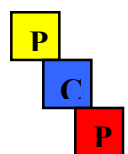**Children's Services**

Every Child Matters
Primary Capital Programme

Strategy for Change

16 June 2008

Contents

Section 1:   The local perspective

The vision and mission of the Local Authority

We seek to help all children and young people to:

- reach or exceed national by age 11 as a crucial step on the path to success;;
- achieve excellence in their own chosen areas of intensive interest through personalised approaches to learning;
- become safe, secure, and confident in their community, maintain physical and mental health and well-being, and become good citizens;
- receive a unified upbringing through well coordinated services which communicate well with each other;
- acquire linguistic capital, so they can hold their own alongside children and young people everywhere;
- acquire social capital, so they know with whom and with what to engage, and what to avoid, and so maximise their life chances;
- achieve the necessary skills, competencies, qualifications and working habits to enjoy an active and productive working life;
- enjoy good home learning environments.

The aims of this strategy are firmly rooted in the vision set out in the Children's Plan which is fully endorsed and supported by the LA.

A brief description of the area, its people and its primary schools

Barking and Dagenham is located in East London at the heart of the Thames Gateway, approximately 11 miles from central London. The population of some 170,000 is rising rapidly. Thames Gateway development will bring at least 11,000 new homes within the next decade as part of the Barking Riverside development. The proportion of the existing population drawn from minority ethnic groups is expanding more rapidly than anywhere else in the country. A key imperative is therefore to promote community cohesion by helping children to understand others and value diversity.

The borough has forty-eight primary schools. All infant schools and primary schools have an attached nursery, and the fourteen children's centres are either on school sites, or very near to them. There are two large Church of England schools and five Catholic schools. Most of the schools are of above-average size. The smallest, which are generally in least suitable accommodation, are Catholic schools. Seven Primary Additional Resource Provisions are attached to mainstream schools catering for a range of special needs. There is one all-age special school. Schools have a very low number of surplus places owing to a rapidly increasing population. The pressure on places, particularly in the Barking area, is of concern.

Our primary schools generally produce educational standards close to national averages and above those of statistical neighbours. This is achieved in the context of a more-or-less uniformly deprived area. We have had some success in narrowing the gap between disadvantaged pupils and their peers.

The majority of buildings date back to the early 1930s. They are generally well-maintained. Classrooms are often too small for modern requirements. Few schools have adequate space for specialist teaching and small group work. External spaces are often limited; surfaces are unvaried and some provision for Foundation Stage classes is unimaginative. ICT systems are generally good but the underlying infrastructure does not meet the specification required in the Output Specification for the secondary Building Schools for the Future Programme.

Section 2: Baseline analysis

Standards, buildings and ICT

Standards and achievement

Barking and Dagenham Local Authority has worked closely in partnership with all its primary schools to raise standards and the quality of provision for all its pupils. This has been successful and is seen in a substantial improvement in results of 11 year olds since the introduction of national testing. The Local Authority has had a longstanding commitment to narrowing the achievement gap and has met with success in doing so. However, still more needs to be done to raise aspirations, particularly of white working class boys and girls.

There has been a good trajectory of improvement over a substantial period. In 2007 very good improvements were made in the Foundation Stage, in Key Stage 1 writing and mathematics and in level 3 results generally. Lord Andrew Adonis, parliamentary under secretary of state for schools and learning wrote: 'Your combined results in English and mathematics Key Stage 2 … are amongst the most improved this year.'

The overall attainment of children on entry to nursery is well below the average. Progress made across Key Stage 1 is good, leading to performance at the end of Key Stage 1 which is close to the national average at threshold levels. At Key Stage 2 results in English have risen from 71% at level 4+ in 2003 to 77% in 2007, closing the gap on the national average over that period. However, overall attainment in English is in the bottom quartile nationally and still needs improvement. Results in mathematics over the same period have risen from 69% to 76% and are satisfactory. The challenge remains to meet and exceed the national average.

Three schools currently have Key Stage 2 results at level 4+ below the 65% floor target in English and mathematics. In most cases, these difficulties are transitory. However, where weak performance is of longstanding, robust measures are taken under School Improvement Service procedures and these have met with success in particular schools. Significant pressure is used to secure improvement and approaches over holding individual schools and teachers to account are being used with rigour. The Local Authority works in strong partnership with the National Strategy, City Challenge, and other external providers to support school facing the greatest challenge, and those with weak performance. It has embraced the powers in the 2006 Act, including the opportunities provided by federations and the use of executive headteachers.

Well over half our primary phase schools, inspected since the introduction of the current framework in 2005, have been judged good or better by Ofsted. The remainder have been judged satisfactory. There are currently no schools in special measures or with a notice to improve.

The past five years have seen a dramatic rise in pupils from black and minority ethnic (BME) backgrounds. An increasing number of these pupils have English as an additional language. This provides a new challenge for schools but BME pupils generally do well once they are settled in the area. Increased mobility and an increase in the numbers of troubled children, places some schools under strain, particularly where facilities for small group withdrawal and meetings with parents are inadequate.

The growing school population in Barking and Dagenham has placed considerable strains on schools; too many pupils now have to travel significant distances to access a place. The older buildings, which are mainly situated in the west and central parts of the borough sometimes lack the full range of specialist facilities, including libraries, ICT suites, creative development spaces and small teaching rooms. Some desirable aspects of personalisation therefore remain a challenge.

Provision for ICT is generally good. Most schools have modern ICT suites and multimedia equipment in all or most classrooms. As part of the Primary Capital Programme we intend to develop the core infrastructure provision to match the standards and expectations of the Building Schools for the Future IT Managed Service. Significant spending on hardware, partly arising from the £13m Testbed project, now raises some issues of sustainability, which will be tackled through a replacement profile which is being developed for all schools.

Location, capacity, accessibility and school travel

This is a small borough, 5 miles across east to west and 7 miles from north to south. The original design of the borough ensured a good supply of accessible local schools. A good transport system is available on buses and underground. Throughout the borough schools remain accessible, except in the extremes of the area where transport is less available or where major roads dissect the area. Car ownership is relatively low. Faith schools are popular and some offer places to significant numbers of pupils from outside the borough. However, unpredicted population growth means school places are now under significant pressure in schools of all types. Until recently, the percentage of parents being allocated their first choice of school was above the London average. However, more recently, it has been necessary to allocated places some distance from children's homes. In the context of the poverty of this area, this makes getting to school challenging for some families. Anecdotal information from headteachers shows that there is some negative effect on attendance and punctuality.

All the Borough's schools have worked with the Borough Road Safety Team to develop a School Travel Plan, focusing on safe and green policies. Where local places are available, this works well.

The appropriateness of internal and external spaces to promote personalised learning and school management

Schools were mainly built in the 1920s and 1930s to service the housing built at that time. As a consequence the great majority reflect a time when the curriculum was much more restricted and there was no real demand for personalisation. Internal spaces in the great majority of schools are no more than adequate; despite much creativity of approach, classrooms are cramped and inflexible. There is a shortage of small rooms for consultation and group withdrawal.

A small number of schools, built more recently, have spacious and flexible teaching spaces and some have been modified to provide more capacity for personalisation. However, a small number of open-plan buildings present serious problems for teaching because of noise and distraction from elsewhere. Recent research into the effects of noise on learning show that much needs to be done to enhance the acoustic properties and soundproofing of learning spaces. This is particularly true in the few remaining open-plan buildings. We shall insist on new designs which allow for calm, quiet and focused teaching.

School offices for management and administration are generally sound and much improvement work has been devoted to this in recent years. In a few schools, the offices are poorly located, for instance in terms of greeting visitors and controlling access. In general, improvement to these areas is made effectively by the schools themselves through projects funded by devolved capital or joint funded projects with the local authority. A small number of buildings remain dull; they fail to value and inspire pupils and staff.

Some schools have introduced exciting play and learning opportunities in the external environment. More work is needed to enhance the quality and attractiveness of spaces for external play and socialisation, for instance in the Foundation Stage.

Where improvements are needed and why

Investment in recent years has focused on the main condition elements to ensure water-tightness and improve thermal performance through roof recovering, and replacement of windows, doors and boilers. This has allowed schools to use devolved capital for internal repairs and

redecoration. The Primary Capital Programme will allow us more scope to address suitability issues. Remodelling will also need investment in on other fundamental issues such as rewiring, replacing heating distribution and improving ICT distribution.

Some work has been undertaken to extend schools to respond to growing demand. This work has generally respected existing structures and has been successful. In the few more modern schools large windows are a problem which is given high priority by pupils.

Enhancing teaching and learning through the use of technology

Most schools are already well equipped with a wide range of technology, ranging from sophisticated multi-media classroom demonstration equipment, including visualisers, tablets and high quality sound installations, to dedicated computer suites. The interactive teaching toolkit provides advanced hardware and software to support whole class and group teaching. The provision is popular and effective and contributes significantly to pupils' interest and enjoyment. Schools generally have sufficient IT suites to allow for appropriate curriculum time for the subject. However, present classroom arrangements do not provide sufficient opportunity for individual use of ICT during lessons. This is reflected in the view of pupils (see Annex 3).

Headteachers rightly identify the significant revenue costs of maintaining and replacing IT equipment. Because of this, the council is keen to avoid over-investment in IT, whilst recognising its proven potential to enhance engagement and learning.

The Local Authority and schools have developed pioneering work with educational trails using mobile technology and bespoke software. Trails have been used in outside locations and in cultural sites.

Every Child Matters

Areas of deprivation

Most residents want to do well by their families. There are often strong family ties and good support networks. However, the borough is more or less uniformly deprived. Barking and Dagenham is ranked 11th out of 354 authorities on the Index of Multiple Deprivation. 14 of the 17 wards fall into the bottom 20 per cent nationally. There are few areas of moderate affluence in Chadwell Heath, Rush Green and Barking. However, these are relatively small and each abuts one or more of the deprived wards. Average household income is the lowest in London and adult basic skills are recognised as being amongst the lowest in the country. Health outcomes for residents are less favourable than in most parts of England. PCT data show children have high rates of respiratory difficulties.

