
<td>Central Primary Support Centre</td>
<td>MLD</td>
<td>Kirkby</td>
<td>67</td>
<td>59</td>
</tr>
<tr>
<td>Southern Primary Support Centre</td>
<td>MLD</td>
<td>Halewood</td>
<td>49</td>
<td>35</td>
</tr>
<tr>
<td><strong>All Special Schools</strong></td>
<td>N/A</td>
<td>N/A</td>
<td>606</td>
<td>528</td>
</tr>
</tbody>
</table>

2.27 Further provision is provided for SEN support at Nurture Nurseries and the Westvale Language Unit. The Newstead Vocational Education Centre offers alternative provision.
for 80 excluded pupils with 73 places taken in the previous academic year. In addition, 27 pupils were educated at home.

2.28 Knowsley’s SEN provision has been subject to recent review. Following this, a Statement of Intent was prepared for consultation with stakeholders. It set out the following areas for development with regard to special educational needs provision:
- Support and Challenge;
- Partnership;
- Specialist provision;
- SEN Funding;
- Quality Assurance.

2.29 Subsequently, and as part of the wider inclusion strategy, an SEN Implementation Plan was published in December 2001 with nineteen key objectives. The plan was underpinned by an Inclusion Statement:

‘Promoting the presence, participation and achievement of all children, but with a particular emphasis placed on all vulnerable groups of learners.’

2.30 In recent times, the context around Special Schools has changed. Changes in Government policy direction, the development of Knowsley’s Inclusion Strategy and the emergence of Integrated Children’s Services have all contributed to this. Discussions among Special School Headteachers resulted in the drafting of a model for Special School reform reflecting the collective views of the Special School Headteacher Group. The agreed proposals are detailed in paragraph 4.3.6 of the Statement of Implementation, which is attached as Appendix 13. The proposals are made in the context of the BSF programme in Knowsley and the Council have subsequently made a number of recommendations through which the BSF programme can be delivered alongside and mutually supportive to wider proposals for Special Schools.

2.31 We will continue to work with the Special Schools in Knowsley to progress the future detail of Special School provision in Knowsley. The BSF programme provides an opportunity to ensure that SEN provision is included in wider transformational change and further detail as to the opportunities for SEN provision at each of our proposed learning centres within the BSF programme is provided in Section VI of this document.

2.32 Special educational needs and inclusion represent a cross-cutting theme for the BSF programme in Knowsley and further information on how BSF will support the delivery of our vision in this theme is detailed within Section III of this document.

**Pupil Referral Unit (PRU) provision**

2.33 In the SEN Implementation Plan it was stated that all special schools would need to change their role in order to meet the Inclusion Agenda. In 2003 one special EBD school was closed and an innovative PRU, Newstead, was opened in its place. The PRU caters for Key Stage 4 pupils and is an important partner in the 14-19 collegiate, drawing together two of our cross-cutting themes of inclusion and 14-19 activity. The seven remaining special schools have embraced the agenda for change and are key partners in transforming education in Knowsley. They lead on aspects of the Teaching and Learning Strategy and are major exponents of personalised learning.

**Leadership at LEA level**

2.34 The leadership qualities of Knowsley LEA were assessed as part of the 2003 Ofsted inspection of the LEA. The 2003 inspection has awarded Knowsley a grading of 2 for the overall LEA functions, with a grading of 1 for capacity to improve. In the report commentary, the HMI team for Knowsley stated that:

“Recent developments and the implementation of well thought through initiatives have resulted in Knowsley establishing itself as an LEA of some significance….It has improved over the past three years and shown how vision and leadership, together with excellent relationships with schools, can revive an education service.”

“Several
features of the support for school improvement reflect a coherent and, in many respects, pioneering view of the role of an LEA.”

2.35 In all, twenty six areas of strength were identified, including the quality of leadership. Other areas of strength identified included:

- Targeting resources to priorities;
- Partnership working including partnership with schools;
- Focusing support on areas of greatest need;
- Effectiveness of property services;
- Support for 14-19.

2.36 Knowsley has also displayed high levels of leadership in the attainment of Beacon Council status for transforming secondary education. The summary assessment feedback by the decision making panel stated that, as a council, we have:

- Good consultation with community groups
- Strong partnerships
- Rising results at Key Stage 4

2.37 This is underpinned by the comments on vision and strategy within the Council, on which the advisory panel commented:

“The very clear vision is based on sustaining ‘Achievement and Learning for All’….This is enacted by clear strategies which encourage boldness, innovation and change. There is a strong and effective mix of short term strategies to bring about immediate change for those currently in secondary education, and much longer term strategies to encourage and sustain transformation”

2.38 This effective leadership is reflected within the corporate context. Knowsley has a strong corporate supporting role to promote the improvement of standards across our schools. The importance of this support is reflected in its quality and the fact that our 2002 Comprehensive Performance Assessment highlighted Knowsley MBC as being a ‘good’ authority. The corporate support for the education agenda is very strong and is crucial in ensuring the ability to deliver the vision set out within this document. Particular strengths of the authority as a whole highlighted as part of our 2002 CPA assessment were focus, capacity, partnerships, consultation and a track record of achievement.

2.39 Strong leadership is also apparent in the development of our Joint Statement of Intent and, subsequently, our Statement of Implementation which drive our vision for education, as set out in Section III of this document. The consultative Schools’ Commission process has led to the development of Knowsley’s shared vision for education and it is our intention that this vision will be significantly realised by Building Schools for the Future.

2.40 Our vision for system-wide reform in education is a result of a three year ongoing consultation. The work undertaken to date ensures that:

- We have encouraged and received input and challenge from all sections of the Knowsley community. This not only reflects a high level of consultation, inclusivity and support but also a well considered plan for education in Knowsley;
- We have a clear goal and methodology to delivering education in a manner appropriate for the 21st century;
- We have started to plan for large scale capital investment and, as part of that, join up our strategies with complementary funding programmes to form innovative and ambitious delivery strategies;
- We accept the need for change and are committed to delivering it, and;
- We have met our commitments, promises and timescales throughout this significant piece of work.
This also means that we have prepared ourselves as an authority to reach a point of readiness at which BSF can now play a central role in the delivery of transformational change.

**Leadership at school level**

2.42 In spite of the challenging circumstances faced by secondary schools in Knowsley, none are categorised by Ofsted as having Serious Weaknesses, in need of Special Measures or underachieving. All secondary schools inspected by Ofsted over the past three years have received positive reports, with leadership judged to be highly satisfactory, good or very good. The Leadership Incentive Grant Plan has been formally approved by the DfES for its second year. The Ofsted inspection of the LEA in September 2003 stated that “Headteachers of individual schools see themselves as part of a wider team with responsibility for the education service across the Borough”.

**Capacity to implement the programme**

2.43 The capacity to deliver this programme successfully and promoting transformational change is fundamentally supported by a whole-Council approach to transforming secondary education. Further information to evidence existing achievements can be found in Appendix 6.
Section III – Vision

Introduction
3.01 This section identifies our transformational educational vision and how BSF will help to deliver it. The vision has been externally assessed as part of the development of our detailed proposals for the BSF programme in Knowsley and received an ‘A’ grading. A copy of the assessment matrix relating to this exercise is attached as Appendix 9 to our Outline Business Case.

3.02 Knowsley Council has developed a clear and detailed vision for the transformation of education and has already delivered some key achievements. Examination results have improved significantly in recent years. Our primary schools do as well as many across England and we have, for successive years, improved our GCSE pass rates (five or more GCSE passes at grades A*-C) at well in excess of the national average and are well positioned to continue to do so. The number of pupils accessing free school meals is reducing. Our work in recent years has paved the way for us to place significant levels of capital investment into secondary schools as part of this wider educational vision, borne out in our Joint Statement of Intent. Knowsley has had to start from a low baseline position for attainment but has made much progress. However, there is further work to be undertaken in continuing to raise attainment within secondary education and each of our cross-cutting themes for the BSF programme in Knowsley will support this. Building Schools for the Future gives the DfES an opportunity to accelerate this process with us.

3.03 In addition, we have embarked upon a unique process to develop, with all stakeholders, the vision of future schooling in Knowsley through both the work of the Schools’ Commission and our subsequent Joint Statement of Intent, published in partnership with the Liverpool Roman Catholic Archdiocese and the Diocese of Liverpool, and finally the Council’s Statement of Implementation. This Strategic Business Case therefore reflects a long, extensive and participative consultation process that addresses the views and aspirations for transformational change of a wide section of the population of Knowsley, including schools, pupils, governors, Elected Members, residents and stakeholders from other organisations.

3.04 We also possess the capacity to deliver our vision as a local authority and are ready to do so: our successes from the 2003 Ofsted inspection of the LEA, the ‘good’ rating from our Comprehensive Performance Assessment 2003 and the attainment of Beacon Status for Transforming Secondary Education provide evidence for this.

3.05 We have continued to develop our transformational vision for education in Knowsley since the submission of our outline proposal to the BSF programme in October 2003 and this has included the development of Integrated Children’s Services as a key vehicle for sustainable change that will support every young person in Knowsley to make the best of their opportunities in life. We have also taken a decision to develop eight brand new learning centres to replace our eleven existing schools.

3.06 The ability to utilise our status as a Wave 1 authority in the Building Schools for the Future programme allows us to deliver a key part of our vision. Our proposals for action through this programme are as innovative as the national programme aspires to be, will use capital investment strategically and, crucially, will deliver higher standards of education to meet the diverse needs and aspirations of learners in Knowsley for years to come.

3.07 Our vision reflects the key issues and targets of the Council, as described in our Corporate Plan and Departmental Business Plan, as well as through the targets of the Knowsley Partnership. Further detail on these plans can be found in Section I of this document. Current attainment data for each of our secondary schools can be found in Appendix 4.
The Building Schools for the Future programme in Knowsley

3.08 Our transformational vision will be underpinned by two horizontal drivers. These are:
- Knowsley’s Joint Statement of Intent
- A Learner Entitlement

3.09 Our transformational vision will be delivered through a number of cross-cutting themes which are specific to Knowsley but that also reflect many of the key and innovative facets of contemporary government policy. Knowsley’s cross-cutting themes are:
- Information Communication Technologies (ICT)
- SEN and Inclusion
- 14-19 and Enterprise
- Integrated Children’s Services, incorporating:
  a. Children’s Services
  b. Extended Schools and Community Links
  c. Behaviour and Attendance
  d. Co-Located Services
- Surplus Place Removal
- City Academies
- Workforce Remodelling
- Collaboration and Federation

Our cross-cutting themes reflect work undertaken to date to improve standards in all of our existing secondary schools and, with the support of BSF, provide a secure base for future improvement. These cross-cutting themes are interlinked and mutually supportive. Further information on each of these cross-cutting themes is presented in paragraphs 3.15 to 3.160 of this document. Further information is also provided as to how BSF in Knowsley will support the key additional government policies of specialist schools, diversity of curriculum and secondary underperformance in paragraphs 3.161 to 3.166.

3.10 This will enable us, through the Building Schools for the Future Programme, to:
- Transform secondary education across the borough, improving standards and promoting achievement for all;
- Deliver higher standards of education across Knowsley;
- Continue to drive system-wide reform;
- Build on the existing strengths of our schools through support to developing and furthering specialisms; promoting partnership, collaboration and federative approaches;
- Provide appropriate, viable, stable and sustainable learning environments that support teachers and learners;
- Create flexible and sustainable learning environments for the 21st century;
- Promote, develop and support all schools to offer extended and/or co-located provision, including health and social service provision, placing schools at the heart of the community and lifelong learning;
- Ensure an inclusive approach to education.

3.11 The Building Schools for the Future programme has allowed us to be truly transformational in our thinking. To deliver transformational change we must align our actions with our vision and, as such, key actions with the BSF programme in Knowsley will include:
- The creation of eight new learning centres across the borough, including the possible development of learning campuses in several areas;
- The continued investigation into the development of co-located facilities on learning centre sites;
- The development of flexible learning spaces to promote lifelong learning and inclusion;
- The utilisation of new design methodologies;
• The development of new approaches to managing 21st century learning centres;
• The further development of collaboration and federation across the borough;
• The construction of inclusive and accessible buildings;
• A reduction, to manageable levels, of surplus places in the secondary sector;
• Enhancement of the choice and diversity of school provision available to Knowsley residents;
• The innovative and effective implementation of information learning technologies;
• Support for schools in progressing transformational change;
• Support for the implementation of key government policies, including Integrated Children’s Services, 14-19 education and workforce remodelling;
• The continued progression of leadership and management development within schools.

Horizonal Drivers

Joint Statement of Intent

3.12 Knowsley’s Joint Statement of Intent provides one of our two key horizontal drivers for this programme. The work undertaken in the Schools’ Commission and Joint Statement of Intent process has meant that a significant level of consultation has already been undertaken with respect to the level of transformational change that we now set out through this business case. This not only gives us the confidence that our stakeholders endorse our plans for reforming the system but has provided us with a delivery context for the achievement of our objectives. The propositions contained within the Joint Statement of Intent reflect and underpin our policy objectives through the BSF programme in Knowsley. The propositions are: school places; school performance; school viability; learning environments for the 21st century; meeting preferences; retention of pupils; extended schools; inclusion; partnership, collaboration and federation; investment. Crucially, these propositions are as relevant for the primary sector as they are for the secondary sector and, using this document as a driver for BSF in Knowsley, means that this programme can help to drive transformational change in our primary schools as well as our secondary schools. An executive summary of the Joint Statement of Intent is attached as Appendix 12. The Council published its formal proposals in response to this document in October 2004; this took the form of our Statement of Implementation, which is attached as Appendix 13.

Learner Entitlement

3.13 Achievement and learning for all is at the heart of everything we do. We are at the outset of a process that will continue to ensure that our actions are defined and directed around a common moral purpose to make universal the life opportunities of the most fortunate in society. To support this, we wish to develop BSF in Knowsley as a process that which will deliver activity moulded around the needs of the individual learner.

3.14 As such, the concept of a learner entitlement will drive the BSF programme in Knowsley to ensure that this programme will support the provision of a written entitlement for all learners within the borough, irrespective of socio-economic status, location or age. Our learner entitlement is the ‘Knowsley Nine’; nine statements that reflect our vision for the learning and well-being of children and young people in this borough, based around the three core themes of safety, health and learning. The Knowsley Nine are detailed in Figure 1.
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<thead>
<tr>
<th>SAFE CHILDREN</th>
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<tbody>
<tr>
<td>• Children and young people respect themselves, others and the wider community</td>
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<tr>
<td>• Children and young people are protected from harm, neglect, discrimination and exploitation</td>
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<tr>
<td>• Families and communities are supported to develop children and young people in a positive way</td>
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<th>HEALTHY CHILDREN</th>
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<tr>
<td>• Children and young people have healthy lifestyles</td>
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<tr>
<td>• Children and young people are protected from risk factors which lead to physical or mental ill-health or disability</td>
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<tr>
<td>• All children and young people are given high standards of advice, support and treatment in accessible settings</td>
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<tr>
<th>LEARNING OPPORTUNITIES</th>
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<tr>
<td>• Children and young people experience achievement and self-esteem</td>
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<tr>
<td>• Full support is given to children and young people who experience barriers to learning</td>
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<tr>
<td>• Children, young people and their families are given a range of opportunities for learning and for work</td>
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Cross-Cutting Themes

Information Communication Technologies (ICT)

3.15 Knowsley shares the DfES’ vision for ICT in our new learning centres, as set out in the document ‘Fulfilling the Potential’. As such, we recognise that, “ICT needs to be seen as a key, integral element of the school reform agenda: freeing up time and energy to help remodel the school team; enabling efficient knowledge management within our new learning centres; supporting knowledge transfer between learning centres and outreach to parents and the community; as well as being a hugely powerful medium for transforming teaching and learning.” To this end it is a major driver in delivering personalised learning for all learners. It will place the teaching professional at the centre of orchestrating the management of the learning experience, whilst at the same time freeing them up from administrative burdens that currently exist.

3.16 ICT is, in Knowsley, already transforming the way that teaching and learning is undertaken and accessed across the borough and the Council has already undertaken significant investment in ICT provision at schools across the borough. Our vision for ICT through BSF can be best described when referenced to our four e-learning development strands of access; digital resources; delivery systems, and; support and development.

a) Access - Anytime, anywhere, anyplace learning

3.17 Knowsley’s e-learning Strategy states that it must “ensure that every citizen in Knowsley has access to e-learning at a physical location of their choosing.” ICT is a great leveller, providing equitable access to all learners irrespective of ability, social, economic and personal circumstances. Our piloting of innovative projects such as the Virtual School (PRU) reaching out to and engaging some of the hardest to help learners (including pupils who are absent, at risk, or disaffected with traditional methods of learning), confirms this potential. The adoption of this e-learning strategy within the BSF programme suggests that connectivity and access to digital learning resources needs to be extended to all homes within the borough. This clearly supports our inclusion cross-cutting theme.

3.18 In addition to widespread connectivity, each learner will require a device to connect to learning resources. Predominantly the device will be portable and mobile. The ratio of learner to device will therefore be 1:1. The current ratio is 1:4.6.

The Role of BSF: Access

3.19 Therefore, there are three targets for the Access strand of our vision that will be supported through BSF:

i) Complete borough wide connectivity to digital learning resources;

ii) Each learner to have a device capable of connecting to digital resources (preferably portable and interactive e.g. laptop, tablet, PDA, e-book);

iii) That every learner has guaranteed access to digital learning resources for a minimum of 25 hours per week.

b) Digital Resources - Engaging, Relevant Digital Learning Resources; Creating Learning Adventures

3.20 Knowsley’s e-learning strategy states that we must “create the capability for any learner to access equitably, all learning materials appropriate to their personal learning outcome.” The adoption of this strategy into BSF implies that we must have digital resources for every area of the curriculum and that they must be freely available to all of our students. Knowsley has been pursuing a policy of procuring and creating metadata-tagged digital resources since the advent of broadband in its schools in April 2000, so we are well-placed to deliver on this. We have actively discouraged the use of CD-Rom based software, extolling the benefits of learning resources that can be easily updated, selected and interrogated by search parameter. The Council has recognised the need to develop localised resources, a prime example of this being the development of its V-Campus digital resources for Applied GCSE courses.
3.21 Communication with schools is also e-enabled and the managed use of emails and regular electronic journals has helped to reduce the work and paper burden on schools. In addition we have a Data Team within the LEA, who provide the human infrastructure to support schools in electronically-based data capture and management.

The Role of BSF: Digital Resources

3.22 There are three targets for this strand of our vision that will be supported through the BSF programme:
- That digital resources are procured or developed to cover all areas of the curriculum;
- That all resources are appropriately tagged to current BECTA standards and all resources are re-usable and of a consistently high standard;
- That facilities exist for digital resources to be easily created and amended and encourage organic growth of learning resources.

c) Delivery systems - Flexible, managed, learning environments

3.23 Knowsley’s e-learning strategy states that it is important to “make available as many ‘channels’ of delivering learning materials as possible with a common and consistent standard”. Within the BSF programme our activities will centre on the construction of a Managed Learning Environment (MLE) alongside the development of interactive digital television led by a digital academy.

3.24 Knowsley Council has recognised that commercial developments of MLEs have not evolved to a point where they can deliver and manage digital resources as effectively as needed in our learning centres of the future and a strategic decision to delay commitment to an MLE was taken in 2002. In order to encourage essential network developments and satisfy initial demand for flexible delivery of resources, the Borough has launched access from the home in the form of the ‘Knowsley Learning Portal’ and the introduction of a digital resource search facility called ‘Content Stream’. These facilities will help inform our requirements of an MLE and put us in a position to influence commercial developers.

The Role of BSF: Delivery Systems

3.25 There are four targets for this strand of our vision that will be supported through BSF:
   i) To implement a Managed Learning Environment (MLE) capable of delivering, creating and manipulating digital resources to assist in overall delivery of personalised learning;
   ii) To have advanced features in the MLE to provide full assessment and tracking of each learner and gather intelligence on the impact of personalised learning by the process of cross correlation of individual learning strands and student profiling;
   iii) To make available a personalised learning space for each student incorporating accessible storage space and email facilities. To also enable the learning account to be transferable to lifelong learning institutions;
   iv) To extend the capability of the MLE to register e-attendance within the concept of anywhere, anytime, anyplace learning.

d) Support and development - Managing changes to the way we teach and learn; Future Schooling

3.26 Knowsley’s e-learning strategy recognises that e-learning is new and that e-learners and e-tutors have to be supported and developed. It states that it is important to “ensure that e-learning is supported appropriately and all e-learners have access to mentoring or tutor support”.