Healthy schools and healthy eating

We are on track to meet Healthy Schools targets and headteachers are rising to the challenge with enthusiasm.

The council provides vigorous encouragement to schools to provide a rich and varied sporting offer and supports and arranges many tournaments and competitions. All schools have playgrounds on site and many have invested wisely to create interesting opportunities for children to play and interact with their peers, recognising that pupils require a range of different opportunities to occupy them at break times. Some schools offer only limited play space. Only 54% of schools have on-site green areas which facilitate wider sports provision. A further 11% of schools have easy access to off site provision.

There remains a need to enhance children's health and fitness by improving the provision for play, particularly in the Early Years Foundation Stage, where some facilities are cramped, dull and uninspiring. However the children's centre nurseries (which are generally planned to be shared with school nurseries) have carefully planned outdoor provision which is challenging, exciting and stimulating. Headteachers support the development of more interesting social areas for break times in key stages 1 and 2. Pupils also identify a need to make outdoor spaces more

stimulating. Such development is also needed to support the council's priority to promote community cohesion and to improve children's health.

The school meals service has made progress in providing healthier school meals and snacks. All schools have on site kitchen facilities and food is prepared and cooked on site. Some kitchens are in need of refurbishment to support a growing demand for meals. Some work is under way to improve a small number of the worst kitchens, in response to demand for improved quality, higher volumes, and healthier choices. This Council-led and -funded initiative will run for three years but would benefit from further investment.

Not all schools have separate dining facilities and the time taken for setting up and clearing away limit the time available for physical education lessons and other curriculum use. Conversely, schools which have separate dining facilities make good use of them for physical education and for extended services. There would be merit in increasing the number of schools with separate dining facilities.

Special educational needs

Schools are well supported in providing for pupils with learning difficulties or disabilities. The SEN and inclusion team provides knowledgeable advice and support for schools and monitors that legal requirements, for instance in respect of annual reviews, are met.

There is some continuing need to improve schools to meet requirements of the Disability Discrimination Act. Generally speaking schools have responded positively to the new requirements and have worked incrementally to improve facilities and access. A minority have very good facilities for pupils and visitors with significant disabilities, or where assisted changing of pupils is a necessity. Work has been done to ensure that such schools are situated strategically throughout the borough. This is successful in offering parents choice.

We make provision for pupils with significant learning needs through one large special school and in a number of Additional Resource Provisions attached to schools. These generally meet pupils' needs well and promote inclusion effectively.

The large special school has major expertise in autism and accepts pupils from beyond the borough's boundaries. The school was judged to be outstanding in a recent inspection and is full to capacity. Additional Resource Provisions, spread across seven schools, offers 66 specialist places for children with Moderate Learning Difficulties (MLD+), Behaviour, Emotional and Social difficulties, deafness, and Speech, Language and Communication needs. This range of provision for pupils with significant needs is now stretched and is barely adequate. Information from the Early Years and Childcare Service indicates that current provision will be less able to cope in future. This is partly a function of the borough's increased population. There is, therefore, an imperative to enhance provision both in mainstream schools and to provide further ARP units, for instance for children on the autistic spectrum[1]. There are plans to build a further special provision co-located with a mainstream school, as part of the Barking Riverside development.

Children's centres and other early years provision

Very good progress has been made in providing children's centres to serve our disadvantaged neighbourhood. Phase One (2004-06) saw the creation of eight centres comprised of four expanded SureStart programmes and four new centres. Phase Two (2006-08) has delivered a further six centres. Phase Three will see the creation of four more centres which will ensure l families throughout the borough will have a children's centre within walking distance. All children's centres are situated on school sites, or very close to them.

---

[1] Annex 4 provides more detail on the current Additional Resource Provisions and the estimated requirements for the future.

Early years provision is good within the Private, Voluntary and Independent sector. Parental demand for sessional places is very high; there is a shortage of this type of place. Settings work very closely with a skilled team of Early Years Foundation Stage Advisory Teachers. There is a detailed and comprehensive training programme and a clear strategy for improving the qualification and skills of the workforce. This is leading to significant improvements.

Extended services in and through schools

Most schools now make provision for extended services. These are being planned coherently to supplement the children's centre offer, which is recognised as being of good quality. However, many schools lack facilities to make the best provision, particularly for wider community access. There is a lack of suitable small rooms to meet with parents, to provide health services and to provide study support. In many cases, such facilities could be provided through simple conversions or extensions, which would not be particularly expensive. This sort of facility is also needed to support some aspects of the extended schools core offer, such as evidence-based parenting programmes, on school sites. Simple conversions or extensions would offer the possibility to extend services during school holidays, so supplementing the children's centres' core offer. Barking and Dagenham's rapidly changing population has led to increasing demand for extended services that are accessible all year round. Whilst there is much work to do, we are confident of providing a coherent offer that meets the needs of the whole community.

Unmet local need for extended, youth and community services

Youth services are currently satisfactory. The council has identified the need to enhance the offer, which does not currently have the reach or the variety required. Young people's participation in positive activities has been identified as a Local Area Agreement Improvement Priority. We seek to develop a better range of youth services to meet the needs of young people, to help them develop their own interests and talents, for instance in the realms of sport and culture. There is the potential and need to make better use of primary school sites both during and outside of term time, as part of extended schools services. A recent review shows that only a small number currently offers facilities for use by the wider community.

Workforce provision, including facilities to support integrated children's services

Some promising work has been carried out with schools to create spaces offering flexible use, for instance as meeting rooms for parents, review rooms, and facilities to host visiting specialists. Work has started to develop specialist provision in six localities across the borough and this will include developing Additional Resource Provision for special educational needs.

Barking and Dagenham's developing locality structure will see more integrated working across Children's Services and beyond, and will ensure that services are shaped and developed to suit local needs. The scheme includes the co-location of key frontline staff such as Parent Support Advisers, in schools. It is important that many primary schools are better equipped to host staff from partner agencies, so ensuring maximum integration.

We recognise the positive effect of valuing staff of all kinds by providing well-planned facilities which help them to do their work well. There has been some development of very high quality in buildings of all kinds, but we recognise that there is still some way to go.

Diversity, choice and responsiveness to parents

The existing range of schools provides considerable diversity in terms of size, age-range and religious affiliation. There is a good representation of faith schools from the Christian tradition. Within the relatively high density housing of the area, most parents have several schools within walking distance. However, the present pressure on places means that the provision is not as responsive to parental preference as it should be. The great majority of parents of primary age children prefer a place at their nearest school. However, a significant shortage of capacity, particularly in the Barking area, means too many children need to travel to access a place. Headteachers tell us that this has had a negative effect on punctuality and attendance. New

pressures are now being felt on reception class places throughout the borough, signalling that the influx of new children and families is continuing.

The seven faith schools are typically over-subscribed and admissions criteria for some of these are very tight. As a result, families from faith backgrounds often find it difficult to access the places they seek.

Surplus capacity

The Local Authority sought to maintain surplus places in primary schools at around 5%, in line with DCSF recommendations. However, unpredicted population increases mean there is now only 1% spare capacity, and in some year groups it is significantly less. Inevitably, this means that responding to parental preference is very challenging.

Anticipated demand for places

The council has commissioned studies to assess the mid- to long-term demand for school places. These studies, and the annual roll forecast, take account of both new housing developments (at Barking Riverside and elsewhere) and rapidly changing demographics on existing estates. We forecast that by 2011 there will be a requirement for 4,517 new primary school places, of which 3,827 will be in new schools and 690 pupils in existing schools. By 2017 we estimate that the pupil population will increase by some 11,000 (60%). These forecasts do not allow any surplus to provide improved parental choice. To fulfil the Local Authority's basic needs responsibility, it will be necessary to build seven new primary schools and enlarge a number of current school buildings. As a short-term measure, the Council will provide for as many new school places as possible within existing school provision. However, in many schools there is little scope for enlargement and, without additional building, demand will exceed even the newly enhanced supply by September 2010.

Work is already under way to increase the size of three schools in the Barking area. These will meet some of the short-term need but it is anticipated that property acquisition for letting will further increase demand. Planned additional capacity as part of the Barking Riverside development will help to provide greater choice and diversity.

The Local Authority is currently working with the Church of England Diocese to consider the possibility of extending faith school provision. Given the great success of school improvement approaches over a sustained period, there is no need currently to create further Trust schools, all-age academies or other types of school. This will be kept under constant review. Competitions will, of course, be held in respect of all new schools as required.

Enlarging popular schools

It has been council policy to enlarge the most popular schools. A number of schemes have been implemented over a ten-year period. There is only limited capacity further to enlarge popular schools. Most schools are already quite large[2] and sites are often cramped, with limited play space. In general, the council considers three forms of entry should be the maximum for all-through primary schools and four forms for separate infant and junior departments. Notes on recent development and potential capacity for enlargement are shown below.

- The area of greatest need for places is close to Barking town centre. Some 740 places have been created recently by enlarging one primary school, two infant schools and one junior school in recent times. All of these schools are popular and successful.
- One community school, housed in 1960s buildings has grown too large, with over 1,000 pupils drawn from the most disadvantaged community in the borough. The expansion of this school has been in direct response to the rapidly changing requirements of an incoming community. Its work is largely successful and well respected but there are serious questions about the size of the school and continuing pressure under which it finds itself. Some short-term improvements are required urgently. In time, we hope to

---

[2] Annex 5 gives further information on school sizes and the predicted effect of the rapidly expanding population.

synchronise the remodelling of this provision with plans to demolish much of the 1960s high-rise accommodation which surrounds it. It is hoped to form two separate schools of medium size in order to provide slightly more places and to make the offer more personal and more personalised. This project would be partly funded by a Section 106 agreement.

- Two separate infant and junior schools on the Barking side of Dagenham have the potential for expansion. They have reasonably generous sites and would provide some further relief from the pressure on places. This is currently being explored.
- The five Catholic schools are mainly of small size. Two of these schools are of one-and-a-half form entry, which necessitates mixed-age teaching, which is sometimes difficult to manage. There would be merit in enlarging these schools in order to provide single-age teaching. The sites of these schools, near the centre of the borough, would be likely to release more places for Barking & Dagenham families.
- The two Church of England schools are full; both have been enlarged in recent years. Their sites do not allow easily for further expansion.

Conclusion

We need to continue to focus relentlessly on raising standards, narrowing and ultimately closing the gap between our disadvantaged pupils and their peers. To this end the Primary Capital Programme will be integrated with the Primary National Strategy and Local Authority initiatives. The ongoing focus on children's personal and intellectual development through will be central to this work, using *Talking to Learn* techniques[3]. A further imperative is to provide an adequate number of places to accommodate the rising population, to offer improved choice for parents, and to make sufficient provision for the growing number of children with learning difficulties and disabilities. We need to enlarge teaching spaces to enhance flexibility for various groupings, personalisation and support. We need to improve physical space for learning and play and to enhance environments to promote interest, engagement physical development. We need to promote to children's health and wellbeing by improving facilities for dining and for the extended support of children and their families.

Section 3:   Long-term aims

Based on the above analysis, this section sets out the Local Authority's long-term aims for educational transformation. We define transformation as moving decisively from the currently good improvement trajectory to one which is significantly better, more decisive and more pervasive.

We are determined to bring about further major improvements to the quality of education. We shall plan in detail to provide an inspiring and engaging curriculum as part of a world-class education, delivered in buildings of which the community can be proud, and which provide a focus and centre for services in each community. We shall increasingly promote first rate leadership, innovative pedagogy, and coherent support structures in order to ensure the optimum personal development and achievement of every child. The Primary Capital Programme will play a major part in this work.

Children's plan

Many of the Children's Plan aims are covered in some detail in the sections that follow. In summary, we aim to:

- equip children with the basic skills they need for life, and enable those from the least advantaged backgrounds to do as well as children anywhere;

---

[3] Children's Plan, page 63

- support parents in bringing up their children, for instance through the children's centre core offer and extended services in and through schools;
- support children with gifts and talents to excel;
- enhance children's enjoyment, through the curriculum and in their leisure time;
- respond efficiently and in a seamless way to those needing additional and targeted support;
- prevent children from falling behind by intervening are the earliest possible stage, so narrowing the achievement gap.

Standards

Improving educational outcomes and narrowing the achievement gap

The Local Authority aspires to bring all schools up to the standard of the best and to learn increasingly from the most successful foreign countries, particularly those in Europe. Our reading and research show that the quality of pupils' speech in the educational context contributes very strongly to their capacity to hold their own alongside more advantaged peers.

The following sections provide information on key aims and strategies for bringing about the transformation required.

Design of classrooms and other learning spaces to support the raising of standards

The ability to speak articulately and with developed vocabulary is known to benefit personal development, wider literacy standards and the capacity later, in adult life, to access public services. For the above reasons, a top priority will be to improve learning environments to support oracy and oral communication. There is increasing evidence that poor classroom acoustics and background noise, particularly extraneous speech, can stand in the way of learning for many pupils, especially those with hearing impairments, learning difficulties, or English as an additional language. Excessive noise works to the detriment of teachers and pupils alike. We shall, therefore, take particular account of Building Bulletin 93: Acoustic Design of Schools (DfEE 2003) to improve speech intelligibility and reduce environmental noise and reverberation.

In this disadvantaged community it is vital to provide early, focused intervention for pupils who fall behind, and those from families which provide limited support. We wish to see classrooms as a hub for care and support, in order to enhance personal development and achievement. We also intend to ensure children develop a sense of security, by understanding their place and relationships with others. To these ends, we shall:

- develop bigger, better designed, and acoustically improved classrooms and halls, to provide for, and support:
    - *talking to learn* approaches, involving effective whole class interaction and dialogue in various groupings;
    - guided work, where teachers work with small groups to apply what has been learnt;
    - teachers' individual engagement with pupils, which will enable them quickly to identify additional support required and to provide it;
    - good sightlines between pupils and their teachers to ensure engagement and contact;
    - seating arrangements which enable children to relate well one to another, to feel a sense of worth and security. This will build on our observations in other European countries, where the child's habitual seating position in a well-understood seating plan provides a palpable sense of security, well-developed relationships and interaction;
    - public performance to develop pride, confidence and articulacy.

Other provision to enhance learning

General improvements to pedagogy and classroom design will assist in narrowing the achievement gap for the lowest attainers. However, we shall also:

- improve the quality of Early Years provision to strengthen pupils' early developmental experiences. We shall:
  - provide greater integration with children's centre services;
  - improve outdoor play facilities to provide better space, varied surfaces and large equipment;
  - enhance indoor spaces to ensure focused work can be conducted without disturbance, and that interaction is of good quality.
- enhance provision to support focused work to tackle underachievement of specific groups, for instance in small rooms near or adjoining the standard classrooms. This will support:
  - holding pupils into the pace of learning, so enabling them to keep up through rapidly organised and well focused support;
  - time for children to talk with a sympathetic and knowledgeable adult; so they can be treated more as individuals;
  - specialist intervention in support of the extended school offer;
- enhance Additional Resource Provision to support and integrate children with learning difficulties and disabilities. This will require significant negotiation with headteachers and governing bodies. See Annex 4 for additional details.

Addressing the link between social deprivation and low achievement; using robust solution to poorly performing schools

We see reducing differences in educational outcomes as the key to ensuring more general equity. We shall therefore focus with still more determination on narrowing the achievement gap between:

- specific individuals and groups (for instance those with learning difficulties and disabilities, children in care, boys and girls, pupils from minority ethnic backgrounds and those with general vulnerability);
- the classes of individual teachers;
- individual schools;
- the borough and national performance.

The Primary Capital Programme will be integrated into a well-established and increasingly effective approach to raising standards and narrowing the achievement gap. The work will be long-term and multi-faceted. Over time, we shall:

- gain full involvement in the national Narrowing the Gap project;
- use experienced headteachers and governors to support weaker schools, forming federations if appropriate;
- categorise schools annually and report robustly to governing bodies through the School Improvement Partner programme;
- provide robust responses to poorly performing schools, using national and local strategies and where necessary drawing on the full range of statutory powers;
- explore federated approaches where schools perform badly, and continue to make use of the full range of support provided through organisations and initiatives such as National College of School Leadership, National Leaders in Education, and City Challenge.

Relationships with secondary schools

Collaboration with secondary schools will continue to be strengthened. In particular, the advisory role played by specialist schools and strong departments will be enhanced to complement the already effective School Improvement Service. The new localities structure

will be used more formally to draw together primary and secondary schools in area clusters to support children and families. The Building Schools for the Future initiative will see three innovative all-through campuses on three sites[4] and this will clearly enhance possibilities for the Primary Capital Programme.

Every child matters

Promoting sport, exercise, social development and community cohesion

Because children's health and community cohesion are of concern, we shall:

- work vigorously to support schools in implementing the 2 + 3 hour model for physical education and sport by 2010;
- maintain and develop our extensive support for swimming[5];
- design improved external environments to promote vigorous exercise, particularly for the Early Years Foundation Stage;
- provide varied and interesting outdoor environments which will enhance children's capacity to play, learn and socialise together productively;
- create facilities which support and promote healthy eating.

Complementing investment on childcare, children's centres, early years provision and extended schools

In order to ensure integrated, family-friendly services, we shall:

- learn from the creative and innovative design of the new co-located children's centres to enhance play spaces in the school nurseries;
- develop further integration of schools with the children's centres through shared, high quality outdoor spaces;
- capitalise upon improved dining facilities to provide spaces to support the extended schools core offer;
- improve the extended school offer, including childcare, by making necessary enhancements to facilities as part of all projects.

Addressing the needs of children with special educational needs or disabilities

The expanding population and the growing numbers of children identified with learning difficulties and disabilities require an increase in specialist provision. It will be important to pool budgets in order to achieve the improvements required in the context of the Primary Capital Programme. We shall seek to provide:

- one new all-age special school, as part of the extensive Barking Riverside development;
- three eight-place units[6] to provide for children with behavioural, emotional and social difficulties;
- two twelve-place units for children with Moderate Learning Difficulties(+)
- two eight-place units for children with speech, language and communication needs
- two eight-place units for children with autistic spectrum disorder

As part of all major projects, we shall seek to ensure:

- facilities are fully compliant with the Disability Discrimination Act (DDA);
- toilets are adapted to support disabled children;
- early years provision is equipped to support children who are not yet continent;
- acoustic and visual environments are of a suitable standard to support access to auditory or visual learning;

---

[4] Barking Riverside, Warren and Dagenham Park
[5] Occasionally on school sites, but mainly through our well-managed and well-coordinated sports centre provision
[6] Additional Resource Provisions (ARPs), attached to mainstream primary schools

- suitable spaces are available for children with autistic spectrum disorder;
- spaces are provided to support distressed or emotionally vulnerable children;
- outside areas are accessible, provide shade and shelter and a range of sensory learning opportunities.

Addressing childhood poverty, social deprivation and low achievement

A cornerstone of our approach to promoting economic wellbeing involves raising adults' skill levels, for instance through Family Literacy projects. These will be provided through children's centres, and in strong collaboration with Barking College and the Adult College of Barking and Dagenham. The scheme will also continue to meet the demand for affordable childcare through extended schools and children's centres and support for the private and voluntary sector. This will support parents' access to training and employment.