3.27 In December 2001 Knowsley’s ICT Strategy Board recognised the need for in classroom support for teachers to develop their expertise in the use of ICT. The introduction of hands on support in the 2004 Infrastructure Standards Fund has enabled this to be further enhanced. Our City Learning Centres have been active in the
exploitation of ICT and the sharing of best practice since 2001 and we wish to maintain our City Learning Centres beyond the implementation of the BSF programme in Knowsley. There is a strong possibility that schools will not fulfil the potential of ICT unless teaching professionals are properly developed and supported. In April 2003 a technical support centre was opened to provide comprehensive technical support to all schools with the delivery and performance of the service overseen by headteachers. We wish to maintain technical support to schools beyond the implementation of BSF in Knowsley.

The Role of BSF: Support and Development

3.28 There are three targets for this strand of our vision that will be supported through BSF:

- Effective technical support, deployed to harness all the advantages of standardised systems and remote support, releasing staff from pursuing technical support issues themselves;
- Continuous professional development and support of teachers and non-teaching school staff in the use of ICT and the development of discrete resources, supported by the workforce remodelling cross-cutting theme;
- The creation of at least one ‘Learning Lab’ within the borough, with links to nationally renowned creative industries and higher education institutions, to complement the function of City Learning Centres in finding new ways to use ICT to enhance learning. BSF will also be used to create, in each learning centre, an area where teachers can learn and practice ICT skills, appropriately supported, with stimulating and engaging tools. This supports our cross-cutting theme of workforce remodelling.

3.29 Knowsley is well placed within BSF to be a lead example to other authorities in our use and exploitation of ICT in education. This is exemplified in our achievements to date. We believe we can deliver personalised learning, in an interactive and engaging manner with ICT taking the role of the main delivery mechanism. Benefits will be forthcoming across all of our learning centres, not just within the secondary sector, supported by our cross-cutting theme of collaboration and federation. In Appendix 10 of this document we have established the baseline position and future requirements of ICT provision in Knowsley to allow us to achieve our vision. BSF will act as a strong catalyst for the delivery of this.

3.30 BSF capital investment will enable us to build upon a highly developed infrastructure enabling us to exceed the essential targets established in the Partnerships for Schools consultation paper on ICT. There is currently borough-wide coverage of optical fibre enabling 1GB connectivity between locations requiring only the purchase of active components; for more than four years a library of commercial and home produced digital resources have been compiled; technical solutions have been implemented for secure access to digital resources from any location, home or school. In short, we are very well positioned to deliver on our ICT vision.

3.31 We have also invested considerable resources as a Council in the continued development of the highest quality ICT resources for all learners in Knowsley by targeting and joining together suitable resources and funding programmes, employing the methodologies described in Appendix 6 of this document. In addition to the previously high levels of investment in infrastructure we are focusing current and projected expenditure to impact alongside BSF investment, with learning centres adopting use of technologies such as wireless networking, video conferencing and use of wireless tablets. As the programme develops in Knowsley, current investment streams will be used to deliver transferable assets. Building Schools for the Future will play an important role in funding the development of high quality ICT in our new learning centres, though we also acknowledge that we will be required to continue to innovatively join together additional funding sources in order to fully deliver our vision.

3.32 Our vision for ICT was established in advance of the BSF programme. BSF now gives us a unique opportunity to implement our ICT vision across our new learning centres
and ultimately deliver the true transformational potential of ICT. Key Strategy Managers have been consulted and involved in the development of this cross-cutting theme and the corporate ICT Strategy Board has ensured that all schools continue to have a formal involvement in the technical strategy for BSF in Knowsley.
Special Educational Needs and Inclusion

3.33 Our vision for special educational needs (SEN) and inclusion in Knowsley is rooted in our departmental and corporate vision. We have defined what we mean by inclusion as the presence, participation and achievement of all children in our schools. This definition diverges from a model of inclusion which only concerns itself with moving children from special schools into mainstream provision. While the reduction of pupils in special school placements remains a high priority for Knowsley, with one of the largest special school populations, it is not the only indicator. Through this wider definition of presence, participation and achievement it enables schools and other settings to address the wider issues of regular attendance and the most appropriate curriculum pathways for all pupils and, as such, reflects our ambitions for the other cross-cutting themes contained within our educational vision. In addition, it ensures a focus on vulnerable groups required by the Green Paper Every Child Matters. The current position with regard to numbers of special schools and special school places is contained within Section II of this document.

3.34 Knowsley's SEN strategy and policy, judged a ‘2’ by OFSTED in 2003, supports the delivery of national policy drivers within a local context. The national strategy, Removing Barriers to Achievement, and the findings of the report on the role of special schools are being addressed and fully implemented in Knowsley. As such, our vision will support us to deliver the key strands within this cross-cutting theme:

a) To ensure that very young children with SEN are identified and wherever possible enabled to attend their neighbourhood mainstream school;

b) To develop systems for collecting and storing reliable data about children with SEN to support effective planning, resource deployment and progress monitoring. This will be facilitated by Knowsley's status as a trailblazer for the Information Sharing and Assessment Programme (ISAP);

c) To facilitate effective collaborative working arrangements which involve schools, the LEA and other relevant stakeholder groups, with special schools central to the Area Partnership arrangements, marshalling their specialist resources to build capacity in the mainstream sector (refer to paragraph 3.48 for further detail);

d) To ensure that available resources are used efficiently and effectively, reducing the reliance on statements and deploying resources through the Area Partnership model;

We will also work to ensure that families with children who have special educational needs or are vulnerable in other ways receive appropriate strategies to support them.

a) Ensure that very young children with SEN are identified and wherever possible enabled to attend their neighbourhood mainstream school

3.35 Three Area Partnership Boards are currently promoting inclusion-related initiatives, identified against on locally identified need, and are providing support and challenge to their clusters of schools. In the three Area Partnership Operational Groups, service managers from areas of SEN, Behaviour, Attendance, School Improvement, Early Years and Educational Psychology, meet with colleagues from other statutory services to consider strategies to improve inclusive practice at pupil, service and school level. The Area Partnership model has emerged as the key mechanism for delivering integrated service provision as required by the Children Bill.

3.36 A Child Development Centre has been developed for early identification of children’s additional needs. Along with the resourced based nurseries and Sure Start activities across the borough, this enables Knowsley to address a key requirement of the Government strategy ‘Reducing Barriers to Achievement’. The development of fifteen Children’s Centres will strengthen our ability to deliver our vision and further information on Children’s Centres is provided under the Integrated Children’s Services cross-cutting theme.
3.37 The development of inclusive practice is seen as a school improvement issue and the locus of responsibility for this lies within the individual school. School self review is the key driver in this area and Knowsley has developed its own self-review framework as a toolkit to monitor inclusive practice. This self review process forms the basis of the discussion with the School Improvement Team.

b) Develop systems for collecting and storing reliable data about children with SEN to support effective planning, resource deployment and progress monitoring

3.38 In support of this, Knowsley is a trailblazer authority for the ISAP and this will facilitate more accurate and efficient sharing of data reports at the level of individual pupil, vulnerable group, school, Area Partnership and borough, which will also clearly support our cross-cutting theme of Integrated Children’s Services.

3.39 The ISAP system will provide a suitable framework that will allow the sharing of relevant information between key workers, when it is needed, with a degree of confidence and trust. The system will support all children between 0 – 19 with particular support for those defined as being ‘at risk’ due to factors such as:

- Crime;
- Drugs;
- Teenage pregnancy;
- School exclusion;
- Becoming looked after;
- Under achievement.

3.40 The system will present a pragmatic iterative process, joining together statutory and voluntary support services including, where applicable, Social Services, the Youth Action Team, schools, the Primary Care Trust, Connexions, hospital trusts and other agencies, reflecting the partnership approach utilised throughout our vision.

3.41 In addition, a database of high level need has been constructed and has been matched to bands of learning difficulty (BDL) for children with SEN. This enables informed decisions to be made about appropriate resourcing and placement of children and young people.

c) Facilitate effective collaborative working arrangements which involve schools, the LEA and other relevant stakeholder groups

3.42 There has been considerable progress towards the development of multi-disciplinary teams based in each of the borough’s Area Support Centres, operating as a hub for co-located services. This includes specialist resource teams like educational psychologists and the Sensory Impaired Service. The Area Support Centres are designated special schools functioning as centres of excellence in their localities and are delivering the national vision of specialist resources supporting children in local mainstream provision. All are deemed good by Ofsted and one is a Beacon School. Discussions are being progressed with the Specialist Schools Trust to develop this model further, and the model was featured by the SEN Regional Partnership as best practice in their conference in October 2004.

3.43 The collaborative Area Partnership model already provides the basis for the future development of integrated services and fundamentally supports the Integrated Children’s Services cross-cutting theme. Knowsley is currently leading the way in developing integrated provision and features highly on the national stage and the Children and Young People’s Strategic Plan reflects the nine key outcomes for children that form the Learner Entitlement, which is a horizontal driver for our proposals for BSF in Knowsley.

d) Ensure that available resources are used efficiently and effectively

3.44 To promote the sustainability of our model, a funding strategy has been agreed which is shifting control of resource allocation for SEN and inclusion to the Area Partnerships,
who use a geographical profile of pupil need to facilitate more accurate and efficient targeting of available resources.

3.45 A funding policy has been developed and describes a needs-led approach to funding of SEN and the re-cycling mechanisms for promoting inclusion. This has enabled the LEA to reduce the amount of statements of special educational needs from over 4% in 2002 to 3.4% in 2004. This constitutes one of the greatest drops in statementing rates nationally and has also promoted a reduction in the number of pupils placed out of borough. In addition, it has resulted in a sustainable formula model of funding for special schools which came into force in April 2004.

3.46 The Council has set quantitative success criteria linked to these five strands, all of which will be supported by BSF investment. They are:

- Reducing the number of children attending out of borough special schools;
- Reducing the numbers of children attending Knowsley special schools;
- Reducing the numbers of children with statements;
- Increasing levels of human and financial resources available for supporting children with SEN in mainstream schools.

3.47 In addition to the attainment of these targets, we are also anticipating improvements in the following areas:

- The educational achievements of vulnerable children and young people, including those with SEN;
- The quality of the educational experiences of all children and young people;
- The quality of the service received by the parents/carers of all children and young people including those with SEN.

3.48 Our strategy for achieving our vision is already being implemented through a range of structural and organisational changes. A key recommendation of the SEN Statement of Intent was the development of Area Partnerships in three geographical areas of the borough, with the overarching purpose to foster collaboration between schools, LEA and key stakeholders in order to promote inclusive education. The Area Partnerships have now been established with an Area Partnership Executive providing the strategic framework in which the Partnerships operate. Further information on Area Partnerships can be found in paragraphs 3.79 to 3.81.

3.49 In addition, we have established further structural support that ensures that school improvement and inclusion are considered together and are not regarded as separate functions. This is reflected throughout the Department of Education and Lifelong Learning, where school improvement and inclusion are addressed collectively. This approach is further modelled to schools through the Knowsley Schools’ Self Review Framework. Developed within Knowsley by Headteachers and LEA officers, this self evaluation process has been established for over three years. The key outcome of this framework in terms of inclusion is that, for a school to be judged a good school, it must evidence that it is an inclusive school as well as one which addresses pupil attainment.

3.50 We have further activities planned as part of the next stage of implementation of our strategy. Such activities include:

- To provide more services on school sites including health, social care and leisure, in line with our cross-cutting theme of co-location through the BSF programme and through the delivery of the actions within our Statement of Implementation;
- To develop Children’s Centres in the fifteen designated wards, with the hub being school based;
- To develop special needs provision further in building capacity in mainstream schools, in particular with respect to provision for children on the autistic spectrum;
- Through the Area Partnerships, to assist schools in developing capacity to support their vulnerable young people;
- Working to develop a clear role for specialist provision within the continuum of support provided to children;
- To provide a borough wide training programme where all partners contribute;
- To continue to implement the strategy to shift the balance in funding from statements to early intervention;
- To continue to seek the views of stakeholders about the services provided.

**The Role of BSF**

3.51 The role of BSF in Knowsley will be to assist us in progressing this work and supporting us in achieving our overall vision. This will be realised in a number of specific ways, including:

- That capital investment at this time will provide the opportunity for us to develop a learning system that is based on the first principle of inclusion for all children. The designs and operation of our learning centres for the future will promote the presence, participation and achievement of all children at their core, delivering truly integrated provision; welcoming, stimulating and accessible environments; encouraging attendance and participation; building self esteem and encouraging achievement.

- To progress Knowsley’s approach to the national policy context around integration of children’s services and to ensure that our cross-cutting themes of integrated children’s services, and SEN and Inclusion are developed coherently and strategically, with particular reference to removing barriers to achievement through:
  - early intervention
  - removing barriers to learning
  - raising expectation and achievement
  - delivering improvements in partnership

- Delivering the flexibility required in curriculum provision for young people across the full ability range, with expanded access to technology and appropriate learning environments which support a flexible but high quality menu of curriculum experiences, linking to our cross-cutting themes of ICT and also of 14-19 activity.

- The continued strong commitment to extended provision through our extended schools cross-cutting theme. This will support community cohesion and inclusion and will support us in retaining as many Knowsley children with SEN within the borough as possible. It will also provide our driver towards integrated services for children and allow us to build upon our achievements to date with Sure Start and Children’s Centres.

- Promoting further investigation as to the provision of special school/specialist provision integral to learning centre sites. This will facilitate the smooth, responsive and flexible transition across all phases and between ‘specialist’ and ‘mainstream’ provision as well as linking to the collaboration and federation cross-cutting them.

- Supporting staff in placing SEN and inclusion at the heart of the transformation of secondary education in Knowsley. Strategic capital investment in our new learning centres will support us to develop the skills required in our staff to provide for children and young people across the full ability/needs range. This links clearly to our workforce remodelling cross-cutting theme. We cannot afford to let our new learning centres run the risk of becoming a wasted resource for SEN and inclusion and it is essential that the opportunities now afforded to us are exploited to their full potential. BSF gives us the opportunity to develop a specialist workforce, drawn from across the sectors, focused on delivering fully inclusive and high quality learning opportunities.
Knowsley Metropolitan Borough Council  
Building Schools for the Future  
Strategic Business Case

14-19 and Enterprise  
14-19 provision

3.52 Knowsley has already actively embraced the 14-19 agenda as a full authority approach to change the face of 14-19 education in the borough in order to meet the needs of all its pupils. The desire to equip young people with the knowledge and skills they need to participate in adult life and reduce the high drop-out rates from post 16 education became part of the transformational agenda in 2001 and has since been endorsed by both the 14-19 Green Paper and the successful status of becoming a 14-19 Pathfinder in 2002. Knowsley is also undertaking a Pathfinder exercise on Alternative Funding Mechanisms for 14 – 19 provision (School Funding).

3.53 The delivery mechanism for this provision in Knowsley is the 14 – 19 Collegiate, which is seen as a nationally innovative development, recognised widely for its risk-taking approach to break the culture of poor engagement and disaffection amongst many young people of secondary school age. Collegiate partners include: Liverpool Hope University College, Knowsley Metropolitan Borough Council, Knowsley Community College, Jaguar, the Greater Merseyside Learning and Skills Council and the Greater Merseyside Connexions Service.

3.54 Many LEAs, colleges and schools have visited Knowsley’s flagship Vocational Skills Centre during 2004, our Beacon Year for Transforming Secondary Education. It has demonstrated what joined-up multi-agency partnership can achieve and strongly supports our cross-cutting themes of collaboration and federation and inclusion. There are currently over one thousand Key Stage 4 pupils engaged in programmes of study outside their ‘home’ school, 25% of the cohort. All students have opportunities to study from a range of up to thirty additional courses not available in individual schools. For example, this may include working toward a GCSE in law, an NVQ in hairdressing or an NVQ in construction. In Knowsley, the Collegiate is challenging the traditional notion of what a school is. Put simply, it is the engine for 14 -19 reform in the borough and provides an advanced state of readiness for further activity through the BSF programme.

3.55 Knowsley has recently been subject to a 14-19 Area Wide Inspection, the outcomes of which will be published in January 2005.

3.56 Our vision, therefore, is to develop further our 14-19 Collegiate and create, through partnership, a new coherent and flexible single phase of education that will enable young people to learn and achieve in ways best suited to their individual needs. This will support the young people of Knowsley, across the whole of the 14-19 phase, in addressing the challenges ahead that will contribute to raising attainment, achievement and employability, positively impacting on the economic and social development of the borough and its residents.

3.57 The objectives of the Knowsley 14-19 Collegiate, as originally set out are:

- To widen the choice of curriculum pathways in order to maximise individual achievement from the age of fourteen and increase progression to further and higher education;
- To promote the role of innovation within education (as defined by ‘the productive implementation of new ideas’);
- To extend high quality provision that puts individual student needs at the heart of the process to allow preferred ways and pace of learning;
- To establish a vocational skills centre that will allow students to access learning pathways within technological environments that replicate the workplace and promote the achievement of recognised vocational qualifications;
- To promote the role of enterprise and entrepreneurship within education and training.

3.58 The impact of this provision will be to:

- Improve attendance at Key Stage 4;
• Raise standards at Key Stage 4, as measured by GCSE, GNVQ and NVQ qualifications;
• Improve the percentage of level 2 and level 3 qualifications for 16-19 year olds;
• Improve the percentage of young people staying on into full-time education and training post-16;
• Improve the percentage of young people progressing to Higher Education;
• Reduce the rate of youth unemployment for 16 – 24 year olds.

3.59 Knowsley is now in its third year as a 14-19 Pathfinder and, in line with the Government agenda and the Tomlinson proposals, has established a collaborative approach to the structure and management of 14-19 education. A partnership between schools, the LEA, Knowsley Community College, Connexions, Greater Merseyside LSC and Jaguar is now in place and partnership working now extends to curriculum planning, guidance and support, quality and finance. Where possible and applicable, we will seek to strategically target funds with other Collegiate partners in order to deliver our shared vision and to support our wider proposals to continue to transform secondary education.

3.60 The role of Connexions within the Collegiate structure provides a clear example of working coherently at all levels with Collegiate partners. In order to underpin the work of the Connexions partnership to provide suitable advice and guidance to young people we have established that:

- The Chief Executive of the Greater Merseyside partnership sits on the Collegiate Executive Group;
- The Area Manager leads the Collegiate strategy group for Access and Participation;
- A Connexions officer works alongside careers co-ordinators in all existing secondary schools;
- Connexions second key workers to work with pupils attending the out of school programme through the Collegiate;
- Connexions, Aim Higher and Knowsley Community College are producing a programme of advice and guidance to introduce Collegiate students to progression routes including those into higher education;
- Connexions part-funded the Vocational Skills Centre in Kirkby

3.61 The Collegiate has strategically incorporated key strategies, all of which will support the delivery of transformational change through the BSF programme in Knowsley. These include Enterprise, the Knowsley Leadership Incentive Grant and Aim Higher.

3.62 The Aim Higher strategy is a key vehicle in increasing the number of sixteen year olds staying on in further education and progressing onto higher education. BSF will further strengthen the established links between pre and post-16 partners and provide significant pathways for Knowsley young adults to continue to access learning. Enterprise education through the borough Pathfinder will again be an enabler in locating a broader and relevant curriculum structure in the BSF programme. The Leadership Incentive Grant, through the development of an Innovation and Collaboration Partnership has established a co-led approach to raising standards based on a framework of joint school and LEA decision making through mutual accountability. This strong relationship will enable our new learning centres to access a quality assured and impacting network to continue to raise standards.

3.63 The Strategic Area Review (StAR) is currently underway and the implementation of our vision for 14-19 will reflect the outcomes of this work. We have worked closely with the Learning and Skills Council on this work to ensure that both areas of work are mutually supportive and further detail will be provided in the Final Business Case, following the conclusion of the current review.

3.64 The Knowsley Collegiate has begun to address the local need and to begin the change in culture, which puts the student at the heart of the process, as defined by our
horizontal driver for BSF of a Learner Entitlement. Students are beginning to benefit from an enhanced curriculum and different learning environments. Evidence of increased motivation, improved attitude and behaviour and an increase in post-16 education and training all suggest that this is an effective local solution to a local problem.

14-19 and Enterprise

3.65 In designing learning centres for the 21st Century we have the chance to change a culture within the 14-19 age group. Young people from the age of fourteen onwards should be entitled to choose a curriculum and a learning environment which meets their individual learning needs and allows clear progression routes into skill areas at all levels which will in turn improve the local economy.

3.66 Evidence from the existing Vocational Skills Centre suggests that if the 14-19 strategies are to succeed we need new learning environments. This evidence points to increased participation, presence and achievement, the keystones of our drive for our cross-cutting theme of inclusion. The creation of new learning centres will ensure that a new 14-19 phase of education is possible and sustainable.

3.67 Our vision acknowledges that economic regeneration is not merely achieved by increasing business start-up rates or developing more business developments sites: It requires the development of a climate and culture of employability and enterprise. In the post-industrial knowledge era, intellectual and social capital is equally important as economic capital. The 14-19 Collegiate is at the heart of a transformational progression model which is helping to construct pathways of opportunity from 14 to 25 and beyond. Knowsley currently has two Enterprise Education Pathfinders that promote and developing enterprise capability, financial capability and economic and business understanding as part of an innovative curriculum model linked to Citizenship. Crucially, together with officers in the Department of Regeneration and Development, we are building upon this model to ensure progression via Knowsley Education Business Partnership, Knowsley Enterprise and Skills College and Knowsley Youth Enterprise Academy to ‘real business world’ contexts. These contexts include the Jaguar Education Business Centre and the soon to be built innovative Technology Management Centre, all linked to our emerging Higher Education Strategy for the borough. BSF provides an opportunity to further this relationship and promote sustainable development in Merseyside.

The Role of BSF

3.68 The BSF programme in Knowsley provides a significant opportunity to further progress our existing achievements in 14-19 provision. Despite the progressive work to date, we have identified a number of barriers to sustainability that BSF investment, and the transformational change in Knowsley supported by the BSF programme, will support us to address. These have been identified as:

- The development of more centres of excellence to enhance learning environments;
- Student entitlement to access more choice;
- A need to boost the status of vocational courses;
- A recognition of different levels and types of achievement;
- The need to enhance provision to attract young people to remain in education and training post – 16;
- The need for increased funding to sustain new models.

3.69 BSF will directly support the eradication of these issues by:

- Allowing us to develop new learning centres that contain enhanced and flexible learning environments that support all pupils within the 14-19 age group;
- Developing all new learning centres with specialisms, consistent with our Specialist School Development Plan, available for all young people across the borough, enhancing choice and opportunities by allowing for the free flow
of the curriculum, staff and pupils between centres. Further information on our plans to develop specialist schools can be found in paragraphs 3.161 to 3.164:

- Building into the design of the learning centres the concept that all pupils will receive their Key Stage 3 education at that Learning Centre but that at Key Stage 4 the students will have a “home” Learning Centre but may access other learning from a range of other venues in the local authority;
- Providing the opportunity to drive reform of funding models in order to make 14-19 provision fully sustainable.
Integrated Children’s Services, incorporating: Children’s Services; Extended Schools; Community Links; Behaviour and Attendance; and Co-Location

3.70 We have combined together under Integrated Children’s Services a number of constituent elements that together will provide coherent and joined up support to all young people and their families. Each of them is mutually supportive. We have achieved much already in Knowsley for each element of this cross-cutting theme and Building Schools for the Future will allow us to continue to develop apace with the aspirations of our communities and wider stakeholders.

Children’s Services

3.71 The development of an integrated service for children and young people has been underway since 2001 when Knowsley Council and the then St Helens and Knowsley Health Authority agreed to establish a number of joint appointments to promote joined up working. This was followed by the establishment of an Integrated Children’s Services’ Partnership which continues to support our Children’s and Young People’s Strategic Partnership Board.

3.72 The journey to integration has since developed at a significant pace and Knowsley has gained a national reputation for its work in integrating children’s services. We have achieved six key milestones to date, which are:

- The development of shared posts
- Trailblazer status
- Corporate leadership
- Children and Young People’s Strategic Plan
- Area Partnerships
- Children’s Centres

The development of shared posts

3.73 A unique post of Chief Executive of the Primary Care Trust (PCT) combined with the Director of Social Services was established in 2002. This joint appointment between the Local Authority and the Primary Care Trust set out a clear vision for the integration of Health and Social Care. A number of other joint posts, namely the Deputy Director of Health and Social Care and the Assistant Director of Health and Social Care (Children and Families) were appointed to embed this joined up approach. Additionally, in terms of children’s services, the Assistant Director of Health and Social Care and the Assistant Director of Education and Lifelong Learning have worked together to ensure that the needs of all children and young people are better met through the targeted and coherent use of resources. This has led to a number of significant developments, including: multi-agency teams based in schools and early years settings; joint commissioning arrangements around the Child Development Centre and teenage pregnancy, and; joint planning with regard to children placed out of borough. The relationships across Health and Social Care and Education and the wider relationships across the National Health Service and the Local Authority are seen as critical in terms of improving the life-chances for all our children and young people at a local level.

In addition, Knowsley has experience of joint commissioning arrangements through the Knowsley Child and Adolescent Mental Health Service (CAMHS) and the Knowsley Drug and Alcohol Action Team (DAAT). In April 2003 Knowsley was designated as a pilot area to investigate the pooling a variety of young people’s substance misuse budgets. Partner agencies including Connexions, the Primary Care Trust, the Local Authority, and the Youth Offending Team agreed to pool their 2003 allocations into one funding stream, managed by the Local Authority, and to develop a joint commissioning process to allocate expenditure against this pooled budget. This sharing of resources has ensured that Knowsley DAAT is deemed to be at the leading edge of young people’s services and that good partnership and sharing of resources brings about the best delivery for young people.
Trailblazer status

3.75 Knowsley has been identified as a Trailblazer Authority in two respects. One is for the development of an information sharing, assessment and planning (ISAP) tool which underpins the Borough's approach to integrating services. The data sharing protocol developed in Knowsley has received national recognition and is being adopted nationwide as a document of great significance. The technical solution to information sharing is being developed around education as the hub, with schools central to the process, and exemplifies our cross-cutting theme of ICT in supporting schools in their work. The development of the ISAP is also a central strand of our SEN and inclusion cross-cutting theme and further detail on this system can be found in paragraphs 3.33 to 3.51.

3.76 Knowsley has also been designated as a Department of Health Trailblazer, encouraging key strategic managers across the Council and PCT to develop a Virtual Children's Trust. The Virtual Children's Trust has attracted national interest and has been featured in the national arena as an alternative to wholesale structural changes.

Corporate Leadership

3.77 The drive towards a Virtual Children's Trust has been strongly supported by Elected Members and they have been instrumental in accelerating work under this aspect of our vision, further reflecting the whole-Council support for our BSF proposals. In November 2003 the inaugural meeting of the joint PCT Board and Knowsley Council's Cabinet was held, co-chaired by the Leader of the Council and the Chair of the PCT. In addition, the Chair and Vice Chair of the Children's and Young People's Strategic Partnership Board are the portfolio holders for Education and Lifelong Learning and Health and Social Care respectively. It has since been agreed that the portfolio holder for Education and Lifelong Learning will be the Lead Member for Children's services and that the Director of Education and Lifelong Learning will be the lead officer for Children's Services, thus ensuring that schools are at the heart of the developing children's services agenda.

Children and Young People's Strategic Plan

3.78 One of the first tasks of the Children and Young People’s Strategic Partnership Board was to agree the first overarching strategic plan for children and young people. The plan has been developed around the Knowsley Nine, which have been established as our horizontal driver of a Learner Entitlement and which are detailed at Figure 1 of this business case. The plan provides a strategic framework by which services organise their provision and begin to measure their progress in delivering these services. Goals, indicators and milestones are a feature of the performance framework but a major emphasis is given to the voice of the children and young people. The views of the family, as key recipients of these services, are a key element of the evaluation framework.

Area Partnerships

3.79 A unique factor in the delivery of integrated services is the continuing development of Area Partnerships. Area Partnerships are cross phase in nature and include representatives from each of the three school sectors. They are chaired by Headteachers from mainstream schools, have resources deployed to them, and address collective targets. To support this, area based action plans have been drawn up which the Partnerships monitor as a collective responsibility. The partnerships encompass the three geographical areas of Knowsley (north, central and south) and encourage local neighbourhood management arrangements to play a part in how services are delivered to children, young people and their families. These partnerships focus on local need, as identified by data, and ensure that resources are pooled and targeted. In addition, through the Children and Young People's Strategic Plan, shared targets and outcomes are becoming a feature of their work. Officers from a range of statutory agencies are key members and work with their local cluster of schools to address their priorities. Multi-agency operational groups implement the locally agreed plans and our BSF cross-cutting theme of co-location reflects that we will continue to develop integrated partnership working on the sites of our new learning centres. This
will necessarily require us to continue to join up funding programmes to best strategic effect. The Area Partnerships report to the Local Strategic Partnership through the Children and Young People's Strategic Partnership Board.

3.80 The Area Partnership model will be further embedded as they become the key medium for the delivery of the Children's Services agenda and as membership of the Area Partnership Boards is expanded to include all agencies and partners delivering services in the locality. The Boards will be presented with a increasing range of data related to the shared outcomes for children, they will have additional pooled resources allocated to them from across the local authority to promote continued joined up working, and will deliver the actions identified in Knowsley’s Children and Young People’s Plan. The Area Partnerships will report on impact measures to the Children and Young People’s Strategic Partnership Board.

3.81 The Area Partnership methodology has enabled Knowsley to address not only what has often traditionally been seen as being two separate issues but also to progress the Integrated Children’s Services cross-cutting theme across other areas of work. BSF provides an opportunity to further develop Area Partnership working, to promote deepened collaborative working, in line with our cross-cutting theme of collaboration.

Children’s Centres

3.82 Schools are clearly a hub for the development of integrated provision and, accordingly, Knowsley has identified primary schools as the sites for the proposed Children's Centres. Our proposals for children’s services have been consulted upon within local communities. Through our consultation, it became clear that the community wanted to access children’s services on a single site and preferably on primary school sites. They felt more secure in leaving their young children for care at the school attended by their siblings. The provision of adult learning opportunities within an immediate local area was also a consistent theme within the consultation period.

3.83 These Children’s Centres have been identified through a robust strategic planning exercise of mapping existing provision, an analysis of gaps in childcare provision, and after thorough consultation with all stakeholders.

3.84 The Centres will effectively become one stop shops for the delivery of services, a concept for which Knowsley has become recognised for and that, through our co-location cross-cutting theme, will continue to be developed in Knowsley through the BSF programme.

3.85 The revised proposals for Children’s Centres within Knowsley were approved by Cabinet in October 2004.

Extended Schools

3.86 Our vision is to ensure that all Knowsley schools develop as extended schools that reflect the changing needs of their local community and provide access to school facilities by the wider community. This vision extends to all of our new learning centres. The vision will be delivered through our extended schools strategy, which states that extended schools in Knowsley should aim to:

- Develop schools as a focus for the local community
- Support or locate the delivery of appropriate services to local people
- Increase attainment and attendance at school
- Improve the behaviour of children and young people
- Increase the achievement of parent and the community
- Raise the self esteem and aspirations of children, young people, their families and their community
- Increase the well being of children, young people, their families and their community
- Build closer relationships between children, young people, their families and the school
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- Help facilitate community cohesion and support the local regeneration of an area

3.87 Knowsley has already undertaken a number of actions to deliver this vision in a coherent, joined up and co-ordinated way. Specific recent actions to support extended schools include:

- The appointment of an Extended Schools Manager who has responsibility for producing an extended schools strategy in consultation with all partners, stakeholders and the community, ensuring strategic fit with other strands of this cross-cutting theme, and creating capacity within the borough for taking the extended schools agenda forward and investigating sustainability.

- The development of, as part of the Behaviour Improvement Programme, a full service school pilot at Halewood Comprehensive. This approach will include out of hours learning, family learning, childcare, creative learning and health. In addition, we have utilised European Union funds to pilot extended school activity and management arrangements at Bowring Comprehensive. We would wish to draw upon the experiences of these extended schools when developing our new learning centres.

- The creative and innovative utilisation of Standards Funds to attract additional external funding to create good initial investment in the establishment of extended schools structures, investigate management and governance models of extended schools and investigate an appropriate evaluation model for use in the Knowsley context.

- The development of a co-ordinated approach to out of school hours activities supported by the Big Lottery Fund and other regeneration programmes.

- The continued development of the Learning in Neighbourhood Communities (LINC) network and Knowsley Community Education Services, which is widespread across the borough and has many centres housed at school sites.

- The provision of health, sport and leisure facilities, supported by the innovative and targeted use of other funding programmes. For example, between 2002 and 2006, around £6m will be invested in school sites for Spaces for Sports and Arts and PE and Sport facilities in partnership with the Big Lottery Fund and Sport England. These facilities are available for use by host schools as well as other learning centres. In addition, adequate provision and access for the wider community is also required.

Community Links

3.88 Community links provide a key catalyst in the development of extended schools. At present, a number of our schools have developed strong and sustainable community links and this is exemplified by many of the examples of extended school activity stated above.

3.89 Knowsley sees community links in schools as vital in an overt strategy to raise both social and intellectual capital across the borough: this strategy is about community engagement as well as raising the level of learning in Knowsley, though lifelong learning continues to provide key challenges for Knowsley and paragraphs 1.18 and 1.19 of this document establish current adult numeracy and literacy levels within the borough.

3.90 Schools active in their communities generate wider social activities which benefit learning as well as contribute to the generation of social capital in their neighbourhood. Our vision to build upon and expand overt linkages between our new learning centres
and the communities they serve is a deliberate policy to raise the level of social engagement in activities as well as learning to promote networks and support which will facilitate all residents to take part in more social activity. This increased social engagement both for young people and adults has a clear rationale both to raise self-esteem and support broader social and educational aims and has clear operational linkages to cross-cutting themes of inclusion and information communication technologies, along with extended schools and co-location.

3.91 Stakeholder consultation supports our vision: it has been developed through our annual Visioning Conferences and through the use of school collaborative groups. In addition the LEA has supported the establishment of a network of community learning champions and parent mentors to support community engagement in learning. This has been achieved through the joining up of resources to target community need and we continue to work in partnership with the Learning and Skills Council, the North Huyton New Deal for Communities partnership and the Merseyside Objective 1 programme.

Behaviour and Attendance

a) Attendance

3.92 Knowsley LEA is working toward meeting attendance targets both at primary and secondary age. At present, performance is 93.71% for the primary age group and 90.18% for the secondary cohort. Our vision for attendance is to meet or exceed attendance targets with the support of BSF. Current targets for 2004/05 are 95% and 91% attendance rates for primary and secondary provision respectively.

3.93 Major progress has been made to date in Knowsley. The Education Welfare Service (EWS) underwent a significant restructure in April 2002 to ensure that it was placed in a strong position to respond to the social inclusion agenda and to effectively meet its statutory functions. In order to provide the support schools require to meet the Council's agenda for social inclusion and school improvement, there was a need to develop the service, so that it could operate as a strategic, proactive and interventionist body of professionals. It was also important to ensure that there were links to the Connexions service, Citizenship and Social Inclusion, Excellence in Cities and a range of multi-disciplinary and inter-agency approaches to address attendance and behaviour.

3.94 The service continues to address its statutory functions as a first priority, but has shifted its focus to use data and evidence to target its resources more accurately and build its capacity to address attendance in the round. In order to be able to respond to this changing agenda and to change the historical perceptions of the service within the borough, the service was restructured and renamed Knowsley School Attendance Service. The post of Pupil Mobility Co-ordinator was also created to enable accurate collection, collation, analysis and presentation of data related to pupils 'out of school' for attendance or other reasons (e.g. exclusion, transience, etc).

3.95 The following outcomes have been achieved as a result of the change in service structure:

- Facilitation of the more strategic role of the EWS required by the Council's strategic vision for Social Inclusion and School Improvement, with changed job titles and job descriptions, to reflect this change;
- Improved data collection systems, including electronic registration, with enhanced ICT provision to enable targeting of pupils and schools in greatest need and matching of resources and, additionally, to facilitate fast-tracking of statutory enforcement of attendance;
- Increased capacity within schools to take ‘ownership’ of their pupils’ attendance – with appropriate support and advice;
- Good progress being made in schools and in the LEA, towards meeting challenging EDP targets for attendance, with the borough's schools achieving the highest attendance levels for five years;
• Co-ordination of a more complete database of children and young people who are off roll of a school or otherwise missing out on learning, in order to facilitate a rapid response to their needs by statutory and voluntary agencies;
• The further development of parenting groups, family conferencing approaches and other strategies for addressing poor attendance;
• The establishment of clear performance indicators for monitoring and evaluation of the success of these approaches;
• The perception by schools that through the quality of their staff, the service is able to offer effective strategies for enabling schools to meet the needs of their most vulnerable pupils.

3.96 As part of the SEN Implementation Strategy (following the SEN Review), three geographic Area Partnerships were developed and will be responsible for managing the support provided to vulnerable pupils by outreach services. Services provided through the partnerships include SEN Teams; Educational Psychology Services; School Improvement Officers; Behaviour Support Services; and the School Attendance Service. Further information on the Area Partnerships can be found in paragraphs 3.79 to 3.81 of this document.

3.97 The relationship between attendance and attainment has been further enforced through the links between the teams in terms of the Self Review Framework for schools and the Schools Causing Concern conferences. The BSF programme provides an opportunity to continue to embed a culture of attendance in all of our learning centres and, supported by BSF, we will work toward:
• A focus on raising standards, which incorporates the role of attendance;
• The development of flexible methodologies of tracking and monitoring attendance and attendance data. As well as supporting the work of the Pupil Mobility Co-ordinator, this is supported by our cross-cutting theme of ICT;
• Greater linkages between attendance support and the cross-cutting theme of integrated children’s services, particularly with regard to Area Partnerships;
• The utilisation of our cross-cutting theme of extended schools in order to promote attendance.

3.98 The School Attendance Service and School Improvement Team, working together, are already beginning to deliver challenge to those schools whose attendance levels are unacceptable and, though much work remains to be done, considerable progress is now being made. BSF will enable this to be developed and enhanced in support of our vision for attendance.

3.99 The Service has also contributed to developments within the Behaviour Improvement Programme (BIP). Three School Attendance Support Assistants have been appointed to the Behaviour and Education Support Teams (BESTs) and are already delivering within the BIP clusters. They are employed and managed within BIP and supervised through the School Attendance Service.

b) Behaviour

3.100 Our vision for behaviour in Knowsley reflects and is consistent with the DfES’ vision that we should have coherent arrangements for helping schools improve behaviour and for these to be an integral part of school improvement. In order to address local needs our vision includes the development on an integrated behaviour strategy that brings together all available support mechanisms for behaviour within Knowsley and is fully supportive of our horizontal driver of a learner entitlement. Achievement of our vision will result in a reduction of reported incidences of bullying; the promotion and enhancement of the training and development of staff to support young people and raise awareness of behavioural issues; and the greater involvement by parents in behavioural issues.

3.101 Knowsley LEA recognises and is committed to the need to integrate the current range of behaviour initiatives, structures and provision that exist within the borough as a result
of incremental national and local developments and, to date, the LEA has commissioned a system-wide review to investigate the relationship between LEA, Excellence in Cities (EiC) and school-based systems, structures and processes and to make recommendations to guide the continued development and enhancement of a behaviour strategy for Knowsley.

3.102 Knowsley’s current Behaviour Support Plan (BSP), to ensure that coherent, comprehensive and well understood arrangements are in place for pupils who experience a range of behavioural, social and emotional difficulties (BESD), is being evaluated and revised at present in consultation with stakeholders as part of a system-wide review of the strategies and audit of needs.

3.103 The aims of Knowsley’s current BSP are:
- To review existing provision and identify good practice;
- To promote motivation and behaviour which is conducive to learning and achievement;
- To focus on Presence, Participation and Achievement of vulnerable pupils who experience BESD so that targeted support meets their needs, in support of our cross-cutting theme of SEN and inclusion;
- To promote partnership and collaboration between pupils, parents, carers, schools and all the relevant agencies to support the personal development, educational achievement and well-being of pupils affected by a range of issues – including BESD;
- To maximise inclusion and minimise exclusion.