Diversity, choice and responsiveness to parents

Strengthening governance

We are keen to pilot new, slimmed-down governing bodies (national policy) and to provide increasingly effective training for governors. Good progress has been made in shifting the agenda increasingly towards aspects of performance. As noted above, we shall consider federation arrangements where these appear to have the capacity to be productive. See below.

Increasing diversity and choice

It has for some time been council policy to enlarge popular schools. As a result, the most popular are already very large, having already been expanded. We are currently exploring the expansion of two of the smaller faith schools to obviate half-forms of entry and provide extra capacity to satisfy parental choice. We shall continue to explore changing the governance of one primary school, where there is interest in developing faith status. Beyond this, the most obvious tenable projects are already in progress and there is little capacity for further movement. As the population expands, new estates will require new schools, which will be subject to school competitions. These are mentioned elsewhere.

How the Authority has sought parents' views

Good channels of communication are available and are used for consultation and feedback. A borough-wide Parents Board was established in October 2007. It involves 20 parent representatives from across different parent groups and is linked directly to the Children's Trust. A learning difficulties and disabilities sub-group ensures specific issues are discussed in depth. Parents also have a strong voice though governor representation, including attendance at a consultation conference. Additionally, a Parents' Forum has involved presentation and active dialogue with parents.

Buildings and ICT

School size, location, layout and design

We shall:

- ensure there are adequate places for the growing population of the borough; provide greater choice and minimise the need to travel;
- reconfigure school provision as part of the demolition and rebuilding of an estate, with a view to reducing the size of one existing school and creating a new one;
- further integrate children's centres and support the further development of extended schools, in line with the strategic plan for these projects;
- enhance classroom size to support classroom dialogue and greater flexibility in pursuit of increased personalisation of learning;
- increase the provision of small spaces to support small group and individual teaching and coaching.

14

Design of classrooms and other learning spaces

This is covered under Standards (above)

Enhancing teaching and learning through technology

In order to build on the existing strengths of provision for ICT we shall:

- promote technology to support and extend agreed pedagogical approaches, including *talk to learn*;
- trial solutions and innovations through the City Learning Centre. Identify effective approaches to supporting schools and the community as a whole. Work in collaboration with stakeholders from schools and the wider community[7];
- pilot resources in schools and elsewhere to assess their suitability;
- supply recommended ICT resources through a new IT Managed service;
- work with headteacher to address sustainability issues through a five-year planned spending profile for each school;
- improve incrementally the infrastructure to meet the standards established for Building Schools for the Future;
- Support a borough-wide learning platform to provide full access to a wide range of collaboration, communication and social networking tools;
- Integrate facilities into a virtual learning environment (VLE) to gather together resources to support activities;
- complement lesson activities with opportunities for independent research, project work, exercises and assignments through a wide a range of media;
- provide facilities for assignments to be submitted and marked online;
- provide each pupil with an e-portfolio , which they retain from age 3 to 18, that can be shared with parents and carers, teachers, and the wider community;
- support personalisation, pupil interest and engagement by promoting the use of high quality sound, large-scale moving and still images, and video conferencing;
- provide access to learning materials, including homework assignments and course information;
- provide parents and carers with a wide range of information about their children's learning, achievement and attendance through secure authenticated access across the internet
- provide parents with feedback systems and online communication tools
- make use of SMS messaging and email to make urgent contact with parents, for instance in the case of absence.

Protecting the environment

Many buildings have been modernised. However, their basic construction, dating mainly from the 1930s, means they do not meet the highest standards of environmental efficiency. The council, the headteachers and pupils have a strong commitment to efficiency and sustainability. In line with this commitment, all significant projects will incorporate:

- eco-school concepts; and/or
- environmental/conservation advantages.

---

[7] In line with its Harnessing Technology plan

Section four: Approach to change

Capacity building and change management

A significant turnover of headteachers (caused by retirements) is likely to invigorate the change process and the sharing of new ideas. We will engage with the National College for School Leadership, City Challenge and National Leaders in Education to establish support for developing a creative vision for individual projects. However, we shall continue to insist that all projects are guided by educational research in order that they stand the test of time. We shall therefore draw on senior officers and national experts in the field of education to ensure change is rooted in serious consideration of pedagogy alongside the broader imperatives of the Every Child Matters agenda.

Consultation and agreement

In order to identify approaches and priorities, a well-attended workshop of headteachers and governors was held on 28 March 2008. The main points to emerge appear at Annex 2 and are incorporated into this document. A number of schools used Local Authority materials to discuss their priorities and ideas with their school councils. The feedback gathered is included at Annex 3 and has been included in this document.

A planning meeting has been held with the Leader of the Council, the Lead Member with responsibility for Children's Services and the Corporate Director of Children's Services and deputy Chief Executive of the Council. The comments expressed at the meeting have been incorporated into this document. A copy of this final document was provided to this group and the Chief Executive for comment prior to submission to DCSF. The document was to have been endorsed by the Council's Executive at its meeting on 3 June. Unfortunately, Executive meetings have been cancelled because of a by election. Final approval will not, therefore be possible until July 2008.

Any proposals which are taken beyond feasibility inception will have a significant input from school staff and opportunities for pupils to have an input.

All primary schools have had a copy of the strategy for comment with an opportunity to provide further feedback. The Diocesan Directors of Education at Brentwood (Catholic) and Chelmsford (Church of England) have been asked to supply a letter of support, following discussions with them.

Copies of this document have also been made available to:

> Chairs of governing bodies
> Heads of SureStart children's centres
> Parent representatives on the Parents Forum
> Primary Care Trust

Planning, monitoring and evaluation

The Local Authority's role as commissioner of services and delivery agent for the Children's Plan

Over the last year we have significantly developed capacity in commissioning, and improved procurement. The Children's Trust has a joint overarching commissioning strategy, which ensures a joined-up approach. The Council is committed to an ambitious and coherent programme, aimed at 'building communities and transforming lives'. This involves: a borough-wide regeneration programme, educational improvement, enhanced training opportunities, job creation and improvements to housing and health. The Joint Area Review confirmed that planning is based on 'an analysis of shared needs, based on data … from a range of sources'. Approaches to consultation are now good; children and all key partners will be involved in

planning all projects. We shall seek to involve headteachers, for instance in schools where children's centres have been built, in order to learn from their experiences. Projects and investments will be managed by the Children's Services Asset Management and Capital group in collaboration with colleagues from the School Improvement Service and the Integrated Family Support division. Projects for investment will be discussed fully and for those selected, clear objectives and intended outcomes will be set out.

Achieving educational transformation

The council has already been successful in transforming education in the borough. Visitors recognise the distinctive qualities of schools in the borough and, particularly, the focus on children's involvement in talking to learn. The process of painstaking development, based on well-researched pedagogical principles, will continue. However, as explained earlier in this document, we are now determined to accelerate the pace of improvement, particularly in terms of narrowing the achievement gap at a variety of levels.

We have had recent experience of developing plans for new and remodelled schools. We recognise the need to establish a clear vision based on pedagogical principles and the wider demands of the Every Child Matters agenda. We shall take care to involve all members of the school community in identifying curricular and pedagogical priorities alongside the Local Authority's plan for integrated extended services.

The ICT team has a national profile in leading innovation in ICT. This sometimes challenges received wisdom and has been recognised at national level, for instance through the award of funding for the £13m ICT Test Bed project which provided leading edge innovation.

Making links to early years provision and secondary education

Early Years provision is already used extensively by local secondary schools and colleges for work experience placements and block placements for childcare courses. Links have been made with creative departments in secondary schools to assist with developing garden and outdoor provision. We shall sustain and develop this work. Practical links also already exist between many primary and secondary schools and this will be enhanced with the creation of three all-age campuses (referred to above). The remodelling of the Local Authority School Improvement Service will increasingly promote the sharing ideas between primary and secondary schools, particularly through the use of Advanced Skills Teachers and Specialist Schools. Co-located services, now being established coherently in our six localities will provide for better sharing of information on individual children and their families and will promote more effective joined-up working.

Innovative approaches to design

The Children's Services Department already has a strong track record of commissioning innovative, award-winning designs for its new children's centres and has won a number of awards. These are listed at Annex 7. We shall work with the council's design staff to secure further well-designed projects, which inspire learning, stimulate young minds and develop civic pride. Where appropriate; we will make use of the council's design consultant framework, and work with the Intelligent Client Unit (Regeneration Department) to run design competitions in order to secure innovative designs for larger projects.

Choosing individual projects in pursuit of the long-term aims

We shall ensure close involvement of the School Improvement Service to focus and foremost on improving standards and raising quality. Projects will be selected using the Department's database of information from its Asset Management Plan, the priorities identified during the consultation, and the knowledge of officers across the Children's Services Department. We shall take care to bring together all available funding to secure the maximum benefit from the projects selected. For example, a school which is being expanded to provide additional school places would also attract a high priority for the Primary Capital Programme; a larger scheme

would be likely to make a higher impact on educational outcomes. This principle would also apply to Sure Start investment for children's centres and investment in extended schools. The criteria for identifying the initial projects are shown are Annex 1.

Monitoring delivery of the programme, assessing its impact and sharing good practice

Precise objectives, focusing first on improving educational attainment, will be set for each project. All commissioning will be framed in this context. An officer within the Children's Services Asset Management and Capital group monitor the relationship of each project to its objectives. This process will be monitored by the Group Manager, Asset Management and Capital. Project managers and headteachers in schools will be consulted regularly and will be asked to contribute to an end-of-project evaluation against the initial objectives. A subsequent review will be conducted with the school at the end of the first operational year to measure effectiveness. We intend to maintain the involvement of a small number of professionals to oversee projects in order that they learn from each project and share effective elements in subsequent ones. The council is keen to sustain its recent record of design excellence and the achievements of each project will be monitored closely by key councillors and the Departmental Management Team. At the end of each project, it will be reviewed to ensure that the objectives have been achieved. A subsequent review with each school will be conducted at the end of the first operational year following development to measure effectiveness.