3.104 In order to maximise the impact of the BSP, inherent links are made to a number of corporate, regional and national strategies, including Knowsley’s Early Years Development Partnership, the Youth Action Teams and Crime and Disorder Partnerships. It also involves a range of other statutory and voluntary partners.

3.105 Knowsley also has a well-developed Behaviour Improvement Programme (BIP) strategy, supporting the key government target of the reduction of street crime. BIP in Knowsley is in the second year of its strategy and is housed within the Excellence in Cities structure. We currently have improvement targets focusing on attendance, truancy, and fixed term exclusions. Additional intervention through Skill Force is currently in place at our BIP secondary schools, providing additional support to young people at risk of disaffection. This work is valued by schools and actively supports our BIP strategy.

3.106 There is still significant progress to be made on our targets and BSF will support our efforts by delivering high quality and inclusive learning centres that provide flexible teaching and learning environments that support both delivery staff and young people at risk of disaffection. BIP developments will also benefit from linkages to family involvement, which will be promoted through our extended schools cross-cutting theme.

3.107 Recently, we have identified a number of strategic structural and operational changes, required to support sustainability and continued impact of work under our BIP strategy. The further development of BIP within Knowsley is supported by the newly established EiC Social Inclusion Group, which has brought a finer focus to the issues of social inclusion and behaviour management within the education frame and provides a clear link with our cross-cutting theme of collaboration. Our view is that the re-structuring of BIP will act as the template and driving force for redefining support for social inclusion and support for behaviour across the Borough. BSF will act as a catalyst to this.

3.108 We will continue to work toward:
- The implementation of our SEN strategy related to a continuum of provision for BESD, with particular reference to our cross-cutting theme of SEN and inclusion;
• Developing an integrated behaviour management system that drives best practice and encompasses specialist and school support staff within a coherent plan;
• The development of area plans within our overarching strategies, developed with schools and other partners and supporting our cross-cutting theme of collaboration and federation;
• Tackling underachievement in all vulnerable groups of pupils;
• Co-ordinating educational provision for young people educated outside of a school;
• Developing the capacity of all schools and learning centres to meet the needs of pupils with BESD, working alongside our cross-cutting theme of workforce remodelling;
• Supporting pupils within the 14-19 age group to access the most suitable learning opportunities, supporting our 14-19 cross cutting theme;
• Working with the wider community to support local residents to meet the needs of vulnerable pupils. This has direct linkages with our cross-cutting themes of extended schools and community links.

Co-Located Services
3.109 Within the Joint Statement of Intent we considered the potential for the co-location of other services at each school in the borough, particularly in the areas of health, sport and leisure, community and youth centres, early years provision and children’s services. The local authority recommended that all schools, with the support of the LEA, should investigate further the potential for co-location, a vision that BSF will help to progress.

3.110 Throughout this process there has been a significant level of support for the concept of co-location and the Council has a clear mandate from their schools, their governors and wider education stakeholders to develop learning centres in such a way that serve the need of their communities.

3.111 Our definition of co-located of services is distinct from what is known as ‘the extended school’. Where we consider an extended school as one where the school’s facilities are used beyond school hours to support out of hours learning, are accessed by the wider community and children for, for example, sport and leisure or adult education, co-located services are where a school plays host to a non school service, usually as part of wider public service delivery but also in partnership with the private sector. The establishment of co-located services in Knowsley will provide flagship facilities for use by the whole community throughout the borough and co-location in Knowsley supports our cross-cutting themes for the BSF programme, of extended schools, children’s services and inclusion.

3.112 Significant developments in Government policy have supported the development and co-ordination of local initiatives on co-location. This is reflected in some of the key aims of the Building Schools for the Future programme, which requires new learning centres to not just deliver extended services but also to investigate the potential for co-located services.

3.113 We have already progressed effective co-location of school facilities, albeit mainly in the primary sector to date. This has included the developments at Ravenscroft Primary School in Kirkby, where work is currently underway to develop a Primary Care Trust Resource Centre which incorporates a Community and Youth provision in the same building, with the school, neighbourhood nursery and other early years provision also on site. The site will share car parking, security and there is obvious benefit from the co-location of important facilities for both children and adults.

3.114 The BSF programme in Knowsley will allow us to investigate further our models of co-location. It will encourage us to continue to work alongside our partner organisations to
join up provision and resources to realise co-located facilities on schools sites. It will also allow us to continue to place our learning centres at the heart of their communities, providing a range of facilities for local people. This is consistent with the proposals detailed in the Council’s Statement of Implementation.

3.115 As such, we have developed a definition of what the co-location of services on our new learning centres in Knowsley may deliver. This has been led by a Co-location Sub Group, the membership of which consists of senior staff from Knowsley MBC, as well as the Deputy Chief Executive of the Knowsley PCT and representation from the North Huyton New Deal for Communities partnership. The group established criteria around which co-located facilities can be tested for suitability within a learning centre environment.

3.116 As such, co-located facilities may deliver:

- Children's Centres and other early years provision;
- Sport, art and cultural facilities for use both by learning centres and their wider communities;
- Community centres and/or youth centres;
- Health facilities that are consistent with supporting the health of children and families;
- Social services and citizen’s advice

3.117 Co-location will not include facilities:

- That have no benefit to children;
- That might in any way endanger;
- That do not service the local community in any way;
- With profit generation as their primary rationale

3.118 The potential for co-location at each of our proposed learning centres has been investigated by a corporate Co-location Group and possible co-location opportunities are referenced for each learning centre in Section VI of this document.

3.119 In addition, co-located provision and extended schools will require the further investigation and development of clear management arrangements. If a learning centre is to be used to its full potential the management of the site needs to be clear at the outset. There are two main models that are already utilised in Knowsley. The first is the creation of a post in the school structure to be responsible for the management of the facilities after the ‘school’ day has finished. The second model is that of another agent taking responsibility through a management agreement with the governors. This latter model is essentially dual use as practiced over the years in many parts of the country where the sports facilities are managed by sports specialists who come in and let and manage the sports facilities on the school site and take responsibility for security, bookings and management of activities. It could provide an opportunity to be extended to embrace not just sport but the whole spectrum of community activity which provides education and recreational benefit to the local community and clearly reflects the Corporate Plan of the Council and the vision of the Local Strategic Partnership with its increased emphasis on integrated provision and a decreased emphasis on single service building based provision owned and managed by a single agency. Further information on the Corporate Plan is provided in Section I of this document.

**The role of BSF for Children’s Services; Extended Schools; Community Links; Behaviour and Attendance; and Co-Location**

3.120 The development of services for children and their families is a key priority for Knowsley Council and the Knowsley Primary Care Trust and needs to be undertaken coherently and complementary to each other. The location and quality of service provision is critical to the development of this cross-cutting theme and both the Schools Commission and the Statement of Intent reflected this importance. Building Schools for the Future offers an opportunity to build on developments to date, extend them to all of
our new learning centres and enable them to be developed as true centres for learning communities. As such, we will use BSF resources to deliver our vision by:

- Designing in openness and community involvement of schools for both pupils and adult members of the community;
- Ensuring that learning centres look and feel like welcoming environments for all members of the community by providing community spaces at all learning centres and through involving stakeholders in the design of these facilities;
- Utilising our experience to date in the design of our new learning centres and the management of formal community access;
- Designing flexible spaces that can change and grow in line with the unique demands of the communities of Knowsley, supporting us to achieve our project objective of creating flexible and sustainable learning environments for the 21st century;
- Developing campus arrangements, where appropriate, to ensure that maximum co-location is achieved;
- Investigating a range of management and governance models that will ensure strong leadership, management and the integration of extended activities. This is both transformational and essential, as our vision cannot be implemented unless this is right;
- Investigating new management and governance models, which will help to ensure that children, young people, their families and the community are part of the decision making process. Current management and governance structures do not easily allow these groups to have an active say in the running of any extended activity and our proposals will support our project objective to ensure an inclusive approach to education;
- Making the possibilities of offering integrated services to children, their families and the community a reality, through our proposals for co-location through this programme. Beyond the implementation of BSF investment in Knowsley it will be possible to have a working model whereby different mainstream funding from a multitude of service providers will be used to further the aim of each extended school and its individual context. This relates very closely to investigating ‘fit for purpose’ management and governance models and strong leadership in ensuring high quality, customer focused integrated service delivery;
- Designing appropriate buildings that reflect the use of children, young people, their families and the community. At present lifelong and family learning often takes place in inappropriately located, ill furnished surroundings that do not lead to raising aspirations and achievements. This is an opportunity to design space that can be multi-functional and user friendly by all ages and the context in which they are meeting. The design will also allow for consideration of all the additional needs that local parents and the community bring with them, such as a crèche, and safe car parking;
- Allowing us to continue to investigate the location of appropriate service delivery space on school sites. For example, at present, there has been some co-location of health staff on school sites, particularly school nursing service but there is a willingness from the local PCT to consider locating a greater number of staff on site. There is a need to have identified clinical space to make this effective. This specialist space would then be used for other health professionals who could deliver services on site in response to need. Additional delivery space may be developed for libraries, social care, community or special needs provision;
• Locating appropriate car parking space to accommodate the increased usage by staff and the community and ensuring, where possible, that public transport links are enhanced, which will support the utilisation of extended provision and co-located services;

• Designing learning centres that have good social and external spaces and that avoid creating areas that are hard to monitor by staff. This will support the behaviour and attendance elements of our vision;

• Investigating different and appropriate ways of enabling families and the local community to feel comfortable using the building, whilst still maintaining good security and safety of children and young people. We know from previous work that current school reception areas, schools layouts, entrances and the mass movement of large numbers of young people around schools can sometimes deter the less confident parent or community member from even entering a school. The design of new adult friendly front line customer services areas will positively help to get more parents and adults into the building. It will also ensure that risk assessments concerning the safety of young people, adults, staff, equipment and property are undertaken prior to setting up any integrated approach. Capital investment in new learning centres will develop learning environments that attract adults who return to learning and introduce and promote the concept of lifelong learning to all, supporting our programme objective to ensure an inclusive approach to education;

• Continuing to join up funding programmes to support extended school activities and to develop co-located facilities, utilising the methodologies described in Appendix 6 of this document;

• Ensuring that the management arrangements of new learning centres support a greater openness of facilities as well as enable other public agencies to support schools as community centres;

• Ensuring that the ability to design completely new learning centres provides us with the opportunity to establish sites with adequate security provided to allow the safe and well-managed availability of extended provision, children’s services and co-location provision.
3.121 In Section II of this document we explained that Knowsley is experiencing a falling birth rate. In the Schools’ Commission’s second report, they concluded that:

“The overall fall in the school population is due principally to the fall in the birth rate, although falls and some increases in particular localities have also been affected by changes in the housing patterns. With local exceptions, changes in the housing patterns give no hope for the reversal of the downward trend in the school population. The loss of pupils to schools in neighbouring authorities has remained constant for some years and has not contributed to the recent sharp downward trend in the school population”

3.122 An overview of the current population data for Knowsley’s primary and secondary schools can be found in paragraphs 2.02 and 2.03 of this document. Appendix 3 describes the likely pupil numbers in Knowsley by 2010. Paragraphs 2.07 and 2.08 also reflect the current and likely impact of new housing provision across the borough. Projected school population figures across the borough have allowed us to consider the likely demand across the voluntary aided and community sectors in the north, centre and south of Knowsley for future years. We have also acknowledged the impact of the more flexible 14-19 provision offered through our 14-19 Collegiate, as described in further detail as a further cross-cutting theme of the Knowsley programme.

3.123 Within the LEA structure there is a Data Team, whose remit includes the collation and maintenance of current and accurate data on the school population and the wider demographics of the borough. This data reflects variables such as changes in housing provision (including the impact of new housing) as well and intra and inter LEA pupil movement. The impact on cross-border movement has been considered in detail as part of our analyses, though is unlikely to impact significantly on future pupil populations in our learning centres.

3.124 We are aware that a high level of surplus places in our secondary sector leads to unsustainable schools, poor quality teaching and learning environments and an inability to properly plan for future generations of pupils. On the basis of this analysis, the Local Authority and the Diocesan authorities committed, through the Joint Statement of Intent, to:

- Decommissioning unused/surplus areas of school buildings to reduce net capacity where pupil numbers remain viable;
- Identifying shared school/community/partnership areas within school buildings to further reduce net capacity, including consideration of the impact of possible co-location within areas and the Extended Schools’ initiative;
- A commitment to exploring new and alternative models of provision in the immediate future, not excluding the possibility of closing and/or amalgamating some schools;
- Considering school federations and other collaborative models supported by DfES policy;
- Investigating solutions to current levels of surplus capacity across Kirkby as a priority;
- Investigating all areas and sectors forecast to achieve 25% or more surplus places by September 2007 as a priority;

3.125 This vision is established with an acknowledgement that:

- The Local Authority is required to review provision of school places annually and should maintain no more than 10% of surplus places to allow for parental preference
- There needs to be maintained the balance between denominational and non-denominational provision
- In Key Stage 1 age groups, classes cannot extend beyond thirty children in line with legislation and this will affect school organisation at popular schools
• It is important to consider wider regeneration strategies and the potential impact on pupil population

3.126 Given the proposals in this Strategic Business Case, the LEA will be bringing forward statutory proposals to create eight new learning centres to replace existing provision and undertake statutory proposals to close all eleven of the existing mainstream secondary schools. Eight learning centres will allow us to deliver our educational vision within a wholly new and sustainable secondary estate. It is our intention to make these proposals interdependent so that the School Organisation Committee (SOC) is aware that all proposals need to be agreed for the transformation of secondary education in Knowsley. With regard to the SOC proposals, we will take advice from the School Organisation Unit of the DfES who have already offered the highest quality guidance and support in matters raised thus far. Sites for the new learning centres have been identified following an investigation of all possible sites available within the borough.

3.127 The new learning centres will maintain the diversity of provision in Knowsley by supporting existing specialisms while also promoting the development of new ones; maintaining adequate levels of pupil places for those wishing to access a faith-based education within the Catholic sector, while also introducing Church of England provision at secondary age; maintaining secondary provision within each of the borough’s townships that has existing secondary provision; and supporting flexible provision targeted to individual pupil needs through maintaining delivery methodologies such as the 14-19 Collegiate. Through the work of the Schools’ Commission, the development of the Joint Statement of Intent, and the publication of our Statement of Implementation, the current and future demand of pupil places in both the faith and community sectors has been audited to ensure that proposals maintain a diversity of choice and meet parental and student preferences of provision type.

3.128 In addition, the new learning centres will utilise the experience and best practice within our existing schools. This will include progressive work to date on aspects such as extended school provision, flexible and alternative curriculum provision, collaboration and specialisms. Moreover, the development of new learning centres will enable us to reflect upon and enhance such provision from the outset of our BSF programme. The previous experience in many developmental areas of work is reflected within our other cross-cutting themes within this business case and, as such, will be embedded into the implementation of BSF in Knowsley.

3.129 We are aware of the current guidance which allows for SOCs to consider all responses to proposals. This includes statements in support of the proposals as well as any objections to proposals. Given that the consultation with our stakeholders has been over a two and a half year process, involving them at each development, it is vital that the wider consensus is considered by the SOC in support of the transformational agenda. Statutory proposals will not be presented to the SOC until after Cabinet and PRG approval of business case. Statutory proposals will not, therefore, be forthcoming until 2005. In addition, we will necessarily align any statutory notices for the BSF programme with any that may be required following the conclusions of the post-16 Strategic Area Review. It is acknowledged that any post-16 statutory notices requiring SOC consideration must be concluded before further notices affecting those schools can be taken to SOC. The shared vision across all stakeholder groups of our educational vision and the stark impact of falling school populations, with the implications of the subsequent affordability gap on both schools and the Council, assists in mitigating the risk of a disrupted and elongated SOC process. Some level of risk does remain, however. The current Government legislation does not require us to undertake competition with regard to our new learning centres.

The Role of BSF

3.130 BSF, therefore, will enable us to:
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- In one phase of activity, produce a quick but coherent strategy in order to remove surplus capacity within the secondary sector, based on the present and future needs of the borough’s population;
- Take into account accurate and contemporary figures on pupil numbers, which reflect area/sector retention, traditional school links and house building programs;
- Target other resources effectively to support the eradication of surplus capacity within the primary sector;
- Progress and develop models of federation, where suitable;
- Maintain parental preference and provide choice of provision across the borough.
City Academies

3.131 We acknowledge that City Academies are a central element of the DfES’ strategy for delivering the Building Schools for the Future programme. At present we are progressing detailed discussions with the DfES as to how and where a City Academy may be developed in Knowsley.

3.132 Knowsley is not necessarily an obvious borough into which to place an academy; we have no secondary schools in special measures, in serious weaknesses, or categorised by Ofsted as underachieving. All of our schools are faced with the most challenging of circumstances but all schools that might be most closely aligned to the DfES’ criteria on identifying academies have been inspected by Ofsted relatively recently and, without exception, have received highly positive reports.

3.133 However, after detailed discussions with the DfES and our other key stakeholders, we are confident that, in the spirit of partnership, we could now work together to establish an academy in Knowsley which will contribute fully to delivering the outcomes defined for the Knowsley BSF programme, as detailed in paragraph 3.10 of this document. In particular we would wish to see an academy that:

- Has a formal commitment to delivering the cross-cutting themes detailed in our education vision for BSF in Knowsley;
- Acts as a learning lab and test bed for ongoing transformation, so that the lessons learned at an academy can then be applied to other learning centres across the borough, as appropriate;
- Encourages the LEA to play an appropriate role in monitoring the effectiveness of the academy, working with the DfES to address problems that require intervention.

3.134 We would also wish to work with any potential academy to ensure that all of the cross-cutting themes within our education vision are fully delivered and to support the academy through sharing the considerable work undertaken across Knowsley to date. For example, our cross-cutting themes of 14-19 provision, collaboration and federation and integrated children’s services, in particular, are based on a considerable level of established collaborative work between schools and rely on the active participation of all schools, with the focus on ensuring pupil entitlement. Our 14-19 collegiate, in particular, is built on the principles that all students in the borough should have access to coherent and diverse pathways, irrespective of which school is their “home school”. We would expect that any potential academy plays a full and participative role in delivering this very successful element of our work. We believe that, if undertaken as set out above, the development of an academy in Knowsley would not impact negatively on the excellent progress that our community of schools has made in areas such as 14-19 and collaboration in recent years.

3.135 We are confident that our vision, through the horizontal drivers and cross-cutting themes, will succeed in the transformation of all schools in Knowsley and that an academy could be established that plays a full and active role in this. We are therefore committed to continuing to work closely with the DfES, our wider partners, and any such academy within Knowsley to deliver this vision.
Workforce remodelling

3.136 Workforce remodelling, and reflecting the individual needs of groups of schools, will play a key role in the achievement of our overarching educational vision for Knowsley. With reference to workforce remodelling in particular, our vision is coherent with the statement made in the National Agreement but also in additional related legislation such as the Children Bill, specifically that we want to value the unique skills that people from different professional backgrounds bring, and we also want to break down the professional barriers that inhibit joint working, and tackle recruitment and retention problems. Our goal is to make working with children an attractive, high status career, and to develop a more skilled and flexible workforce. This strongly supports a number of our cross-cutting themes, including children’s services.

3.137 Although our work under BSF will in many ways focus upon the learner, we also recognise that workforce development will need to adapt and keep pace with this in order to facilitate sustainable transformation.

3.138 The National Agreement: Raising Standards and Tackling Workload was introduced in January 2003, setting out a timeline of contractual changes in teachers’ pay and conditions. Knowsley has a clear focus on our priority to reform the workforce, which in turn will help support staff work with teachers to focus upon learning and teaching. We are also joining up our efforts with the Primary Leadership Programme (PLP) to ensure remodelling, raising the quality of school leadership and focusing on teaching and learning to meet the needs of children in schools. Our proposals for the secondary sector through BSF will provide a supportive framework which will inform and be informed by developments in the primary sector.

3.139 The current position in Knowsley in preparation for developing our vision is that:

- A number of schools in both the primary and secondary sector are undergoing a change management/remodelling process to address issues such as workforce development, workload, role of support staff, work/life balance;
- A competencies and pay/conditions framework for Teaching Assistants has been prepared;
- High level Teaching Assistant (HLTA) training and provision is currently being facilitated;
- Specific training in workforce remodelling is being provided for Governors of all schools;
- We have utilised targeted strategic funding in order to provide schools with additional support staff, such as Teaching Assistants and Learning Mentors. This has encouraged, in many instances, local residents to take up such posts. We will look to continue this activity where possible and appropriate.
- We have developed two training schools within the borough and would wish to learn from their experiences in the designing of new learning centres;
- A Communication Group has been established, with representation from all unions, to progress with the consultation;
- LEA communication events have been utilised to develop the future role and structure of the LEA to support this vision and to ensure coherence with BSF;
- Workplace remodelling capital grants have been awarded to a number of schools to progress with specific physical needs within schools.

3.140 We will continue to work toward:

- Continuing to develop/expand the role of collaboration and federation within and between schools, as another cross-cutting theme for BSF in Knowsley;
- Developing capacity within the LEA to support the roll out of the remodelling process to all schools;
• Developing a coherent continuous professional development framework which supports the training needs of a flexible workforce, linking into collaboration between schools;
• Supporting learning centres and their staff to deliver the cross-cutting theme of SEN and Inclusion in mainstream environments;
• Supporting the Knowsley BSF cross-cutting theme of Integrated Children’s Services;
• Using workforce remodelling to develop all staff in our learning centres, including both teaching and support staff.

The Role of BSF

3.141 The BSF programme in Knowsley will help to facilitate this process by:
• Providing high quality and fit for purpose environments, designed to be designed to support a curriculum customised to the changing needs of every learner;
• Designing flexible spaces within our new learning centres that can also provide high quality non-teaching space when needed, in line with requirements for all teachers to be guaranteed time for planning, preparation and assessment. These environments will also support non-teaching staff in their roles and continue to establish them as a key element of the workforce in our new learning centres;
• Reflecting, in our new learning centres, that a large number of pupils in Knowsley learn best in a kinaesthetic environment, providing environments that promote flexible learning and that supports our cross-cutting them of inclusion;
• Encouraging us to develop learning centres that are designed to support all staff to perform to the best of their abilities, through the provision of high quality and sufficient staff rooms, as well as other necessary facilities such as adequate storage space and toilets;
• Reflecting our ICT cross-cutting theme in the development of new learning centres in a way that supports workforce remodelling;
• Developing learning centres that encourage Knowsley residents to become actively involved in supporting the delivery of education, be it on a voluntary basis or in the targeting of career development opportunities. This will also support our cross-cutting theme of extended schools.
Collaboration and federation

3.142 Collaboration and Federation very much underpins the culture within Knowsley, against a national background of school autonomy and competition and within a context of falling pupil numbers. Moreover, it represents one of the key propositions contained within the Joint Statement of Intent as a borough-wide activity. The intention, since the publication in October 2003 of our Joint Statement of Intent, has been to expand upon our existing experience of collaboration and federation.

3.143 As such, collaboration and partnership has become one of the key tools by which we are implementing the system-wide reform of education.

3.144 Collaborative approaches are already helping to ensure significant progress within a number of the cross-cutting themes for BSF in Knowsley:

- A more inclusive approach in schools, with mutual accountability and the agreement of collective targets for inclusion, helping to implement the integrated children’s services and inclusion cross-cutting themes;
- A more flexible curriculum provision for young people, especially those aged 14-19;
- A genuine partnership of lead professionals in education (headteachers and local authority senior officers) collective decision-making, co-leadership and subsidiarity, and;
- A change in the role and function of the Local Education Authority.

3.145 We have developed three different types of collaboration, each of which reflects the national drivers within the BSF programme. They are:

i) Student and curriculum provision

3.146 Under this methodology the focus is on the student rather than the institution and the aim is to open up opportunities to young people that may not be fully available in individual schools. This relates closely to our horizontal driver of a learner entitlement.

3.147 In 2001 Knowsley was bottom of the GCSE performance tables with relatively poor attendance in secondary schools, very low youth employment and a low staying on rate post-16. After an area-wide inspection by Ofsted, all the stakeholders committed to transform 14-19 provision for young people. This was through the development of the Knowsley 14-19 Collegiate, another of our BSF cross-cutting themes. The 14-19 Collegiate therefore presents a clear example of collaboration within Knowsley.

ii) Professional Development and School Improvement.

3.148 Knowsley believes that the way forward for school improvement is that our best schools should lead the system and that our best teachers and our best headteachers should provide support and challenge for others. Our strategic aim is:

- To ensure that colleagues provide professional development opportunities for each other across schools through activities such as peer review, secondments of individual staff to particular schools, coaching and mentoring;
- To develop common behaviours and a ‘spiralling up’ culture of high expectations rather than a ‘lowest common denominator approach’, building capacity within the system to manage and disseminate change.

3.149 This collaboration in Knowsley to date has been achieved mainly through Excellence in Cities and then through the Leadership Incentive Grant (LiG), as well as LEA core funding being used to create this capacity, a further example of joining up funding to deliver our desired outcomes. We have one secondary collaborative and three primary collaboratives, involving all schools in the borough.
3.150 Unlike many other LEAs, we are moving the decision-making process to the collaboratives, not just for external funding such as LIG or EiC, but for core funding too. For example, we have almost halved the numbers in our LEA School Improvement Team and have devolved core funding for School Improvement to the collaboratives. The Leadership Team in the LEA and the headteachers of the schools are all on the partnership and make collective decisions on how to improve schools and drive strategy.

3.151 The LEA employs management support consultants to support schools in the secondary sector, with these consultants reporting directly to the collaborative. We have also funded, through the collaboratives, a lead development headteacher for the secondary collaborative and have funded/seconded, on a part-time basis, a lead development headteacher for each of the three primary collaboratives.

3.152 In addition, two schools in the authority are on the cusp of hard federation. Both Governing Bodies have followed all guidelines and have commissioned reports as well as produced formal proposals. This document is currently out to all key stakeholders for consultation and will be reviewed when amendments and representations are complete. The intended outcome will be a single Governing Body with the potential to share resources, expertise and the staffing capacity to lead to further increases in attainment, achievement and standards. The high levels of trust and collaboration and very pupil-centred drive to achieve this have given the project much impetus and a true sense of excitement about the anticipated impact.

iii) Inclusion and the joining up children’s services

3.153 Collaboration and federation will greatly support our cross-cutting themes of inclusion and children’s services. As explained in paragraph 3.79 to 3.81, we have set up three Area Partnerships which are cross-phase and include health and social services, as well as other stakeholders. These partnerships encourage and support collaboration by encouraging local neighbourhood management arrangements (including schools) to play a part in defining how services are delivered to children. In addition, these partnerships are data and local context-driven in how they operate and agree plans and priorities on inclusion and vulnerable groups on an area basis.

3.154 They allocate and deploy both human and financial resources to meet the needs of individual and groups of children and young people and are key to our intention to move towards area-based working for the whole authority with schools operating, not as independent competing businesses, but as public services, providing joined-up services to meet the needs of the local community.

3.155 Collaboration across the phases and in a multi-agency context is clearly harder than collaborating within a single phase of educational professionals. However, good progress is being made in Knowsley: the relationships are excellent between health, education and social care and the Director of Social Services is also the Chief Executive of the Primary Care Trust, which is unique and explained in further detail in paragraphs 3.73 and 3.74. The implication of this approach is that there is an all encompassing acceptance of inclusion targets.

3.156 A further current example of collaborative approaches in action can be provided by the North Huyton Learning Collaborative, which harnesses the three focus areas described above. This is a local collaborative that will bring together the work of the current Education Action Zone (EAZ) and the North Huyton New Deal for Communities partnership. The schools within each area will form a family of twelve schools (with both primary and secondary representation) that will work together to develop projects and collaborative working against priority investment strands of:

- Increased attainment and achievement;
- Inclusion, participation and achievement for all;
- 21st century extended learning environments;
- Increased employment opportunities;
3.157 North Huyton NDC partnership have ring-fenced funds to support the development of the North Huyton Learning Collaborative, which represents the commitment of both the LEA and our partner organisations to delivering sustainable change through collaboration. The Learning Collaborative will facilitate deeper levels of involvement between schools, providing a platform to facilitate the sharing best practice in teaching, learning, leadership, management and resources; extended curriculum opportunities, and best value. This is a unique opportunity that aims to bring together education policy and regeneration, by placing learning at the heart of neighbourhood renewal.

3.158 The LEA’s role in all of the activity of this cross-cutting theme is to help to keep the focus on the fact that this is not just about one individual school but a community of schools. The role of the LEA is also to act as a facilitator, bringing the partnership together and building and developing relationships. This will be crucial in the transition from our current system of secondary schools to the implementation of our new learning centres. Finally, it is about developing strategies to incentivise reform and to invest time and resources in the right areas to support sustainable transformational change through the BSF programme.

The Role of BSF

3.159 Building Schools for the Future provides a further vehicle for delivering collaboration and federation in that it requires the utilisation of all of the above stands of our work on collaboration and federation in Knowsley, and provides the unique transformational catalyst against which to deliver the agenda. The fact that our work on collaboration and federation links strongly to other cross-cutting themes for BSF in Knowsley (including 14-19 provision, workforce remodelling, inclusion and children’s services) shows that collaboration and federation is an important strategic driver within the borough and is key in helping us to develop a new role for the LEA.

3.160 Capital investment at this time will support the delivery of:

- Area-based facilitates for students accessing a range of learning centres;
- Learning centres that provide environments that enable the delivery of education suitable to individual learners' needs;
- Facilities that support social interaction within and between families in support of their children’s learning opportunities;
- Environments that support creative and engaging opportunities for professional development that supports both the learning professional and their organisation;
Learning Centre Specialisms

3.161 Our proposals for the development of eight new learning centres across Knowsley will expand the number and provide an opportunity to enhance the quality of specialisms available across the borough. We currently plan to have developed each of our secondary schools as specialist schools by 2006 and we will continue to develop submissions to this effect, as appropriate, following the publication of this business case. We will also seek to work with the DfES to ensure that accommodation in existing schools and proposed learning centres meet minimum requirements required to support specialist subjects and that physical facilities are placed on learning centre sites to promote use from other curriculum areas. The continued development of specialisms at our learning centres will support the cross-cutting themes of our educational vision that cover inclusion, collaboration and 14-19 provision, as well as promoting achievement and raising standards. Links into other cross-cutting theme areas will support the raising of standards across the curriculum.

3.162 At present we have four secondary schools with specialisms; in languages, performing arts, sport and technology. Our proposals will ensure that these specialisms are maintained within Knowsley and specialist facilities currently available to Knowsley residents will be retained or reinstated in the development of our new learning centres. Additional DfES-defined specialisms will be targeted by specific schools as appropriate. We recognise the requirement for specialist schools to develop community plans, which may mean that pupils from other schools, or external user groups, utilise learning centres and their facilities. This is supported in Knowsley’s BSF programme through the other cross-cutting themes of extended schools, workforce remodelling, and collaboration and federation and can also be supported by effective design that supports physical access and suitable movement around the learning centre site.

3.163 However, in addition to the development of learning centres with DfES specialist status, we will continue to work with a number of partners to develop further unique specialisms for our new learning centres. BSF provides us with an opportunity to develop new specialisms that build upon local expertise, allow us to work with external partners and to develop skills in both teaching and learning that reflect the demands of the Merseyside economy. For example, we are currently actively investigating the development of a digital media academy for Knowsley with Phil Redmond and Mersey Television. Further specialisms could incorporate other industries relevant to the Merseyside area, such as engineering, manufacturing or biopharmaceuticals.

3.164 We will continue to develop our proposals for specialisms with our schools and the DfES.

Curriculum

3.165 We recognise that our learning centres must provide a stimulating environment which recognises the contribution that each national curriculum subject makes to personal development and overall levels of attainment. Furthermore, we also recognise that these environments must support personalised learning, specialisms, extended school activities, behaviour improvement and other activities that reflect the cross-cutting themes of our educational vision. As such, the designs for our learning centres will promote flexible space, and adequate provision for technology, sport, art and design, and other curriculum areas. In addition to these aspects, there is also a need to ensure the development of safe, accessible and secure environments to promote the full presence, participation and achievement of all young people in Knowsley learning centres. The designs of and facilities within each learning centre will be supplemented through our cross-cutting theme of collaboration and federation and 14-19 provision, which will both help to deliver personalised learning for all pupils. The specific design of each learning centre is yet to be undertaken but will be done so with the involvement of stakeholders.
Tackling Underperformance

3.166 The LEA has a very successful recent track record in addressing failure and low attainment. In 2004, our A*-C GCSEs rate improved to 38% an increase of 4.5% on last year and an achievement of ambitious government floor targets. This is our biggest ever improvement and the sixth successive year of improvement, with rates of improvement over the last six years standing at 0.7%, 1.4%, 2.1%, 3.0%, 3.4% and 4.5%. We now have only one school below 30% A*-C, compared to nine in 2000. We also have five schools attaining over 40% A*-C compared to one in 2000. This suggests that the LEA is very effectively addressing failure and low achievement, supported by key strategies such as the Education Development Plan, our Teaching and Learning Strategy, effective school improvement, and the innovative implementation of key government strategies such as the Leadership Incentive Grant. These developments are supported and furthered by our BSF cross-cutting themes including collaboration and federation, 14-19 provision and integrated children’s services. Our recent improvement has been achieved in spite of many buildings within the secondary sector being of a poor quality. Investment at this stage, deployed coherently alongside our transformational educational vision, will allow us to continue improvements in performance across the entire secondary sector.

Design Quality

3.167 Knowsley MBC recognises that good design in public buildings continues to be a priority of the government and that this includes the implementation of the Building Schools for the Future programme. A high level of design quality is implicit in the assumptions made within the high level options appraisal contained within Section V of this document, with particular references as to how good design can impact on enhancing the level of teaching and learning that takes place in our learning centres and in the more efficient operation of buildings leading to reduced maintenance costs over the operational lifecycle of the building. These can both have a direct influence on the quality of the learning experience and, therefore, on levels of attainment.

3.168 Moreover, we have considerable anecdotal evidence to suggest that the design quality of our learning environments carry considerable influence as to how learning centres are perceived by the wider community. Our evidence suggests that non-welcoming poorly planned physical environments, often issues that individual schools have had little opportunity to positively address, can have a detrimental impact in how many people access school sites and how schools themselves are perceived in the wider community.

3.169 As such, we will continue to promote the importance of good design at all stages of the procurement process and will consider this element very carefully when we come to select our private sector partners for this programme. We will endeavour to work with a partner (or partners) that has innovative but deliverable, cost-effective ideas but who are also willing to work closely with our key stakeholders (who will include headteachers, pupils and many of our partner organisations). To support us in this process we intend to appoint a Design Champion of some prestige as we undertake the procurement process.

3.170 In addition we will, where appropriate, continue to utilise the relevant guidance made available to support us in ensuring high levels of design quality. This will include:

- Schools for the Future: Designs for learning communities (DfES)
- Improving Standards of Design in the Procurement of Public Buildings (CABE)
- DfES Exemplar Designs for Building Schools for the Future
- Classrooms of the Future (DfES)
- Furniture for the Future (Design Council)
- Sport England guidance

3.171 We will also seek to utilise advice, experience and best practice in the design of learning centres across the world.
3.172 Knowsley Council, through its work to date on the Joint Statement of Intent, have stated a number of criteria that we intend to consider in the development of all of our future learning centres:

(i) Designing Learning Environments

- The establishment of new learning environments should help to raise standards – through influencing pupil motivation, broad and balanced curriculum. This issue will be at the heart of the decision making process.
- The establishment of new learning environments should promote lifelong learning.
- Capital investment should promote the presence, participation and achievement of all children.
- Public buildings in the future should be used more widely, by both the public, private and voluntary sectors. New learning environments should reflect these emerging relationships.
- The response of people to the quality of the built environment is of huge importance, more so in the case of the very young. All too often the physical environment of schools is miserable and gloomy, only cheered up by the commitment of staff and children to make them brighter and happier places. We make no apology for wanting to create ‘palaces for children’ where creativity and learning can flourish and moving away from the ‘institutional’ nature of school buildings.
- We will look to limit, wherever possible, the operational costs of maintaining schools. Environmental sustainability will be a key influence that will drive innovative design and develop a wider sense of purpose – the Local Authority and the Diocesan Authorities will look to work with architects and construction companies that can deliver on ecological issues and develop intelligent buildings for enlightened and informed communities.
- Access to leisure, play, sport and the arts are vital for the happiness of children and promote health, learning and the development of character. New learning environments should promote this at every opportunity.
- Children should be engaged at the outset of the process
- We will look to establish the maximum possible flexibility in our buildings to support necessary future change

(ii) Learning Needs

- We are aiming to develop ‘creative learning communities that will promote the future prospects of our children.
- Not all learning should take place in schools - learning in the future has the potential to become dispersed. New learning environments and systems should promote this and the emerging ‘Virtual School’ that will benefit children out of school is an example of this.
- New buildings will be expected to accommodate the needs of various learning styles and be adaptable to the needs of all children.
- The wider needs of the economy and society have an inevitable influence on what is learnt in schools and how it is taught. The learning environment should be adaptable to this.
- Children are instinctively creative and new environments should promote and encourage creative agility.
- Children are ‘early adopters’ of new technologies. We would wish to develop environments that capitalise on this not fight it. This might include the potential to promote the development of user generated learning content and the use of mobile technology.
(iii) Community Needs

- Schools of the Future have a major opportunity to contribute to community life. Flexible spaces and good design and access would enable the schools of the future to be used for youth work, sports for children and adults and lifelong learning.
- New buildings should support all cross-cutting themes of the Knowsley BSF programme and support co-located and extended provision where possible.

Consultation

3.173 As described previously, the vision set out in the horizontal drivers and cross-cutting themes above provide the framework through which we will deliver the propositions agreed by all stakeholders following ongoing consultation lasting almost three years. This consultation has involved all key stakeholders, including primary schools, secondary schools, special schools, the Liverpool Roman Catholic Archdiocese, the Anglican Diocese of Liverpool, George Howarth MP, Eddie O'Hara MP, Knowsley Secondary Headteachers' Association, NASUWT representatives, Knowsley Schools' Council, North/South/Central Governors' Forums, Knowsley Community College, NAHT representatives, the Learning and Skills Council, Connexions, Knowsley Lifelong Learning Partnership, New Deal for Communities, Knowsley Primary Headteachers' Forum, and Headteachers of Knowsley special schools. There have also been a series of public meetings throughout the borough, through groups such as area forums. This consultation has directly affected the vision that we propose for the delivery of BSF in Knowsley.

3.174 We are committed to ongoing consultation and information dissemination to ensure that all stakeholders have ownership of the process and are fully aware of how and when changes affected by BSF will take place in Knowsley. With any major announcement of proposals relating to BSF in Knowsley, including the details of this Strategic Business Case, all stakeholders will be told together followed by a briefing for local media.

3.175 We will use the Council Intranet and Internet sites to electronically inform staff members and external stakeholders of ongoing activity. In addition, we have a number of other mechanisms for communicating with wider stakeholders, including schools, including an annual Visioning Conference, Area Forums, the Chief Executive's Briefing, the Council newspaper and a citizen's panel known as the Knowsley Voice.

Corporate Links

3.176 The Knowsley BSF programme will benefit greatly from the strong corporate linkages within Knowsley and the clear linkages to corporate policy are detailed in Section I of this document.

3.177 There are numerous examples of corporate working that prove the ability to effectively and efficiently deliver complex capital programmes in a coherent and co-ordinated fashion. For example, the Council is a central partner of the local NHS LIFT Project and has been involved in the national evaluation process of selecting a preferred partner from the bidders. This has allowed us to gain valuable knowledge of the capital structure arrangements of PFI partnerships but, moreover, has enabled a joined up approach to be affected in the delivery of LIFT investments.

3.178 In addition, as described in our integrated children’s services cross-cutting theme, Knowsley is the only local authority in the country to have a shared appointment as Director of Social Services and Chief Executive of the Primary Care Trust. This appointment, and the development of a co-terminus LEA and PCT boundary has significantly promoted the extent to which we can effectively join up services, particularly in our work on children’s services.