Every child matters

The school at the heart of the community

By making links with Sure Start children's centres, supporting extended schools, and providing more places closer to children's homes, the programme will support parents' the existing feeling that primary schools are truly at the heart of their neighbourhood community. We see this as an extension of our existing provision, and not a new departure.

Extended services in and through schools

We shall continue to work in collaboration with headteachers to plan and deliver a coherent offer of extended services in and through schools. By 2010 all schools will provide access to activities that enrich, educate and enable children to live healthier, safer and more fulfilling lives. Services will be available for everyone, including children with learning difficulties and/or disabilities. Schools will either offer services directly, or will provide information to refer parents and children to other local providers.

Co-locating children's centres with schools

Twelve of the fourteen existing children's centres are located on or very close to primary school sites. Two are on secondary school sites but are accessible to all parents in the neighbourhood. In each case there is cross-representation on school governing bodies and centre development groups. Headteachers and school governors are actively involved in decision-making and close co-operation exists between staff in each location. We are working proactively to promote formal and informal collaboration between staff, for instance in relation to the use of the Common Assessment Framework. Joint staff development for all Early Years workers is now well established.

Approach to improving health

The local Healthy Schools programme and staff of the School Improvement Service provide schools with considerable support to continue to strengthen their provision for effective Personal, Social and Health Education (including Sex and Relationships Education and Drug Education), healthy eating, physical activity and children's emotional health and wellbeing. Through our links with the local Primary Care Trust we shall focus on important local health issues such as childhood obesity.

Extended services in and through schools will play a significant role in improving the health of children and their families. Barking and Dagenham is seizing the opportunity to develop closer, long term working relationships with key partners to provide information and direct services to improve health outcomes.

Supporting links to early years provision

Schools already make a strong provision for the Early Years Foundation Stage. There is now a need to make policy changes to ensure a 3-hour offer for each child across the maintained and non-maintained sectors, to harmonise policy and practice, and to establish a fairer and more transparent funding formula. This will be accomplished through partnership with representatives from the private, voluntary and independent sector and schools. We already provide coordinated cross-sector training. There are well-established practical links between children's centres and child-care providers. Training and support for all sectors is provided through one central team.

Finance

Joining up funding streams

The Asset Management and Capital Group has a good track record of finding opportunities to maximise the impact of investment. The approach of joining together various funding strands is built into established project methodology. In addition to the Primary Capital Programme funding streams we shall utilise other funding, such as £31,514,596 Basic Need Safety Valve funding, together with any allocations related to the provision of basic need. We shall draw on funding for extended schools and targeted capital funds to ensure a coherent and cohesive approach. We shall do all we can to access other sources of funding to complement projects, for instance from wider regeneration initiatives, other government initiatives, the council itself and local delivery agents including the Primary Care Trust. We shall continue to support bids to external agencies such as the Sports Council or Big Lottery. We have agreed with schools that they will, where necessary, make contributions from their share of Devolved Formula Capital or other sources they may have identified. In the case of faith schools we shall make use of the Local Authority Coordinated Voluntary Aided Programme (LCVAP). Any capital plan developed by the council for investment in schools will give full recognition to the implications and objectives of the Primary Capital Programme.

For voluntary aided schools there is a particular issue about the affordability of the expected 10% contribution towards projects. The Council will work with voluntary aided schools, governors, and the diocesan authorities to resolve this funding requirement, exploring alternative funding streams to help secure projects.

Procurement

Efficient procurement and securing best value for money

We shall use the full range of strategies available to use to secure projects, ensure prompt delivery with value for money, and minimise procurement costs. Available strategies include:

- undertaking competition through tenders, using shortlists derived from companies on Construction Line;
- using the council's frameworks contracts to commission consultants covering: construction, design and management; project management; quantity surveying; architectural design; surveying; and mechanical and electrical design;
- exploring construction options with the council's framework construction partners;
- utilising the Local Education Partnership currently under development for securing Building Schools for the Future investment, and likely to be in place early in 2010;
- using other construction partnering arrangements such as local LIFT arrangements.

For efficient procurement of Information and Communication Technology, we shall make use of procurement frameworks make use of the Building Schools for the Future Managed Service, which is likely to be substantially in place early in 2010.

We are unlikely to replace whole schools as part of the Primary Capital Programme. This is because buildings are generally solid and well-maintained, largely as a result of previous investment by the council and the schools themselves. It is unlikely that Private Finance Initiatives would provide a viable option for projects of the size and value envisaged.

The council will insist on using appropriate checks and balances, securing audit and financial advice as appropriate, to ensure it meets the requirements of the Office of Government Commerce, Local Government Task Force and Common Minimum Standards. The Joint Area Review noted 'good financial management capacity with good value for money'.

Design

In all projects we shall encourage and use dialogue with a wide range of stakeholders in order to arrive at the best conception. We shall seek the views and advice of those with special needs, of their representatives to ensure the best solutions. Designs will take particular note of the implications of the Disability Discrimination Act and will be based on appropriate impact assessments in order to meet the needs of minority groups. The objectives of all projects will take note of the emerging localities structure and extended schools developments. Work to secure good design will be pursued through competition, if appropriate. Under all circumstances there will be a standard requirement on designers to inspire young people in new and improved learning environments, taking careful note of what the children themselves say. Sustainability will be a key feature of all projects, having regard to the council's challenging sustainability targets. In turn, this will reduce schools' running costs, and associated maintenance. We intend that savings will support longer-term maintenance requirements.

Section five: Initial investment priorities

The specific priorities for investment during the first four years of the programme

The priorities for investment during the first four years of the project are as follows.

1.	Cambell Infant and Junior	- School expansion and some modernisation
2.	and Cambell Primary PRU	Relocation of Primary PRU and Nursery
3.	Beam Primary	- School expansion and some modernisation
4.	St Peter's Catholic Primary	- School expansion and some modernisation
5.	Gascoigne Primary	- Phase III school expansion and internal modification

The above projects will provide additional places in the hard-pressed southern part of the Local Authority, which includes the Barking Area.

Cambell Infant and Junior schools are amongst the few that have significant capacity for enlargement. Both Beam and Gascoigne primary schools will make a helpful contribution to ease the pressure on places, as will St Peter's, which will accommodate more Catholic children

and so release places in community schools. These projects already have outline plans and so can be delivered in the timescales required.

At Cambell Infant Schools the nursery is currently off-site and so is hard to manage. The outdoor facilities are limited and fail to provide suitably varied opportunities for outdoor play and exercise, despite the school's best efforts to make improvements. The relocation of the primary Pupil Referral Unit will be able to make use of the vacated nursery buildings and improve the learning environment for a small group of troubled pupils, who are currently accommodated in temporary units with little play space. This project will provide good value for money.

Gascoigne Primary School is housed partly modified open-plan buildings, which have proved unsuitable for modern teaching methods over a long period. Recent phases of work have seen the provision of new dining facilities, which have reduced disruption and provided capacity for extended school work. Phase 3 will support the refurbishment of some old areas to provide improved library facilities, reception and community interface and some much-needed small group teaching spaces. Some relatively modest modifications are likely to make a significant difference to the quality of teaching and learning. In due course, the whole site is likely to be remodelled into more manageable units as part of a project to transform the run-down estate on which it is situated.

Annexes

Annex 1:   Criteria for selecting the most urgent projects

In order to determine priorities, we shall use the following schedule and weightings

1. Supports Basic Need – value 1 to 10 – where there are issues which support the provision of new places, i.e. sufficiency, but not exclusive and must support rather than be the only financial investment.

2. Suitability – value 1 to 10 – helps to develop improved learning environment or supports replacement of existing accommodation which is causing a problem.

3. Attainment – value 1 to 10 – where there is a lack of provision which has been identified, e.g. Ofsted Inspection, that would support the raising of attainment.

4. Condition – value 1 to 10 – identified in the Children's Services Asset Management Plan as a priority to be addressed, for instance on grounds of Health and Safety.

5. Deliverability – value 1 to 10 - project can be completed in timescales identified.

Annex 2: Priorities suggested by primary headteachers and governors

A conference was held at which headteachers and governors were invited to identify the priorities for the Barking and Dagenham Primary Capital Programme which would be likely to make the greatest impact on quality and standards in their schools. About half of the primary schools in the borough were represented and so it is assumed that the priorities identified would be representative of views in the borough as a whole. The group was invited to put its priorities into order. The list below is the result of the above work. The Local Authority's comments are shown at the end of the table.

Priority area identified by headteachers and governors	Group's ranking	Local Authority comments
Larger classrooms, incorporating toilets and better storage	1	This is also a high priority for the Local Authority in terms of promoting oracy and improving pedagogy generally. Individual projects would be tailored to local circumstances.
Improved early years provision with a joined up Foundation Stage and shared play	2	This is part of existing Local Authority policy to establish Foundation Stage units and to enhance external play provision.
Quality spaces/ breakout/ small groups	3	This supports the personalisation agenda and the Local Authority policy of early intervention.
Eco-Schools to improve efficiency and children's awareness.	4	This is justified on environmental and budgetary grounds. It is in line with building regulations for new-builds and should be considered as part of all smaller projects.
Reduce current 1:30 teacher to pupil ratio to 1:25. Modify overall provision and classroom design to accommodate this.	5	Headteachers were keen to reduce ratios. Whilst this could be accomplished by remodelling buildings, the ratio suggested is not financially viable under the current funding formula, and would be likely to stand in the way of the necessary creation of additional places. The Local Authority cannot currently support this priority.
Provide better for disaffected, challenging and autistic pupils. Provide enriched, specialist teaching, for instance through Additional Resource Provision.	6	This appears to be associated with headteachers' priority 3. The Local Authority agrees that there is a need to enhance provision for children with LDD through Additional Resource Provision in primary schools.
Improve provision for recreation, play and sports - shade, social space, water, designed for purpose.	7	The Local Authority fully recognises this priority, which will assist in enhancing children's enjoyment and promoting community cohesion. Children were also keen to see these improvements.
Separate hall and dining area	8	This priority is recognised in the case of a number of schools. Better facilities of this kind would also support extended schools provision.
Parents' room and other small spaces	9	This priority relates to priority 3.
Extra multi-use spaces to enhance curriculum	10	This priority is agreed by the Local Authority. Specialist spaces are currently too limited in many schools.