3.179 Such joining up has already been realised through the development of co-located health facilities established at one of our primary schools. In addition, work is also
currently being undertaken to co-locate educational, leisure, community and health facilities at a further primary school in the Kirkby area of the borough. This is the successful outcome of ongoing joint work, alongside detailed consultation with local residents and all other local stakeholders, led by representatives of a BSF Co-location Sub Group which has strongly influenced our co-location cross-cutting theme.
Section IV – Prioritising Groups of Schools

Introduction
4.01 This project has altered from that which was originally submitted in October 2003 in that our original proposal was for the development of ten new schools and the refurbishment of one existing school. In the period of time between our initial submission and the development of this business plan, we have continued to develop our transformational vision for education in Knowsley. This has included the development of additional cross-cutting policy themes such as Integrated Children’s Services, which will support every young person in Knowsley to make the best of their opportunities in life. We have also continued to monitor the impact of changes in the demographics of the borough and the long term impact that this will have on pupil numbers. Subsequently, this business plan is now based on the provision of eight learning centres.

Prioritising Schools
4.02 Matrix 1, within Appendix 7, reflects an assessment of the priority of need at a local level, though necessarily focuses on existing schools rather than the eight proposed learning centres. The assessment has taken into account:
- Asset Management Plan condition requirements
- Asset Management Plan suitability requirements
- Surplus Places
- Attainment at KS3
- Attainment at KS4
- Deprivation, based on the percentage of pupils accessing free school meals

4.03 Matrix 2, which can also be found within Appendix 7, details the new learning centres, including the preferred procurement route. All learning centres are based on a full new build option and costs indicative are also included. This phasing may, necessarily, lead to a different order of implementation than purely by need of existing schools. This is due to the timescales associated with the procurement route and also reflects the fact that this second matrix addresses the development of eight new institutions.

4.04 There is no additional matrix detailing the long term phasing and/or geographical grouping of the proposed developments as we are proposing to deliver the Building Schools for the Future programme in Knowsley through a single phase of activity. The rationale for combining all of schools in one phase of activity is based on a number of factors:
- Knowsley’s schools, and the populations they serve, reflect the relatively homogenous social, demographic and economic profile of this borough. It is difficult to justify targeting some areas of the borough for an earlier phase of investment than others because all schools serve disadvantaged populations facing similar issues;
- In terms of school performance, our average attainment at GCSE is below the national levels and all of our schools are above average for free school meal allocations. This addresses two of the key criteria established at the outset of the BSF programme;
- All areas of the borough have significant surplus capacity at present and this can only be coherently and quickly addressed by reviewing our whole secondary school estate at this time;
- Work undertaken over the last three years that has led to the development of our Statement of Implementation has been based on the transformation of education across the whole borough and we wish to continue to reflect the cross-borough inclusivity of our approach. Moreover, the work of the Schools’ Commission highlighted, on more than one occasion, the constraints generated from the current quality of the school buildings within
the borough, despite the best efforts of both the schools and the Council. Indeed, Commission reflect that, though schools have made 'considerable' efforts to improve their premises, "you can only do so much with poorly-designed buildings whose fabric is deteriorating" (Knowsley Schools' Commission, 2003, p26). Consequently, a key recommendation of the Commission was to produce, "a long term programme of modifications not merely to remedy deficiencies but rather to make the physical environment in all schools fit for the 21st Century" (Knowsley Schools’ Commission, 2003, p29);

- We currently do not have any school buildings that can realistically be described as 21st century learning environments. We have an old building stock and, despite targeted investment and strategic work by both schools and the LEA, we have buildings that are long past their useful life and that can only be maintained through expensive and short term patch and mend;

- Addressing the complete secondary estate in Knowsley in one phase is the only way in which we can fully utilise capital investment to support a coherent but transformational change in secondary education. It provides both Knowsley Council and the DfES with the option to fully support an entire borough in a strategic programme of activity and enhances the ability for the co-ordinated joining up of resources;

- We are only proposing to develop eight learning centres and over a short period of time, a build programme of a size that does not reflect the need for several separate phases of activity.

4.05 Matrix 2 also states the preferred procurement route for each of the new learning centres, which is PFI. Further detail on the assessment of PFI as the most appropriate procurement package is contained within Section VII of the Outline Business Case.

4.06 The phasing order in which individual learning centre investment is implemented is continually reviewed. As well as the phasing suggested solely by need there are other considerations such as the logistics of implementation and pressures from the national programme. The likely phasing of the development of the new learning centres included at Appendix 7, though this is liable to further revision.

4.07 Maps of the borough highlighting the current secondary sector provision and the proposed learning centres are included with this document as Appendix 1.

ICT

4.08 Once again, our proposal to construct eight new learning centres to serve the whole borough in one phase of activity reduces the threat of having different levels of ICT infrastructure in different schools for extended periods of time. This is supported by our intentions to undertake the development of groups of learning centres in clusters within our one phase of development.

4.09 However, even though the present quality and level of ICT infrastructure and provision in schools has not been included as a factor in our prioritisation matrix, our existing investment in ICT means that secondary schools in Knowsley benefit from a generally consistent standard of ICT provision and no school is particularly worse off than any other. This will help us to continue to provide consistent ICT provision during any transition period resulting from BSF investment.

4.10 Moreover, there are other aspects of existing infrastructure and provision that can be utilised to ensure that ICT delivery does not suffer unduly in the transition period resulting from this programme. Although Knowsley is committed to continuing to invest in developing an integral ICT infrastructure to fully support all areas of the curriculum we will also continue to invest in the development of staff to fully utilise facilities.
available, ensuring that we embed the effective use of ICT in teaching and learning across all of our new learning centres. Work to date on progressing this will mean that we will continue to support all of our schools to obtain the best from their existing facilities.

4.11 The Knowsley City Learning Centres will also play a key role in the transition period, as we will continue to deliver the most advanced learning technologies through these centres in a way that ensures that as many schools and as many learners as possible can continue to access them. The three existing City Learning Centres will be retained and will not be subject to demolition with their existing host school.

**Eradicating BSF blight**

4.12 There are a number of actions that we will take to avoid schools becoming disadvantaged by forthcoming BSF investment. Within our Asset Management Plan Statement of Priorities 2003 – 2006 we committed to managing the school estate to ensure that existing facilities are suitably sustained until new learning centres are developed through the BSF programme.

4.13 We will continue to ensure that programmes to ensure health and safety and to progress eradicating access issues at all schools be continued with acknowledgement of BSF timescales. We will continue to utilise all available resources, where suitable, in the most co-ordinated, joined up and cost effective way possible. We will also honour current commitments where proposals continue to be consistent with our educational vision.

4.14 Furthermore, schools will continue to receive devolved capital funding until the financial year prior to the implementation of any published proposals. This allows current pupils on role to have the benefit of the school’s devolved capital for as long as is possible.

4.15 The issue of BSF blight has been identified through consultation as a concern of local stakeholders including the Asset Management Working Group, which is a decision making body with regard to capital investment, and which contains representation from each school sector across the borough. Our commitment to maintaining appropriate and safe school buildings has been clearly stated in our Asset Management Plan Statement of Priorities 2002-2006.

4.16 All future requests for resources to be deployed between the publication of this document and the full development of new learning centres will be objectively assessed on a case by case basis. This will be undertaken in coherence with the Strategy for Capital Investment in Schools, which was considered at the Cabinet Meeting of 22 August 2003. Health and safety and access issues will continue to be addressed where necessary but other significant capital projects will be assessed against asset management priorities, value for money and BSF timescales.

4.17 We are very conscious that schools may potentially suffer from the perception that they are someway down the prioritisation for the BSF programme and recognise that this may negatively affect schools in a number of ways, including the loss of pupils or staff. This is heightened by fears or perceptions pertaining to closure or amalgamation. To reduce this difficulty for schools, we are undertaking the following activities:

- We are undertaking the transformation of the entire secondary sector in one phase of activity. This means that schools will be given an early indication of the date at which investment will begin in their area, removing doubt and uncertainty;
- The proposed development of our new learning centres will be undertaken over a relatively short period of time;
- All existing schools will be subject to statutory notices of closure, placing all existing centres in an identical situation. Eight new learning centres will be established through the Knowsley BSF programme;
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- We will share our plans clearly with stakeholders, highlighting proposed activities and timescales associated with the programme as they become clear;
- We will work with schools, their staff, and unions to manage the staffing concerns arising from our BSF programme.

4.18 In addition, we are also aware of the problems that may face schools where new learning centres are being developed on existing school sites. In order to reduce the problems associated with this we will:

- Work with affected schools to carefully agree the schedule of activity required at each site, mindful of disruption to existing school activities, including curriculum delivery and examination periods;
- Continue to work with the DfES Assets Team and local partners to ensure that suitable external provision for formal and informal physical activity is made available throughout the construction period;
- Continue to work with other organisations to ensure that other proposed investments to existing school sites are delivered in a way that is coherent with the BSF investment. This includes investment through programmes such as the Big Lottery Fund PE and Sport in Schools programme. Where this is not possible, funding may have to be deferred.

4.19 We are also aware that we must not let our primary schools be affected by BSF blight and we will continue to strategically invest in our primary school provision, based on the proposals contained within the Statement of Implementation. The opportunities afforded through BSF will allow us to continue to effectively target all available resources to support transformation within the primary sector.
Section V – Option Appraisal

Introduction

5.01 A strategic options appraisal has been undertaken to examine the individual needs of each school in Knowsley and establish the options that need to be considered in order to deliver learning environments fit for 21st century teaching and learning. It is acknowledged in this exercise that capital investment is only a part of what is needed to achieve and maintain the transformational change that we envisage for Knowsley.

5.02 The options appraisal has not been used to group learning centres into geographic areas or phases, as our proposals are to address the whole of the secondary estate in one phase, as described in Section IV of this document. This options appraisal has been used primarily to ensure that our vision and capital strategy are coherent, compatible and address greatest need.

5.03 As such, the options appraisal presented here represents a strategic overview of the options considered. A detailed technical options appraisal is included as Section IV of our Outline Business Case.

5.04 This strategic options appraisal is consistent with the options appraisal submitted to the DfES as part of our outline submission to the BSF programme in October 2003 and is based on the achievement of eight objectives in the delivery of this programme in Knowsley. These objectives are also stated as part of our educational vision in Section III of this document. With the support of BSF funding we will:

• Transform secondary education across the borough, improving standards and promoting achievement for all;
• Deliver higher standards of education across Knowsley;
• Continue to drive system-wide reform;
• Build on the existing strengths of our schools through support to developing and furthering specialisms; promoting partnership, collaboration and federative approaches;
• Provide appropriate, viable, stable and sustainable learning environments that support teachers and learners;
• Create flexible and sustainable learning environments for the 21st century;
• Promote, develop and support all schools to offer extended and/or co-located provision, including health and social service provision, placing schools at the heart of the community and lifelong learning;
• Ensure an inclusive approach to education.

5.05 For our strategic options appraisal we considered five options for each school against which we reflected the greatest level of compatibility with our objectives for the programme in Knowsley. These objectives thus formed the criteria for assessment. The options were:

1. Do nothing – maintain the existing school on its current site. Surplus space is mothballed, temporary accommodation is retained. Current budgets are used to continue the existing patch and repair maintenance regime.

2. Minimum repairs – the school remains on its existing site. Investment is made to ensure that the accommodation is brought up to minimum standards of condition, surplus space is removed and temporary accommodation is re-provided as permanent accommodation, DDA audits, asbestos removal, condition surveys and suitability surveys are taken into account

3. Major refurbishment and remodelling of existing school

4. Reprovision of new learning centre on an existing site
5. Reprovision of new learning centre on an alternative site, subject to an alternative site being available


5.06 We have discounted Option 1 for all proposed learning centres. Doing nothing is not an option that Knowsley Council is willing to consider, nor do we believe that it is an option that will deliver the vision of sustained transformational change and the raising of standards held by us, our local partners or the DfES.

5.07 Both the findings of the Schools’ Commission and the subsequent consultation undertaken in the development of the Joint Statement of Intent clearly stated that wholesale investment in change in Knowsley needs to be undertaken at this stage. This includes a capital investment, linked demonstrably to improving standards at all ages. The current condition of many of the school buildings in Knowsley means that the current situation of ‘patch and mend’ is not sustainable, particularly with regards to the forecast of a continued fall in pupil numbers.

5.08 The appraisal was, therefore, informed by a number of variables implicit in these criteria including:

• The condition and suitability of buildings and the associated infrastructure;
• The availability or likely availability of non-BSF capital resources to implement actions not eligible within BSF funding;
• Local priorities, reflecting Government priorities;
• Projected trends in pupil numbers and the anticipated provision required to support the future forms of entry for each area of the borough, based on current data;
• The potential disruption on the school population;
• The flexibility provided by each option to support co-location of additional facilities on the school site;
• The extent to which the options supported the cross-cutting themes of our educational vision, including SEN/inclusion, extended schools, behaviour and attendance and children’s services;
• The suitability of the site (subject to additional detailed surveys).

5.09 The options appraisal therefore allowed us to:

• Identify the schools in greatest need;
• Utilise our data on current and projected pupil numbers to define the location of appropriate numbers of schools in the north, central and southern areas of the borough to meet the projected number of pupils anticipated in each of those areas. This also means that we will not be proposing to create new learning centres that have an unsustainable and unmanageable amount of surplus places from the outset;
• Meet local and government priorities (as set out in paragraph 5.04);
• Review the condition and suitability of all of our secondary schools and use this to inform the options appraisal;
• Match preferred options to the likely availability of capital resources.

Methodology

5.10 The methodology utilised for this options appraisal can be found in Appendix 11 of this SBC.

Scoring methodology

5.11 To support the options appraisal, each proposed learning centre was assessed against the extent to which they supported the key objectives set by Knowsley in attaining our vision for secondary age education through this programme. For each proposed learning centre a scoring matrix, as detailed in Figure 2, was developed which assessed how well each option supported these objectives.
**Figure 2: Options Appraisal Scoring Matrix**

<table>
<thead>
<tr>
<th>School A</th>
<th>Option 2</th>
<th>Option 3</th>
<th>Option 4</th>
<th>Option 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve standards in secondary education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support specialisms, partnership, collaboration and federative approaches</td>
<td></td>
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<tr>
<td>Provide viable, stable and sustainable learning environments for all pupils</td>
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<td></td>
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<tr>
<td>Create learning environments for the 21st century</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Promote extended and/or co-located provision</td>
<td></td>
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<tr>
<td>Ensure an inclusive approach to education</td>
<td></td>
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<tr>
<td>Totals</td>
<td></td>
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</tbody>
</table>
Outcomes for each Learning Centre

5.12 The following sections describe the key outcomes from our strategic option appraisal. The detailed options appraisals for each learning centre are not included in this Strategic Business Case, though they are available from Knowsley MBC for review if requested. Robust options appraisals, with detailed costings, are contained within Section IV of our Outline Business Case. A summary of the results of the high level options appraisal for each learning centre can be found below. The completed scoring matrix for each learning centre is available, if requested, for review. The preferred option for each learning centre is incorporated in Matrix 2, which is attached as Appendix 7.

Learning Centre 1 – Kirkby Learning Campus
Preferred option – Option 5

5.13 This option scores very highly indeed against the education objectives, particularly as it will create a new, sustainable environment for teaching and learning, addressing a key current need of the school and pupils. Furthermore, the potential to add primary and SEN provision, by utilising other resources to create a campus arrangement is strongly supportive of our vision, our cross-cutting themes and horizontal drivers. In particular this option is the most conducive to the development of extended schooling, co-location and the delivery of services for children and their families.

Second ranked option – Option 3

5.14 This option will allow the rationalisation of the existing building, which is essential given the current and forecast surplus capacity at this school, providing more flexibility to establish specialisms and develop curriculum provision through the availability of more suitable teaching and learning environments. This will support an increase in standards at the school. The site will also become more viable for the potential location of primary and SEN provision, as recommended as an option in the Joint Statement of Intent, though there is a significant risk attached to the site of the existing building. There will continue to be a need for ongoing maintenance costs associated with the remaining buildings. This is all reflected in a comparatively high associated cost to this option.

Learning Centre 2 – Kirkby Roman Catholic Learning Centre
Preferred option – Option 4

5.15 This option presented the highest score against the project objectives. Reasons for this include that a fully rebuilt learning centre on the existing site will allow physical co-location with the new Kirkby Leisure Centre, supporting access to high quality sports facilities to young people from across Kirkby. In addition, there are no alternative viable sites in Kirkby on which to establish this learning centre due to the size requirements of a site and the likelihood of the land being made available for building a new learning centre on. This option will address the problem of significant surplus space, and will provide a more stable and sustainable environment. New and high quality teaching and learning environments will support the new learning centre to further increase standards in education. This option also includes removing the current school swimming pool to reduce some significant on-going maintenance costs.

Second ranked option – Option 3

5.16 This option also has a significant cost implication, due to the desire to address the significant surplus building capacity, which demands removal under any realistic option, or else we will be creating an unsustainable learning centre in the medium to long term. However, this will deliver savings in the long term and will also address areas of the current building that are particularly problematic in the delivery of a modern curriculum. More flexible space will support the school to continue to develop its specialisms, in support of our cross-cutting themes, and the redeveloped building may be better positioned to benefit from the forthcoming sports and leisure facilities to be co-located adjacent to the school site under this option.
Learning Centre 3 – Kirkby Community Learning Centre
Preferred option – Option 4
5.17 This option scores very highly in terms of meeting the project objectives. A complete replacement of the existing buildings will allow our new learning centre to provide a sustainable environment that will support continued development of its specialist facilities and provision. Collaborative approaches with primary schools have already proved to be successful and this can be expanded through a well designed site. A complete replacement will allow the new learning centre and local authority to investigate more fully and provide more flexibility to the options for placing primary and SEN provision within a redeveloped site and will also include the provision of enhanced specialist sports facilities and the retention of the City Learning Centre. In terms of viability against key Knowsley strategies, it is suggested that this option provides the most effective solution. The present site is large enough to consider the development of a new building on the existing site. Moreover, there are no alternative viable sites in Kirkby on which to establish this learning centre due to size of land area needed and the likelihood of the land being made available for building a new learning centre on. In addition, facilities in the current building do not support the Sports College status of Brookfield School and a new build allows this to be addressed, particularly if we can successful integrate BLF funding on to this site.

Second ranked option – Option 3
5.18 This option scores highly, as it will enable the replacement of buildings that are currently of poor quality and that do not effectively support our cross-cutting themes including extended provision, behaviour and attendance or 14-19 provision. Reducing surplus capacity on the school site will free up flexibility that could be used to investigate the potential placing of SEN and primary provision at the site. Moreover, it will allow the reorganisation of the existing fragmented school site to concentrate specialist facilities together to support coherence of provision. Security will also be improved and this will support the LEA in the development of flexible community provision, potentially for pupils from all sectors and for community groups. The main drawback with this option is that the different blocks at the existing site were developed in different styles and at different times; it will be difficult to develop a visually coherent new learning centre where utilising existing buildings wherever possible and the building fabric of some blocks will deteriorate faster than others. In addition, this option would also require the disruptive decanting of pupils.

Learning Centre 4 – North Huyton Joint Christian Learning Centre
Preferred option – Option 5
5.19 This option scores significantly better across all objectives than the other options. This option is the only one of the four that proposes the development of the new learning centre on a new site and the benefits of this in terms of co-location, extended facilities and a sustainable environment are very high. This option is in line with the recommendations made within the Joint Statement of Intent and is supportive of the wider regeneration of the North Huyton area – it is suggested that supporting this process will itself help to raise standards in secondary (and primary) education and promote an accessible and inclusive approach to education within the area. We would investigate the availability of additional resources to develop this option alongside the development of a new primary-age learning centre for the north Huyton area on a nearby site, subject to the availability of funding. This will allow a significant increase in collaborative approaches between the primary and secondary sector within this area and will promote the development of an area of learning provision at the heart of North Huyton that will promote the provision of co-located facilities at the site of a new primary learning centre. These facilities could include sports, leisure, health and community facilities within easy access of both learning centres, which themselves will be both close to each other and to the sites of the existing educational provision in the area. This option places education at the heart of the wider regeneration of the North Huyton area. The proposed site is owned by the local authority so additional costs are negligible.
Second ranked option – Option 4

5.20 The second ranked option provides many of the same physical developments as the preferred option but on the site of the existing St Edmund of Canterbury school. However, this will make the logistics of building the new building more difficult and more disruptive to the pupils and the operation of the existing school. It may also make the co-ordination of the development of the new learning centre with the wider regeneration of North Huyton more difficult. The cost of this option is not significantly different to that of the preferred option, so we have also included some detail on the third option, below.

Third ranked option – Option 3

5.21 This option maintains a significant cost but provides significantly less support to the wider regeneration of the area than the preferred option. It would, however, enable the local authority and the NDC partnership to begin to consider the development of new and additional resources to support the development of the wider community and it would also be anticipated that this would start to allow a refurbished learning centre to utilise such facilities in order to address standards within the school. Furthermore, this provides opportunity to develop extended facilities as part of the school environment. This option is most negatively affected by its implication to maintain the learning centre on the current site and by maintaining some areas of the existing building, which is clearly inadequate to meet the needs and aspirations of the community of North Huyton. The inherent risk here is that secondary education is not physically located central to the wider regeneration strategy within North Huyton.

Learning Centre 5 – South Huyton Community Learning Centre

Preferred option – Option 4

5.22 This option delivers a very high score against project objectives and will place this community learning centre for south Huyton at the forefront of delivering a 21st century education for Knowsley. This option will allow the development of high quality provision for the wider community of Huyton including the retention of the existing City Learning Centre. It will also enable the development of flexible facilities for the delivery of our other cross-cutting themes including 14-19 provision and inclusive learning environments, while also continuing to develop opportunities for specialist provision at a site that central to the communities of Huyton and that will support the continued regeneration of Huyton town centre. The proposed site is large enough for us to be truly innovative in the site and building design for our new learning centre and will allow us to investigate further the future opportunities to develop a campus provision including a range of co-located facilities. The cost of this option has to be reflected against the support for our educational objectives. There is a severe lack of available space in the centre of the borough of a suitable size on which to site our proposals for south Huyton.

Second ranked option – Option 3

5.23 This option scores well against the education objectives as, in addition to the retention of the City Learning Centre, it will enable the removal of the poorest quality areas of the existing building that will be realised in the communities of south Huyton in the coming years. However, whatever is done to the existing building will continue to place some restrictions on the potential to provide extended facilities, co-located provision and the development of unique specialisms for a new learning centre. In particular, this option would severely restrict our ability to fully adhere to DDA requirements. The same site is proposed for this option as in option 4.

Learning Centre 6 – Knowsley Central Community Learning Centre

Preferred option – Option 4

5.24 This option would provide the highest quality of learning environment of all of the five options considered, developing a new learning centre based in Prescot but providing a high quality of learning opportunities to young people across the central area of the borough. A completely new learning environment will ensure that all buildings are conducive to the further development of the mainstream curriculum and specialist activities and can be designed to best effect from the outset to deliver the greatest
impact on improving standards in a way that cannot be supported by the existing school 
buildings. There is little difference in cost between maintaining many of the buildings 
on the proposed site and the creation of a totally new learning environment.

Second ranked option – Option 3

5.25 This is an expensive option without developing a wholly new learning environment for 
the central Knowsley communities. A partial rebuild will be necessary within this option 
in order to create a consistently high quality environment for a new learning 
environment whereas, at present, although the whole of the buildings on the site are 
usable there are areas that are significantly older than others and, as such, carry 
greater maintenance costs and provide less suitable accommodation than modern 
space throughout the school site would. Creating a fully accessible environment is also 
a significant problem in the maintenance of the existing buildings on the proposed site and 
this adds to cost. This is a particularly difficult site, given that the main utilities for 
Liverpool run through the site. This option on this site would also carry a significant 
level of abnormal costs. The option does, however, improve the likelihood of meeting 
educational objectives by providing space suitable for the further development of 
specialist provision and more flexible and suitable areas for the delivery of other areas 
of the curriculum.

Learning Centre 7 – Knowsley Central Roman Catholic Learning Centre 
Preferred option – Option 5

5.26 This option provides the highest cost of all of the options but delivers the most flexible 
learning environment, which can be used effectively to further improve standards and 
attainment. The development of a wholly new learning centre would support the 
delivery of our cross-cutting themes and a more flexible site will provide particular 
support in the potential development of specialist facilities, co-located services, 
extended provision and flexible provision in future years. As with most schools, the 
efficiency of operating new buildings helps to balance against the higher initial cost 
associated with this option, as costs in maintaining the existing buildings on the existing 
site would have higher ongoing costs in this respect in the longer term. The proposed 
site is owned by the local authority.

Second ranked option – Option 4

5.27 The second ranked option will provide a much improved quality of learning 
environment. However, it is not the preferred option as the existing school site (that of 
the current St Edmund Arrowsmith School) is too small to develop flexible and 
innovative physical provision for seven forms of entry and additional facilities for young 
people and the wider community. The option of using this site is not supportive in the 
achievement of our wider vision and, even with an improvement to the standard of 
facilities at the site; this option provides little flexibility for future flexibility in provision or 
in pupil numbers.

Third ranked option – Option 3

5.28 This option has a comparatively high cost implication and suffers from the same 
problems as option 4 in terms of the achievement of our wider educational vision 
through this programme.

Learning Centre 8 – Halewood Community Learning Centre 
Preferred option – Option 4

5.29 Given the problems associated with the current physical environment of the site, this is 
the only viable option for this learning centre. The ideal option in this area of the 
borough would have been to develop our new learning centre on a wholly new site but 
none of a suitable size where available within Halewood. However, the development of 
a new learning centre on the current site of Halewood Comprehensive will allow us to 
deliver education in a consistently high quality learning environment, provide for an 
expansion of specialist provision, allow for the expansion of extended provision and 
allow the local authority to consider further the opportunities for the placing of co-
located facilities on the site of the new learning centre. This is the most expensive option considered by far. It is the only viable option for the delivery of a sustainable learning environment addressing the needs of all in a 21st century environment.

Second ranked option – Option 3

5.30 Despite the high cost implication, this option scored poorly against educational outcomes, despite the significant improvement that it would provide, which would come about from actions such as the removal of temporary accommodation. This is again linked to the long term viability of secondary provision in the south of the borough. Even with an improvement to the standard of facilities at the site, this option provides little flexibility for future developments in provision or in pupil numbers.

New learning centres

5.31 Our options appraisal has identified that the greatest benefit to the young people of the Knowsley will be through the development of new learning centres rather than basic refurbishment or even major refurbishment. This option appraisal has taken into account the impact of each option on the achievement of our overall objectives, as established in paragraph 5.04.

5.32 We acknowledge that this programme is not a building programme; it is not about rebuilding our existing schools. Creating eight new learning centres will not only enable pupils to learn in suitable buildings but will also, among other aspects:

- Provide accommodation which is more flexible and caters for a wide range of provision and need, promoting inclusive education and supporting our cross-cutting themes, such as 14-19 provision. In the same way, it will support the workforce, both teaching and non-teaching, to deliver activities and support themselves as effectively as possible in suitable, flexible and high quality environments;
- Allow for the full integration of ICT both into curriculum provision and learning centre administrative functions, in line with our cross-cutting theme of information communication technologies;
- Enable the development of further specialisms and better specialist facilities;
- Support learning centres to collaborate, including developing environments that promote continuing and increasing interaction between the secondary, primary and SEN sectors;
- Promote extended school activities, encourage the increased involvement of the wider community with learning centres, and develop opportunities to develop co-located services on learning centre sites, in line with our educational vision;
- Provide flexibility for the further appropriate development of learning centre sites in line with the Statement of Implementation.
Section VI – First Phase Project Scope

Introduction

6.01 This Strategic Business Case sets out proposals for one phase of activity only through the Building Schools for the Future programme in Knowsley. This will enable Knowsley Council and the DfES to work together to achieve the transformation of the whole secondary sector in Knowsley in a single and short period of time.

6.02 This section of the SBC sets out, for each of our eight new learning centres, the scope of work to be undertaken and how, through the BSF programme, we will transform secondary education in Knowsley.

6.03 The names used here for our eight new learning centres are for initial reference purposes only and we will consult with the relevant stakeholders as to defining formal titles, using statutory process where applicable.

6.04 Knowsley Council acknowledges the importance of BB98 in ensuring that new and refurbished schools are fit for the purpose of delivering the curriculum. At present, costs have been calculated against BB98 requirements. However, in order for our educational vision to be fully realised, the space requirements and management requirements of each of our learning centres may not be fully supported under strictly applied BB98 legislation. As such we will be seeking some flexibility under the existing guidance and we will continue to discuss this with the DfES. This will support Knowsley Council and our private sector partners to be able to design innovative and cost-effective solutions that provide safe and secure and sustainable environments but that also allow us to fully deliver our transformational vision within the cost parameters agreed with Partnerships for Schools.

6.05 Supplementary areas will be developed within each learning centre where appropriate. Individual learning centres may have supplementary provision, such as specialist provision or chapels. At a number of sites there will be further investigation as to how existing co-located services may, where appropriate, be incorporated into the site of the proposed learning centre or campus.

6.06 A detailed project scope and proposed construction cost information for each learning centre is contained within Section V of our Outline Business Case. The final design of each of the new learning centres will be developed following consultation with stakeholders within the local area and will be detailed further within our Final Business Case.
Learning Centre Scopes

Learning Centre 1 – The Kirkby Campus

6.07 The Kirkby Campus will deliver education provision for eleven to sixteen year old pupils, though five forms of entry, with the potential to establish future integrated provision to deliver primary and special needs education for children between the ages of five and sixteen, in line with the recommendations contained within the Statement of Implementation.

6.08 It will be sited in the Northwood area of Kirkby and the location of the proposed learning centre is shown on the map attached as Appendix 1. The proposed site is adjacent to that of an existing school. The learning campus will be a completely new building to fully serve the needs of the young people and wider community of Kirkby.

6.09 BSF capital investment will transform educational attainment at the Kirkby Campus by:

- Providing high quality facilities for use by the whole Northwood community including primary schools and the wider community;
- Providing the opportunity for further investigation into the development of formal campus arrangements, which could include primary and special needs provision, as well as the potential for the co-location of wider services and business on the campus site;
- Developing a fully inclusive and accessible environment through the development of a wholly new physical environment in support of lifelong learning;
- Providing flexible physical space to support the cross-cutting themes of workforce remodelling, 14-19 provision and behaviour and attendance;
- Supporting the reduction of surplus places within in the north of the borough to manageable levels;
- Creating a flexible and sustainable learning environment for the 21st century;
- Promoting enhanced collaboration between secondary age provision and primary and special needs provision within Kirkby, developing further our cross-cutting themes of collaboration and federation and of inclusion and special educational needs;
- Creating a learning environment where ICT is wholly integrated into the learning process for all who access it, in line with our cross-cutting theme of information communication technologies

6.10 Further investigation will take place as to how existing co-located services may be incorporated into the proposed learning campus.
Learning Centre 2 – Kirkby Roman Catholic Learning Centre

6.11 The Kirkby Roman Catholic Learning Centre will provide education for young people between the ages of eleven and eighteen, with six forms of entry. It will be sited in the Southdene area of Kirkby and the location of the proposed learning centre is shown on the map attached as Appendix 1. The proposed site is on that of an existing school.

6.12 The learning centre will be a completely new building to fully serve the needs of the young people and wider community of Kirkby. The learning centre will be based adjacent to the forthcoming Kirkby Leisure Centre and there will be physical and operational linkages between the new learning centre and the new leisure centre, which will provide co-located sports and leisure facilities on the site.

6.13 BSF capital investment will transform educational attainment through the development of the Kirkby Roman Catholic Learning Centre by:

- Delivering co-located services in the form of physical integration with the new Kirkby Leisure Centre;
- Supporting the cross-cutting theme of information communication technologies, by integrating ICT across and throughout the learning process, as part of our ICT cross-cutting theme;
- Maintaining diversity of provision in the north of Knowsley by continuing to offer Catholic provision for young people in this area of the borough;
- Developing a fully inclusive and accessible environment through the development of a wholly new physical environment in support of lifelong learning;
- Delivering post-16 provision, subject to the outcome of the Strategic Area Review on post-16 provision in Knowsley, supporting diversity of post-16 provision in the north of the borough;
- Providing flexible physical space to support the cross-cutting themes of workforce remodelling, 14-19 provision and behaviour and attendance;
- Supporting the significant reduction in surplus places within the Catholic sector in the north of the borough to manageable levels;
- Creating a flexible and sustainable learning environment for the 21st century.
Learning Centre 3 – Kirkby Community Learning Centre

6.14 The Kirkby Community Learning Centre will provide education for young people between the ages of eleven and sixteen, with four forms of entry. It will be sited in the Southdene area of Kirkby and the location of the proposed learning centre is shown on the map attached as Appendix 1. The proposed site is on that of an existing school.

6.15 Our proposal is to develop a completely new and flexible building, which will serve young people and the wider communities of the Southdene area of Kirkby. The development of this new learning centre will provide future opportunities for the investigation of further services on the learning centre site, which may also include co-located services or the development of SEN provision.

6.16 BSF capital investment will transform educational attainment through the development of the Kirkby Community Learning Centre by:

- Supporting our cross-cutting theme of information communication technologies through hosting the retained Kirkby City Learning Centre, providing access for the whole community to the highest quality ICT facilities, while also developing a learning centre with accessible ICT throughout the physical environment, supporting teaching and learning at all levels;
- Supporting our cross-cutting theme of special educational needs and inclusion by establishing a learning centre that promotes inclusion of all groups and developing a site that promotes further investigation into the linkages between the learning centre and SEN provision in Kirkby;
- Providing flexible physical space to support the cross-cutting themes of workforce remodelling, 14-19 provision and behaviour and attendance;
- Retaining high quality sports provision, to be developed in a complementary manner to other sports provision in Kirkby in order to maintain a specialism in delivering a sports rich curriculum for Knowsley;
- Investing in the provision of artificial pitch provision for school and community use, subject to approval by the Big Lottery Fund;
- Designing a new site that can be effectively managed to reduce instances of vandalism against the proposed learning centre;
- Helping to reduce surplus places within the Community sector in the north of the borough to manageable levels;
- Creating a flexible and sustainable learning environment for the 21st century.
6.17 The North Huyton Joint Christian Learning Centre will provide education for young people between the ages of eleven and sixteen. This will be delivered through six forms of entry, with three forms of entry for Catholic provision and three forms of entry for Church of England/community provision.

6.18 It will be sited in the North Huyton area, within the boundaries of the North Huyton New Deal for Communities area. The location of the proposed learning centre is shown on the map attached as Appendix 1 to this document, and is a new site that does not currently host an existing school.

6.19 The learning centre is proposed to be a completely new building to fully serve the needs of the young people and wider community of North Huyton and to support the wider regeneration of the area being undertaken by the New Deal for Communities partnership. The learning centre will be based on a new site at the heart of the NDC area. The new learning centre will be located close to a possible site for the development of a new primary learning centre, which will be developed if sufficient funds can be sourced in line with the proposals made within the Statement of Implementation.

6.20 BSF capital investment will transform educational attainment through the development of the North Huyton Joint Christian Learning Centre by:

- Providing an educational hub to the regeneration of the north Huyton area, presenting an opportunity to develop primary age and secondary age provision on sites close to one another, with a further opportunity to develop co-located services on one or both of these sites in a way that is supportive of the aspirations of the communities of North Huyton, the New Deal for Communities partnership and Knowsley MBC for the north Huyton area;
- Increasing the diversity of provision in north Huyton in line with the aspirations of the local community by making available provision including but not restricted to that for the Catholic faith;
- Providing a unique solution to raise attainment in our lowest performing area of the borough within the secondary age group;
- Increasing the diversity of provision for the wider Borough of Knowsley by developing a Church of England provision, where currently this does not exist in any part of the borough;
- Promoting and furthering the specific work under the cross-cutting theme of collaboration and federation already being undertaken in the area in both the primary and secondary sectors;
- Providing flexible physical space to support the cross-cutting themes of workforce remodelling, 14-19 provision and behaviour and attendance;
- Supporting the reduction of surplus places within the Catholic sector in the central area of the borough to manageable levels;
- Working together with the regeneration partnership of the North Huyton New Deal for Communities to continue to develop education as a central element to the wider regeneration of a disadvantaged area of Knowsley;
- Creating a learning environment where ICT is wholly integrated into the learning process for all who access it, in line with our cross-cutting theme of information communication technologies.
- Creating a flexible and sustainable learning environment for the 21st century.
Learning Centre 5 – South Huyton Community Learning Centre

6.21 The South Huyton Community Learning Centre will provide education for young people between the ages of eleven and sixteen, with eight forms of entry. It will be sited in the south Huyton area close to Huyton town centre and the location of the proposed learning centre is shown on the map attached as Appendix 1. The site is adjacent to that of two existing schools.

6.22 We propose to develop a wholly new learning centre that will provide high quality education for young people and will also carry potential for the development of additional facilities for the wider community. The central location proposed and the size of the site available will allow us to continue to investigate opportunities for the co-location of a range of services on the learning centre site and for the potential to consider other educational provision in the future, such as SEN provision.

6.23 BSF capital investment will transform educational attainment through the development of the South Huyton Community Learning Centre by:

- Providing high quality facilities for use by the whole south Huyton community, promoting our cross-cutting theme of extended schools and co-location;
- Providing the opportunity for further investigation into the development of formal campus arrangements in the future;
- Developing a fully inclusive and accessible environment through the development of a wholly new physical environment in support of lifelong learning;
- Supporting our cross-cutting theme of information communication technologies through hosting the retained Huyton City Learning Centre on the site, providing access to the whole community to the highest quality ICT facilities, while also developing a learning centre with accessible ICT throughout the physical environment, supporting teaching and learning at all levels;
- Providing flexible physical space to support the cross-cutting themes of workforce remodelling, 14-19 provision and behaviour and attendance;
- Investing in the provision of artificial pitch provision for school and community use, subject to approval by the Big Lottery Fund;
- Assisting the reduction of surplus places within in the community sector in the central area of the borough to manageable levels;
- Creating a flexible and sustainable learning environment for the 21st century;
- Creating a learning environment where ICT is wholly integrated into the learning process for all who access it, in line with our cross-cutting theme of information communication technologies.
Learning Centre 6 – Knowsley Central Community Learning Centre

6.24 The Knowsley Central Community Learning Centre will provide education for young people between the ages of eleven and sixteen, with eight forms of entry. It will be sited in Prescot and will also serve the community of Whiston. The location of the proposed learning centre is shown on the map attached as Appendix 1, and is on that of an existing school.

6.25 We propose to develop a completely new building to host this new learning centre, which will promote and expand upon existing specialist provision in the area in both languages and information communication technologies.

6.26 BSF capital investment will transform educational attainment through the development of the Knowsley Central Community Learning Centre by:

- Providing high quality facilities for use by the whole of the Prescot and Whiston communities, supporting our cross-cutting theme of extended schools and co-location;
- Providing the opportunity for further investigation into the development of co-located services in the future, supporting our co-location cross-cutting theme;
- Maintaining the specialist language provision currently available in the Prescot area;
- Developing a fully inclusive and accessible environment through the development of a wholly new physical environment in support of lifelong learning;
- Supporting our cross-cutting theme of information communication technologies by developing a learning centre with accessible ICT throughout the physical environment, supporting teaching and learning at all levels, in line with our cross-cutting theme of information communication technologies;
- Providing flexible physical space to support the cross-cutting themes of workforce remodelling, 14-19 provision and behaviour and attendance;
- Supporting a reduction in surplus places within in the community sector in the central area of the borough to manageable levels;
- Enhancing the choice, diversity and level of provision currently available within the Prescot area of the borough;
- Creating a flexible and sustainable learning environment for the 21st century.
Learning Centre 7 – Knowsley Central Roman Catholic Learning Centre

6.27 The Knowsley Central Roman Catholic Learning Centre will provide education for young people between the ages of eleven and sixteen, with seven forms of entry. It will be sited in Whiston and will provide places for young people wishing to access Catholic provision across the central area of the borough. The location of the proposed learning centre is shown on the map attached as Appendix 1, and is on that of an existing school.

6.28 Our proposal is to develop a completely new learning centre which will maintain and build upon the facilities currently available in the Whiston area.