Security/ entrance/ visitors	11	This work has already been undertaken in many schools, often using devolved capital. Where there are security risks, the Local Authority would support this priority.
Re-model to improve isolated areas	12	This appears to be an issue in a small number of schools. It would be likely to fall under the same umbrella as the enhancements to outdoor spaces generally.
Sustainable ICT - updates - £100k pa?	13	This appears to be a revenue issue and the available money would not go far if used for this purpose. See remarks in the main text concerning the creation of a sustainability spending profile for each school.
Disability Discrimination Act/ nappy change/ visitors - extended schools provision	14	This is a need in some schools and would sit well with plans to enhance Early Years provision. The general duty to meet DDA requirements must, in any case, be met in the short term. In a small number of cases this issue is too urgent to await funding from the Primary Capital Programme.

Annex 3: Consultation with pupils

Pupils were invited to provide their ideas through their school councils. Specifically, they were asked to reflect on the improvements they would like to see: in classrooms; around the building; and outside. Discussion was guided with some pictures and feedback was provided through headteachers. The response rate was relatively low but the sample of around 120 pupils who were directly involved is likely to be reasonably representative. Responses are shown in the tables at the end of this section.

Summary

School buildings

The most common suggestions concerned aspirations about enhanced facilities, such as specialist rooms for a wide range of individual subjects, libraries, sports halls, separate dining halls, and so on. If achievable, these would provide welcome impetus to achievement health improvement, and extended schools provision. Many of the facilities do exist in one or more of the borough's schools, as well as in secondary provision. Children seem alert to inequity of provision.

Classrooms

Suggestions were diverse but the major focus was on comfort, organisation and space, including personal space. These priorities accord with those of headteachers for better classrooms and roomier accommodation. A particular concern for children seems to be difficulties in controlling temperature and glare from the sun. These issues should be considered as part of agreed projects.

Around the school

The most frequent suggestions concerned toilets in terms of suitability and quality of provision. Other suggestions were for individual, sometimes esoteric, environmental improvements.

Outside

Suggestions were diverse. The most suggestions included improving facilities for playing sport and engaging with nature. Various improvements to sporting facilities, and natural areas were suggested. These suggestions tie in well with Local Authority priorities to enhance play, recreation and environmental awareness.

Lists of suggestions

Some attempt has been made to group suggestions. Their position does not indicate their frequency. Numbers in the right hand column shows the number of related suggestions received.

School building

A gym for PE – sports hall – purpose-built gym	4
Drama studio to be used also for choir and music – drama studio	2
School library – large library	2
Large ICT room	
Science room	
Swimming pool	
Cookery room	
Larger hall	
Separate dining hall	
Larger extended schools room – room for parents	
Have a workshop for fixing things like bikes	

A greenhouse so we can find out about bugs and insects
Meeting room for School Council
Spotlights in the hall

Classrooms

In summer the classrooms get too hot – temperature controls for each room – fans in classrooms	3
Windows that open, do not let the rain in and do not let too much sunlight in – new windows so we can see out but they don't let too much sunlight in	2
Better blinds – blinds to stop sunlight coming through	2
Larger classrooms with areas to play	3
Softer carpets, not prickly ones – large carpet area	3
Bigger storage with personal trays and lockers	
Adjustable chairs and lift-up desks – own desk, higher tables and larger chairs	2
More computers in classrooms, including laptops for each child – more computers - Improve IT: interactive whiteboard –desks that are a computer as well	4
Automatic lights	
Screen separate from board	
Talking areas to discuss problems, cosy corner	
Display cabinets for artefacts	
Different coloured walls for different year groups	
Separate areas in the classroom for different subjects	
Somewhere to store water bottles	
Suggestion boxes in each classroom	

Around the school

Coats out of corridors – bigger cloakrooms	3
More toilets for Years 1 and 2 – new toilets	2
Automatic flushing toilets/timers and air freshener	2
Separate toilets for boys and girls	
Different toilets for older and younger pupils (older pupils can see	
More toilet paper	2
Seat tissues (in toilets)	
Toilet seats do not close at the moment	
Changing rooms with showers	
A glass roof for the corridor	
Repaint the school – redecorate school	2
An automatic school bell	
Posters to remind everyone how to keep the corridors and toilets tidy	
Artists to decorate walls	
Fish tanks	
Doors between shared classrooms	
Large screen in hall	
Carpet in corridor	

Outside

Use the field more – science area – more outside learning – larger adventure trail – develop nature area and refill the pond	4

Climbing frames and playground activities – more equipment to play with – more playground equipment	4
Football goals with nets	3
Trampoline with enclosure	2
More grass	
More sport for girls	
Permanent goals for football/basketball	
Larger playground	
Tarmac playground (less painful)	
Astroturf area for football and other sports	
Tennis courts	
Outside shelter and benches - sheltered area for working/eating – canopy to shade the children on a hot day	4
Gardening plots – vegetable garden	3
More flowers	
Shelter over our school entrance	
A bigger sign to let people know who we are	
Display motto between toilets	
Traffic warden	
Higher fencing	
Mural for the handprints of Year 6 leavers	
Swimming pool	
Tuck hop/smoothie bar in the grounds	
More bicycle sheds	
Our school outside is OK	

Annex 4: Additional Resource Provision and plan for future expansion

Barking and Dagenham requires a range of additional specialist Additional Resource Provisions (ARPs) in order to provide specialist places for the increasing numbers of children with complex needs. Our one special school has already increased its intake significantly and is now oversubscribed. Most of the existing ARPs are full. As a result, the Local Authority is struggling to place a number of children who are either challenging or have significant learning needs.

At present Barking and Dagenham maintains 952 statements for pupils with special educational needs. 207 of these cases (primary and secondary) are placed in our one maintained special school and 103 are in our additional resourced provisions. 140 children with statements are educated in other Local Authority and non-maintained special school provision, much of it residential. Many of these placements are expensive and in some cases the placement is at a significant distance from home.

In addition to the above, a significant numbers of pupils with additional needs do not have a statement. The Authority has rigorously and successfully pursued a policy of reducing reliance on statements. All funding for all special needs is now devolved to the schools, enabling headteachers to make local decisions over provision, supported and advised by a central advisory team. In total, there are now over 2000 children assessed as requiring School Action, School Action + or a statement. Of those in primary education some 58 pupils from Year 2 to Year 6 are working at P levels but do not currently receive specialist support.

Portage and Early Years services report an increase in the numbers of children with an identified need. Health colleagues have reported an 18% increase in their Early Years notifications with 50% of the children concerned having communication and interaction difficulties. There has been a significant increase in the number of children born with Down's syndrome. Overall, the Portage service is currently supporting 35 children.

Based on the above statistics and other more detailed work, it is clear that the demand for specialist provision, either in Additional Resource Provision located in mainstream schools, or in a special school, will be significantly higher than the places currently available. Because of this, the Local Authority has identified the need to increase primary provision as soon as possible as follows.

- Three eight-place units for children with behavioural, emotional or social difficulties.
- Two twelve-place units for children with moderate learning difficulties (+)
- Two eight-place units for children with speech, language and communication needs
- Two eight-place units for children with autistic spectrum disorder

We shall seek to secure additional funding for these facilities and will integrate the provision into the improvements made as part of the Primary Capital Programme, pooling available budgets where possible to secure the best value for money from development. The projections in the following section shows that the planned enhancement of provision will not be adequate for the long term and further provision will need to be made in the medium term. Up to 2016 a further 66 ARP places are likely to be required. The position will be monitored with care over this period.

Annex 5:   Ten-year primary pupil place planning, 2006 to 2017

In 2007 the Local Authority produced the following forecast of pupil place requirements, taking into account:

- live birth rates;
- transfer & survival rates of pupils in schools and between schools;
- local house building including large-scale borough-wide regeneration;
- pressures on places in neighbouring boroughs;
- travel routes and cross-boundary movement of 3 pupils;
- local school achievements; and
- parental preferences for schools.

The council's accuracy for forecasting numbers in primary schools from 2005/07 was 99.5%. However, recent experience, where unexpected population movement and occupancy rates have come into play has cast some doubt on the forecasts. However, the data below is based on the best data available and gives some indications of projected population increases.

New housing is predicted to be one of the largest factors contributing to increased demand for pupil places over the next ten years and beyond. The council's preferred pupil yield model was developed by external consultants (Hunt Dobson Stringer) in 2004/05. This provides a forecast of 5885 (from 18,042 net houses) up to the academic year 2016/17. However, a more conservative view is presented below, drawn from Edaw & Bevan Brittan study of the current data. This provides a median figure drawn from various formulae such as LLBD HDS, GLA model, and Thames Gateway Average. In practice, the rise between 2006 and 2011 has accelerated more quickly than anticipated.

Table 1

Cumulative increase in 0-4 year olds population generated by new housing

By 2016/17	0-1 Yrs	1-2 Yrs	2-3 Yrs	3-4 Yrs	Total 0-4 Yrs
Barking Town Centre Area	116	116	116	116	465
South Riverside Area	239	239	239	239	957
Eastern Area	57	57	57	57	226
North and Central Area	114	114	114	114	457
Total	526	526	526	526	2104

Table 2

Cumulative increase in 4 – 10 year old population as generated by new housing

4 - 10 year olds	By 2006	By 2011	By 2016	By 2027
Barking Town Centre Area	65	468	639	725
South Riverside Area	0	558	1338	2663
Eastern Area	77	126	318	482
North and Central Area	137	500	646	767
Borough Wide Total	279	1652	2941	4637

Additional demand and provision of additional places

Our approach is focused at initially offsetting demand for school places with the existing supply of school places within the borough. It is also anticipated that improved results and enhancement programmes in local schools may continue to make Local Authority schools more attractive. However, changes in other Local Authorities' performance and provision might also be expected to make an impact on our figures. There is no information on such changes at present.