6.29 BSF capital investment will transform educational attainment through the development of the Knowsley Central Roman Catholic Learning Centre by:

- Providing high quality facilities for use by the whole of the Prescot and Whiston communities, promoting our cross-cutting theme of extended schools and co-location;
- Placing the learning centre on a site that provides the opportunity for further investigation into the development of co-located services in the future, supporting our co-location cross-cutting theme;
- Developing a fully inclusive and accessible environment through the development of a wholly new physical environment in support of lifelong learning;
- Supporting our cross-cutting theme of information communication technologies through hosting the Whiston City Learning Centre which is currently on the site, providing access to the whole community to the highest quality ICT facilities, while also developing a learning centre with accessible ICT throughout the physical environment, supporting teaching and learning at all levels. This City Learning Centre may also act as the hub for the development of a wider range of co-located services, in line with our co-location cross-cutting theme, which will be investigated in further detail through this proposal;
- Investing in the provision of artificial pitch provision for school and community use, subject to approval by the Big Lottery Fund;
- Providing flexible physical space to support the cross-cutting themes of workforce remodelling, 14-19 provision and behaviour and attendance;
- Supporting the reduction of surplus places within in the Catholic sector in the central area of the borough to manageable levels;
- Enhancing the choice, diversity and level of provision currently available within the Whiston and Prescot area of the borough;
- Creating a flexible and sustainable learning environment for the 21st century;
- Creating a learning environment where ICT is wholly integrated into the learning process for all who access it, in line with our cross-cutting theme of information communication technologies.
Learning Centre 8 – Halewood Community Learning Centre

6.30 The Halewood Community Learning Centre will provide education for young people between the ages of eleven and eighteen, with eight forms of entry. It will be sited in Halewood and the location of the proposed learning centre is shown on the map attached as Appendix 1, and is on that of an existing school.

6.31 We propose to develop a completely new building to host this new learning centre, which will promote and expand upon existing specialist arts provision in Halewood.

6.32 BSF capital investment will transform educational attainment through the development of the Halewood Community Learning Centre by:

- Providing high quality facilities for use by the whole of the Halewood community, promoting our cross-cutting theme of extended schools and co-location;
- Providing the opportunity for further investigation into the development of co-located services in the future, supporting our co-location cross-cutting theme;
- Maintaining the specialist arts provision currently available in Halewood;
- Developing a fully inclusive and accessible environment through the development of a wholly new physical environment in support of lifelong learning;
- Creating a learning environment where ICT is wholly integrated into the learning process for all who access it, in line with our cross-cutting theme of information communication technologies;
- Designing a new site that can be effectively managed to reduce instances of vandalism against the proposed learning centre;
- Providing flexible physical space to support the cross-cutting themes of workforce remodelling, 14-19 provision and behaviour and attendance;
- Developing complementary sports provision for use by the school and community, subject to approval by the Big Lottery Fund;
- Maintaining post-16 provision, subject to the outcome of the Strategic Area Review on post-16 provision in Knowsley;
- Creating a flexible and sustainable learning environment for the 21st century;
- Maintaining a suitable number of school/places in an area of the borough where demand for places within the community sector has remained consistent.
Consultation with Statutory Bodies

6.33 We have already undertaken a range of consultation exercises with relevant statutory and non-statutory bodies in order to develop the scope for these new learning centres.

6.34 Joint Statement of Intent – The policy themes that have led to the development of these new learning centres have been driven by the consultation that resulted in the publication of the Joint Statement of Intent and the Council’s Statement of Implementation. Further detail on this process can be found in Section III of this document. This consultation included a range of individuals, organisations and institutions, including schools themselves, governors, pupils and the church authorities.

6.35 Church Authorities – We have continued to consult with both the Liverpool Roman Catholic Archdiocese and the Anglican Diocese of Liverpool concerning the delivery of the Building Schools for the Future programme in Knowsley. Our proposals therefore reflect the valued and participative involvement of both church bodies are submitted with the full support of both institutions.

6.36 Planning Department – An Assets Sub Group was established as part of the management structure put in place within the department in order to progress the Buildings Schools for the Future Programme in Knowsley. This sub group included representation from our planning department, estates team and education asset management team, among others. This work has now been taken up by the Capital and Estates Sub Group. As such, our Planning Department have been fully involved in preliminary discussions as to our intentions for the specific sites intended for the schools listed above and have provided input and advice into the choice of sites. This will promote the achievement of quick and successful planning applications following the successful approval of this document. We have also undertaken detailed discussions with our corporate Estates Team to investigate the availability of all potential sites within the borough and our choice of sites, listed above against individual learning centres, reflects the most suitable choice when consideration is given to the availability of land best suited to supporting the delivery of our educational vision.

6.37 DfES Assets Team – We have held discussions with the DfES Assets Team with a view to establishing:

- The most suitable sites available within the Borough;
- Adherence to DfES site and playing field regulations;
- The most innovative, effective and high quality playing field and sports provision;
- The most effective site logistics;
- The most effective rationale for undertaking land disposals, should any disposals be required as a result of our proposals;
- The most effective, high quality and risk-averse transition arrangements for housing pupils and for providing suitable playing field and other external provision during on-site building work.

This communication will continue throughout the implementation of the Knowsley BSF programme.

6.38 School Organisation Committee (SOC) – Detailed work will be undertaken with the School Organisation Committee following the full publication of this document and agreement with PFS as to Knowsley’s financial allocation for its BSF programme. As detailed within our Surplus Place Removal cross-cutting theme, we are intending to close all eleven secondary schools in preparation for the development of eight new 21st century learning environments. It is our intention to make these proposals interdependent so that the School Organisation Committee is aware that all proposals need to be agreed for the transformation of secondary education in Knowsley. In addition, we will necessarily align any statutory notices for the BSF programme with any that may be required following the conclusions of the post-16 Strategic Area Review. It is acknowledged that any post-16
6.39 We will continue to take advice from the School Organisation Unit of the DfES in this work. The SOC process clearly represents a risk to the BSF programme in Knowsley. However, given the consultation on future schooling in Knowsley undertaken over the previous three years, the continued engagement with stakeholders, and the detailed and externally assessed work to identify the appropriate number of learning centres relevant to future pupil populations will assist in ensuring that the SOC process is successful.

6.40 Visioning Conference – Knowsley LEA holds an annual Visioning Conference, attended by Headteachers, senior council officers and other stakeholders, including pupils. The agreed priorities for 2004, discussed at the 2004 Vision Conference, were learning environments for the 21st century; inclusive approaches and the integration of children’s services; collaboration and federation; extended schools; and raising achievement and attendance. These priorities were extremely well received.

6.41 Knowsley is part of a strong partnership with its neighbouring local authorities, known as the Wigan and Greater Merseyside Partnership. We have shared our thinking and our issues on Building Schools for the Future at a seminar for the management teams of each of the other six LEAs. In addition, all neighbouring local authorities received a copy of the Council’s Statement of Intent and are fully aware of the policy drivers contained within the document.

Other Sources of Funding

6.42 Knowsley has an established reputation for successfully targeting additional sources of funding to address strategic priorities. We recognise that we will need to continue to undertake this in order to achieve our educational vision.

6.43 Our cross-cutting theme of Integrated Children’s Services stresses, in particular, the need for us to continue to target suitable additional sources of funding and we will continue to work closely with our partners to establish potential sources of income for delivering co-located facilities at both our new learning centres and at primary school sites. We acknowledge that BSF resources cannot be used for co-located services such as libraries and leisure centres and the costs for establishing this provision will not be included in our financial request to the BSF programme.

6.44 There have been detailed discussions led by a corporate co-location group, which contained representation from the Social Services, Education and Lifelong Learning and Leisure and Community Services departments of Knowsley MBC, alongside the Knowsley PCT and North Huyton Hew Deal for Communities partnership. The potential for co-located services, as discussed by this group are contained earlier in this section of the SBC and reconfirm or complementary proposals contained within the Joint Statement of Intent and, subsequently, the Statement of Implementation.

6.45 At present no funds have been fully secured to progress the development of co-located facilities but there is a clear commitment from all partners to undertake this task once our proposals through the Building Schools for the Future programme for our learning centres have been approved. The Council’s Statement of Implementation further embeds the Council’s commitment to developing co-located services at primary schools.

6.46 Further information on our vision to be delivered through the cross-cutting theme of co-located services can be found in Section III of this document.

6.47 It is also acknowledged that the ability to join up funding programmes and to work alongside local partner organisations is an essential quality for the effective implementation of this programme. The LEA has a strong track record in achieving this to deliver on educational outcomes and the thematic sub groups established as part of
the management structures for this programme are also key in this element of implementation. Our positive experiences and proven track record in joined up working and joined up funding was another factor praised within our 2003 Ofsted inspection. For example, we have already achieved or are developing:

- A £5m North Huyton New Deal for Communities project to develop collaboration, federation and transformational processes to support system wide reform which will help to sustain changes made by BSF investment in Knowsley;
- Joining up potential funding programmes to support community access and co-location of services, through joint/corporate working groups;
- Planning alongside regeneration programmes, such as the Single Regeneration Fund partnership in Northwood (Kirkby) and the Merseyside Objective 1 programme to support schools in transformational change and pilot new forms of curriculum delivery and resource management and utilisation;
- Utilising capital receipts in a co-ordinated manner that supports our educational vision and progresses our Statement of Implementation;
- Utilising capital grants from regeneration programmes to enhance and develop DfES investments, such as the European Regional Development Fund-enhanced City Learning Centres in three locations across the borough, supporting in this instance our cross-cutting theme of information communication technology;
- Linking with existing funding programmes, such as the Sure Start, to ensure that planned or future investment is co-ordinated in a coherent and complementary manner to the Building Schools for the Future programme and that it supports BSF cross-cutting themes such as extended schools, children’s services and inclusion;
- Ensuring continued joint work and the development of combined solutions with our colleagues within the Liverpool Roman Catholic Archdiocese and the Anglican Diocese of Liverpool.

6.48 We are also working with the Big Lottery Fund to establish additional community sports facilities at a number of our learning centres. We will continue to work with the BLF to join up this funding with the development of our new learning centres wherever possible.

Capital Receipts

6.49 Knowsley MBC is currently in discussion with the DfES as to how any capital receipts resulting from BSF proposals are utilised. Negotiations with GONW on Knowsley’s draft Unitary Development Plan (UDP) suggest that there is a risk that no capital receipts will be realised as a result of BSF Knowsley. However if any capital receipts are realised, the Council’s preferred option is that they are utilised in the development of 21st century learning environments within the primary school sector. It should also be noted that surplus sites created as a result of the removal of schools within the voluntary aided sector are not the Council’s to dispose of and any such decision will require the agreement of the Liverpool Roman Catholic Archdiocese.

Clawback of grant

6.50 The significant success that Knowsley has achieved in the targeting of additional funding has had a tangible impact on the physical environment of and activities at a number of our existing secondary schools. We recognise that there is a risk involved in our BSF proposals that may lead to the reimbursement of grant in some programmes where investment has been made into buildings that may be replaced. We will continue to liaise with all relevant funding bodies to reduce the level of clawback wherever possible or, where grants are yet to be deployed, seek to integrate the investment from these regeneration programmes into our new learning environments. Much of the work undertaken previously with such funding bodies has produced successful and innovative work that has promoted a clear role for education within the wider regeneration of the borough and has helped to place us in a strong position to
successfully deliver the BSF programme in Knowsley. We will endeavour to continue to work with partners from external funding bodies in order to maintain existing investments and benefit from further innovative work in the future.
Section VII – Value for Money

Risk
7.01 A risk identification exercise has been undertaken for the BSF programme in Knowsley. The risks are identified, allocated to relevant parties and linked to specific mitigating actions where considered to be within the local authority’s control. Consideration of the risk register is a standing agenda item for the Programme Board. Risk, for the purposes of this exercise, is referred to as any potential threat or occurrence that may prevent us achieving our defined objectives.

7.02 A standard risk assessment matrix has been used to evaluate each risk and is included as Appendix 8 of this document.

Value for Money
7.03 Value for money (VfM) has been assessed in two parts; qualitatively and quantitatively. The qualitative assessment considers the viability, desirability and achievability of PFI when assessed against alternative procurement routes. This qualitative assessment also includes a review of project risks and the proposed allocation of these risks to the appropriate party.

7.04 Once the preferred procurement option has been qualitatively determined, a quantitative assessment has been undertaken. This quantitative assessment involved the estimation and comparison of whole life costs for PFI against the alternative procurement route(s).

7.05 Finally, we have undertaken an initial review of the preferred procurement option from an accounting perspective so as to confirm that the scheme will qualify as a private finance transaction.

7.06 Both the qualitative and quantitative VfM assessments have indicated that procurement of the proposed scheme through the PFI will deliver additional VfM when compared with procurement and funding through traditional public sector procurement mechanisms. An initial review of the accounting aspects of a PFI transaction suggests that the proposed procurement would qualify as a private finance transaction.

7.07 The value for money assessment undertaken for the Knowsley BSF programme is presented in detail in Section VII of the Outline Business Case.

Market Testing
7.08 Knowsley Council has begun initial market testing to raise awareness of BSF in Knowsley within the market and to allow companies or consortia to best align themselves to deliver the specific requirements of the Knowsley programme. Crucially it will also give us the opportunity to test the extent to which a potential private sector partner can be an active partner in the transformation of education in Knowsley.

7.09 At present we have received no information to suggest that the phasing or scoping of our BSF programme should be revised.
Section VIII – LEA and School Contribution

8.01 A detailed analysis of the necessary level of financial contribution required from Knowsley Council and secondary schools in the borough is contained within Section VII of the Outline Business Case.

8.02 The Council acknowledges the requirement to provide annual funding in support of the BSF programme in Knowsley; this requirement is in part due to the desire to provide learning centres with areas that may be in excess of those funded through BB98 and is also for provision of external and site works that may be over and above the level funded by the DfES. A contribution is also required to cover essential requirements for our learning centres that are not funded through the BSF programme, such as sprinkler systems, insurance and ICT refreshment. Furthermore, though the Council's preferred procurement methodology, based on Treasury guidance, is PFI, should the level of PFI credits be restricted, funding may be required for the life cycle cost requirement associated with the traditional procurement methodologies.

8.03 The Council has advised the participating schools that, as part of the BSF arrangements, they will be required to surrender delegated budgets in respect of those facilities management services that will be provided by the partner to be selected under the BSF procurement arrangements. Furthermore, schools have been advised that elements of formula funding allocated for capital purposes may need to be surrendered to part fund this investment if the purpose of this formula funding is to provide for capital works that would fall under the responsibility of the selected partner.

8.04 Discussions are ongoing between the Council, the church authorities, PFS and the DfES with regard to the provision of the 10% capital contribution for voluntary aided learning centres, of which Knowsley will have three. Due to the high proportion of voluntary aided schools in Knowsley this is an important area of ongoing work to avoid unnecessary delays to the Knowsley programme or the provision of fewer resources to any one or group of learning centres.
Section IX – Leading and Managing Change

Introduction

9.01 Knowsley Council recognises that the BSF programme in Knowsley will have to be delivered in a way that ensures that the legacy of the programme is not merely new school buildings but that transformation and system-wide reform is realised, shared, and sustained. The work undertaken to date through the Schools’ Commission and the production of our Joint Statement of Intent reflects that all stakeholders recognise the need for change and, moreover, endorse the progress that we must make in order to achieve this. This in itself provides evidence that the teachers, pupils, stakeholder organisations and the wider community understand, accept and will continue to promote this change beyond the initial impact of the BSF programme.

9.02 The LEA’s ability to drive and manage change has been commended in the Ofsted inspection of the LEA in 2003 and both this inspection and our attainment of Beacon Status for Transforming Secondary Education reflect our ability to effectively target resources to priorities. We continue to realign resources to priorities annually and utilise resources effectively.

9.03 We have, in our recent work, not only set out a transformational vision but have also put in place actions to deliver it: the Joint Statement of Intent, published in October 2003, focuses on actions to re-form the system, focusing on actions against school places; school performance; school viability; learning environments for the 21st century; meeting parental preferences; retention of pupils; extended schools; inclusion; partnership, collaboration and federation, and; investment strategies. As such, Building Schools for the Future forms part of our own strategy and commitment to transformational and sustained change.

Maintaining the Vision and Objectives

9.04 Knowsley Council’s vision for transforming secondary education is a key strategic priority of the Council, as demonstrated in Section I of this document. This ensures that our proposals for delivering transformational education will continue to be supported, challenged, monitored, and reviewed at the highest level. Section IX of the Outline Business Case details the structure of the Programme Board and supporting bodies and Council Member involvement in the project. In addition, the LEA employs a Principal Manager for Cultural Development and Change Management who will have a significant involvement in the process up to and following service commencement at the new learning centres.

Involving Stakeholders

9.05 The stakeholders of the project have been clearly identified and will all have a role in ensuring that the vision is delivered. The consultative process started by the Schools’ Commission to date in the production of our Joint Statement of Intent and, ultimately, the Statement of Implementation illustrates the commitment to the need for change by the teachers, pupils, stakeholder organisations and the wider community. There is a commitment by the Council to ensure that appropriate forums are in place to engage with all stakeholders at key stages of the project, and, as indicated in Section IX of the Outline Business Case, we have established an Engagement Sub Group which will oversee this process.

9.06 All stakeholders have been involved to date in a Visioning Conference (March 2004) which ensured that there was a commitment to shared aims and objectives as presented in our Strategic Business Case and also summarised in this document. There was enthusiastic support from all stakeholders at the Building Schools for the Future event in June 2004 which launched our proposals for eight new learning centres and their role in the future of secondary education in Knowsley. In addition, our Gateway Review undertaken at the end of July 2004 concluded that our consultation approach and level of ‘buy-in’ achieved with staff, parents, the local community and members was an exemplar of good practice.
9.07 We will continue to work closely with our schools and other stakeholder groups through a number of methods, targeting specific stakeholder groups. Such work may include:

- Design workshops involving a wide variety of participants including children, parents, teachers and Governors;
- Action Planning events involving collaboration between say, school staff and Governors, Architects, Planners, community development workers, etc;
- ‘Planning for Real’ events which enable residents to use a model of the new learning centres to help them envisage and shape the future;
- Competitions involving individual primary schools and individual pupils, with prizes for best designed ‘School of the Future’. This will serve to engage all our primary schools in developing the new Learning Centres while encouraging more young children to stay in the Borough for their secondary education;
- Parents, teachers and Governors might develop a series of high profile ‘Best Practice’ visits to other areas of the country. This will serve to bring new ideas into the borough and allow key stakeholders to see that our common vision of schools for the 21st Century can be achieved.

Maximising learning benefits to the school community

9.08 The input from stakeholders into the design and development of the new learning centres will assist in pupil motivation, promotion of lifelong learning, inclusively, wider use and flexibility in the design of the learning centres to allow for future change for the benefit of teachers, pupils and community use. Site design will allow for future co-location of services, further specialism developments and extended schools.

Development of key individuals

9.09 Project management and implementation post-PRG approval will require the involvement of a large number of individuals throughout the Council in a significant range of disciplines and working with external consultants, where appropriate, towards the achievement of the project aims and objectives. Where necessary, training and development will be required to ensure that the required capacity is available. External consultants will, as part of their briefs, be required to share their experience as appropriate with officers to ensure that capacity is developed internally. Capabilities will also be developed by:

- Seeking to learn from the experience of other Pathfinder and other Wave 1 Authorities;
- Utilising the experience of officers within the Council who have been involved in PFI schemes in other authorities;
- Learning from the experience of other authorities involved in PFI;
- Project staff (DELL) attending the Coverdale project management training programme.

Buildings designed for transformational education

9.10 The educational vision as set out in Section III of this document recognises that the BSF programme in Knowsley will not be delivered merely by new school buildings. However, as demonstrated in Sections III and V of the Outline Business Case, the design of the buildings will be important to facilitate the development of our cross-cutting themes and assist in the delivery of the desired outcomes for the BSF programme in Knowsley.

9.11 Our cross-cutting themes will help to ensure that learning benefits continue to be maximised: embedding the transformational process across all of our schools will be particularly supported through the effective management of collaboration and federation and workforce remodelling; our cross-cutting theme of information communication technologies is based on a sustainable strategy that will continue to develop and expand to respond to the individual needs of each learner; children’s services will help to link and join up the resources across the authority and within our external partner
organisations to ensure that resources are co-ordinated and delivered in the most effective and suitable ways possible; and our proposals for inclusion will support every learner in Knowsley to benefit fully from the opportunities afforded to them in the future as a result of our work now.

9.12 This legacy will be established through the consultative, challenging and innovative development of learning centre designs which will involve both internal and external stakeholders, and through the selection of appropriate private sector partners.