The demand pressures within the Local Authority schools will also affect the residential school population.

The overall Local Authority population for children aged 4 to 11 (reception to Year 6) is forecast to rise by 11595 pupils over the next 10 years. The following tables provide forecasts for individual schools for total numbers between reception and Year 6. The forecasts take into account an increased capacity of a total of 540 places created for the 2007/08 intake. However, recent experience shows that almost all schools reached capacity in 2008 and that the demand for reception class places is likely to exceed demand in September 2008.

The orange shading in the table shows the year when the schools were predicted to exceed admission capacity. Green shading shows the years where the admission capacity is being increased. The overall shading of rows shows the four areas of the borough as follows.

Barking Town Centre Area	
South Riverside Area	
Eastern Area	
North and Central Area	

Table 3

Reception to Year 6 Forecasts by school: 2006/07 to 2016/17

School	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Becontree	377	386	395	423	423	423	423	473	599	642	680
Cambell I	255	261	261	363	363	363	363	363	366	383	401
Cambell J	376	376	377	483	483	483	483	483	483	485	504
Dorothy Barley I	335	336	336	339	339	401	421	441	458	474	490
Dorothy Barley J	411	424	430	451	458	465	477	494	517	548	573
Five Elms	391	378	378	381	381	461	486	518	553	593	628
Furze I	316	328	336	339	368	392	409	427	444	459	475
Warren J	448	446	440	451	451	451	475	491	513	541	564
Godwin	408	419	420	423	480	504	527	558	591	628	662
Grafton I	310	321	324	327	327	395	422	449	465	481	497
Grafton J	418	422	420	435	442	455	473	490	522	560	593
Henry Green	406	406	406	409	409	487	511	542	577	618	655
Marks Gate I	204	188	198	273	273	312	324	340	356	372	387
Marks Gate J	246	260	238	255	255	255	283	310	350	391	407
Monteagle	553	580	598	612	612	699	731	761	794	829	863
Parsloes	410	392	392	395	395	506	533	563	597	632	666
Roding	365	371	378	381	381	463	492	527	563	600	633
Southwood	407	415	420	423	423	503	532	563	601	640	678
St Joseph's C (Barking)	202	209	210	213	256	277	296	320	348	378	407
St Teresa C	177	185	196	199	243	268	290	318	349	380	407
St. Vincent's C	206	210	210	213	284	313	342	376	415	456	496
Valence I	167	156	186	194	209	226	241	256	273	289	305
Valence J	237	236	241	255	255	266	276	291	311	334	355
Eastbury Primary	199	490	614	633	633	633	633	633	633	633	633
Gascoigne	844	869	898	948	948	974	1062	1097	1118	1166	1198
Manor I	361	366	360	363	412	428	441	454	474	492	510
Manor J	485	494	480	483	515	526	539	556	574	594	612
Northbury I	270	277	357	366	366	366	366	366	385	403	420
Northbury J	357	365	472	483	483	483	483	483	483	483	483
Ripple I	169	213	234	237	237	237	251	265	285	304	323
Ripple Jun	357	352	352	355	395	408	428	452	480	512	542

St Josephs C (Dagenham)	308	308	308	311	399	432	456	486	520	556	590
St Margaret's CE	413	420	420	423	501	532	560	594	633	672	711
Beam	372	378	378	381	415	432	457	486	521	560	596
Hunters Hall	579	587	599	633	638	687	718	759	795	832	867
John Perry	390	392	392	394	454	485	518	551	589	626	662
Marsh Green	195	196	203	212	237	259	286	315	349	384	418
Richard Alibon	412	406	406	408	475	497	524	558	596	635	674
Rush Green I	222	258	293	338	364	383	402	421	438	455	471
Rush Green J	361	359	337	350	350	377	419	475	505	531	556
St Peter's C	296	300	308	310	346	371	398	427	462	499	534
Leys	307	311	321	394	394	414	456	501	540	578	615
Thomas Arnold	335	342	359	394	426	454	486	532	571	611	646
Village I	240	242	243	245	276	297	319	340	358	374	391
William Bellamy I	234	271	313	338	376	394	412	432	449	466	483
William Bellamy J	361	355	338	410	410	410	430	482	504	529	553
William Ford CE J	332	332	332	338	338	344	357	357	354	354	354
Thames View I	258	270	270	272	388	388	492	630	730	816	918
Thames View J	324	272	272	324	427	427	607	737	837	999	1118
Total	**16606**	**17131**	**17649**	**18580**	**19714**	**21005**	**22308**	**23742**	**25230**	**26777**	**28201**

On the above basis, the total number of pupils will rise each year. It will increase from the current 16606 pupils (2006/07) to 28201 pupils (2016/17). There is anticipated to be a demand for additional 11595 places over this period. In practice, the rate of change has been more rapid that the above predictions suggest.

Special educational needs forecasts

Mainstream schools by 2016 to 2017

Estimates show that the demand for special educational needs (SEN) places in mainstream schools will increase by 2016/17 to 1404 places between reception and Year 6. Of these, 146 are likely to require Additionally Resourced Provisions (ARPs). A further 836 pupils are classed as Type 5. It is estimated that for every six pupils forecast as Type 5, one Additional Resourced Provision place will be required taking into account the multi-use of the facilities. This means a total provision of 139 places will be required.
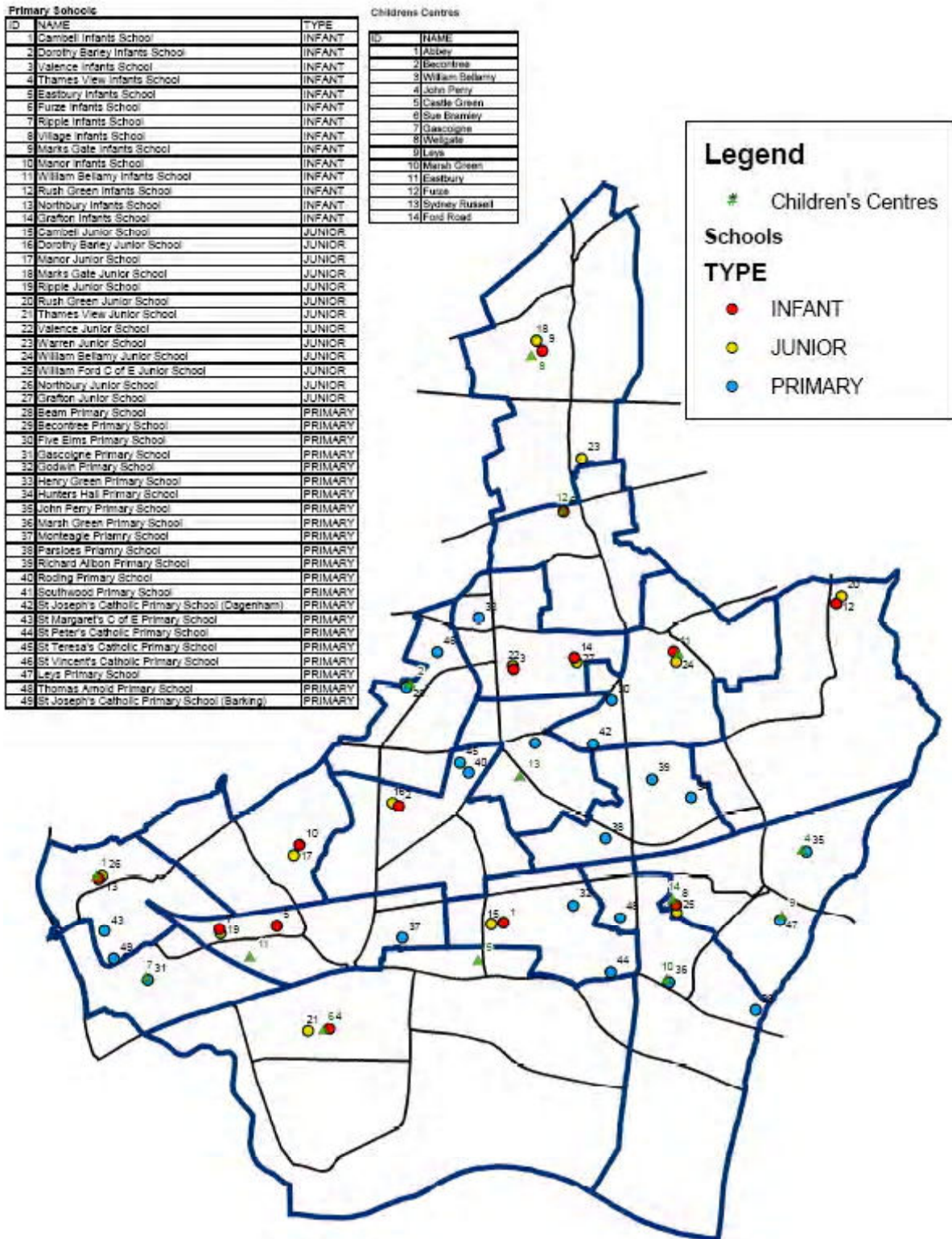
Special Schools by 2016 to 17

The table below provides the forecast of the demand for R-Y6 places in special schools by 2016/17. This has been derived from a 0.91 ratio (below the national rate) based on the forecast total school population.

Table 4

Special Schools Places 2016/17

	Total	R-Y6	Y7-11	16-19
Special school capacity				
Trinity	200	80	102	18
Barking Riverside (new provision)	224	80	102	42
	424	**160**	**204**	**60**
Demand for special needs Places 2016/17	**421**	**160**	**204**	**57**

On the above basis, the special school provision will just cope with the estimated demand, with very few surplus places.

Annex 6:   Map of the borough and its schools

Primary Schools

ID	NAME	TYPE
1	Cambell Infants School	INFANT
2	Dorothy Barley Infants School	INFANT
3	Valence Infants School	INFANT
4	Thames View Infants School	INFANT
5	Eastbury Infants School	INFANT
6	Furze Infants School	INFANT
7	Ripple Infants School	INFANT
8	Village Infants School	INFANT
9	Marks Gate Infants School	INFANT
10	Manor Infants School	INFANT
11	William Bellamy Infants School	INFANT
12	Rush Green Infants School	INFANT
13	Northbury Infants School	INFANT
14	Grafton Infants School	INFANT
15	Cambell Junior School	JUNIOR
16	Dorothy Barley Junior School	JUNIOR
17	Manor Junior School	JUNIOR
18	Marks Gate Junior School	JUNIOR
19	Ripple Junior School	JUNIOR
20	Rush Green Junior School	JUNIOR
21	Thames View Junior School	JUNIOR
22	Valence Junior School	JUNIOR
23	Warren Junior School	JUNIOR
24	William Bellamy Junior School	JUNIOR
25	William Ford C of E Junior School	JUNIOR
26	Northbury Junior School	JUNIOR
27	Grafton Junior School	JUNIOR
28	Beam Primary School	PRIMARY
29	Becontree Primary School	PRIMARY
30	Five Elms Primary School	PRIMARY
31	Gascoigne Primary School	PRIMARY
32	Godwin Primary School	PRIMARY
33	Henry Green Primary School	PRIMARY
34	Hunters Hall Primary School	PRIMARY
35	John Perry Primary School	PRIMARY
36	Marsh Green Primary School	PRIMARY
37	Monteagle Priamry School	PRIMARY
38	Parsloes Priamry School	PRIMARY
39	Richard Alibon Primary School	PRIMARY
40	Roding Primary School	PRIMARY
41	Southwood Primary School	PRIMARY
42	St Joseph's Catholic Primary School (Dagenham)	PRIMARY
43	St Margaret's C of E Primary School	PRIMARY
44	St Peter's Catholic Primary School	PRIMARY
45	St Teresa's Catholic Primary School	PRIMARY
46	St Vincent's Catholic Primary School	PRIMARY
47	Leys Primary School	PRIMARY
48	Thomas Arnold Primary School	PRIMARY
49	St Joseph's Catholic Primary School (Barking)	PRIMARY

Childrens Centres

ID	NAME
1	Abbey
2	Becontree
3	William Bellamy
4	John Perry
5	Castle Green
6	Sue Bramley
7	Gascoigne
8	Wellgate
9	Leys
10	Marsh Green
11	Eastbury
12	Furze
13	Sydney Russel
14	Ford Road

Legend

‡ Children's Centres

Schools

TYPE
- ● INFANT
- ● JUNIOR
- ● PRIMARY

Primary Schools and Children's Centres in LBBD

Annex 7: Awards for recent projects

The following notes show the recognition the council has received for a number of its recent projects.

John Perry Children's Centre

- Society of Chief Architects of Local Authorities (SCALA) Civic Building of the Year Award November 2007. The centre was commended as being an exemplar piece of public architecture. SCALA is committed to 'achieving the highest possible standards in the development, design, construction and management of the public sector estate.
- The British Construction Industry Special Local Authority Project Award 2006
- Short listed for Prime Minister's Better Public Building award 2006
- Royal Institute of British Architects (RIBA) Award for architecture 2006
- American Institute of Architects (AIA) Award 2006

William Bellamy Children's Centre

- Winner of the British Council of School Environment Awards for Inspiring Design.
- Royal Institute of British Architects Regional Award (London) for being one of Britain's best buildings.
- Contender for Royal Institute of British Architects national awards to be held at the end of June 2008.

Becontree Children's Centre

- Short listed for a Civic Trust Award
- Chosen as a Department for Children, Schools and Families design exemplar for excellence in education design.

Abbey Children's Centre

- Commendation from the Civic Trust in 2006.
- Short listed by the Royal Institute of British Architects for an Urban Space design award.

Jo Richardson Community School

Jo Richardson Community School has received much national attention for its innovative use of light and space, and for its design which focuses first on pedagogical principals and also supports easy circulation and supervision. The campus is a genuine community resource and is regularly used as an exemplar of extended provision.

SureStart Centres

Barking and Dagenham was congratulated by the Commission for Architecture and the Built Environment (CABE) for its Sure Start centres and for insisting on the importance of good architecture and urban design and raising standards for the future (January 2007)

50 top clients

Barking and Dagenham was identified as number 17 of the top fifty clients in the RIBA journal (Nov 06). Judges said that Barking and Dagenham was 'most interesting, and rare as a borough in its bold attitude towards commissioning lively buildings'.

PRIMARY CAPITAL PROGRAMME   ANNEX 8
ALLOCATION PRIORITIES

Please input your Local Authority three digit Identification number here >   301

Barking and Dagenham

Overall Output Assumptions

Number of primary schools.	Number of schools that Local Authority has already reported as modernised since 1997	Assessment of number of schools that need to be rebuilt / taken out of use.	Assessment of number of schools that need to be refurbished.
48	30	None	30

Balance of PCP Grant and PFI (Capex) Capital

(See Guidance Notes)

	2008-09	2009-10	2010-11
PCP Allocation	All	All	All
Of Which PFI Credits	None	None	None

Barking and Dagenham

Ref No.	School	DCSF NO	Project Type	Est. Start Date	Est. Finish Date	Est. Cost	How Funded	+25% Surplus Places	No. Additional places	No. places removed	Deprivation	Standards	Condition	Other School Improvement Support	New extended and community services	Sustainability / efficient use of energy	New Facilities.	ICT	SEN Provision	Interface with PFI	Additional comments/notes
1	Camball Infant School	301/2001	3. Extension	Apr-2009	Feb-2010	£650,000	1;3;7	No	90	None	Yes	N/A	No	7. None required	3. Extended School provision	Not yet known		1	N/A	No	
2	Camball Junior School (including PRU)	301/2000	7. Refurb < 50%/Minor works	Jul-2009	Sep-2009	£250,000	3	No	No additional places	None	Yes	Yes	Yes	7. None required	5. Other Services	Not yet known		1	2	No	Linked to project number 1
3	Camboll Infant School	301/2001	7. Refurb < 50%/Minor works	Jul-2009	Jul-2010	£1,500,000	3;7;2	No	13 FTE nursery places	None	Yes	N/A	Yes	7. None required	3. Extended School provision	Yes	7	7	N/A	No	Linked to project number 1. A replacement for demountable building
4	Beam Primary	301/2024	4. Extension + refurb	Apr-2009	Mar-2011	£4,000,000	2;3;11	No	210	None	Yes	No	Yes	7. None required	3. Extended School provision	Not yet known		1;6;7	3;7	No	Project includes some refurbishment
5	St Peter's Catholic Primary School	301/3503	3. Extension	Jul-2009	May-2010	£1,000,000	2;3;11;12	No	105	None	Yes	No	No	7. None required	3. Extended School provision	No		1;6	N/A	No	Project includes internal alterations to improve access and interface with the community
6	Gascoigne Primary	301/2075	7. Refurb < 50%/Minor works	Apr-2009	May-2009	£350,000	3	No	No additional places	None	Yes	Yes	No	7. None required	3. Extended School provision	No		6;7	3	No	Project includes internal alterations to improve access and interface with the community
7	Village Infant School	301/2060	7. Refurb < 50%/Minor works	Jul-2009	Jan-2011	£2,000,000	3;11	No	No additional places	None	Yes	N/A	Yes	7. None required	3. Extended School provision	No		1;6;7	N/A	No	Project relates to suitability changes to improve learning environment.
8	St Vincent's Catholic Primary School	301/3506	3. Extension	Oct-2009	Jul-2011	£3,000,000	3;11;12	No	No additional places	None	Yes	No	Yes	7. None required	3. Extended School provision	No		6;7;1	3	No	Project relates to suitability changes to improve learning environment, particularly expanding classroom areas.

Barking and Dagenham

Ref No.	DCSF NO	Project Type	Est. Start Date	Est. Finish Date	Est. Cost	How Funded	+25% Surplus Places	No. Additional places	No. places removed	Deprivation	Standards	Condition	Other School Improvement Support	New extended and community services	Sustainability / efficient use of energy	New Facilities.	ICT	SEN Provision	Interface with PFI	Additional comments/notes
1		4 Extension + refurb	Apr-2011	Jul-2013	£5,000,000	1;2;3;7;11	No	210	None	Yes	No	Yes	7 None required	3 Extended School provision	Not yet known	14;6	3	2	No	
2		4 Extension + refurb	Apr-2011	Jul-2013	£4,000,000	1;2;3;7;11	No	210	None	Yes	No	No	7 None required	3 Extended School provision	Not yet known	1;6	3	N/A	No	
3		4 Extension + refurb	Apr-2011	Jul-2013	£4,500,000	1;2;3;7;11	No	210	None	Yes	No	No	7 None required	3 Extended School provision	Not yet known	14;6	3	N/A	No	
4		4 Extension + refurb	Apr-2011	Jul-2013	£4,000,000	1;2;3;7;11;12	No	105	None	Yes	No	Yes	7 None required	4 Community Use	Not yet known	1;6;7	3	N/A	No	

Primary School for expansion and major refurbishment (Rows 1–4)

Notes: Please insert name of school wherever possible. For projects beyond the CSR period, the following Department recognises that LAs may not be in a position to name individual projects. In such a proforma, name projects that are beyond the CSR period. For projects to name individual projects. In such a position to name individual projects. Please refer to guidance notes before completing this proforma.