



PRIMARY CAPITAL PROGRAMME

‘A Strategy for Change for Darlington’

Primary Strategy for Change

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Executive Summary

In March 2006 the Government set out its plans for a new, strategic and long-term capital investment programme for the primary sector (*Every Child Matters: Primary Capital Programme* prospectus).

The overall aim of the Primary Capital Programme is to rebuild, remodel or improve at least half of all primary schools nationally, ensuring that they are appropriately equipped for 21st century learning at the heart of the community, with children's services in reach of every family.

The long-term aims and initial investment priorities for the programme should have regard to the following national output assumptions:

- 5% of the worst condition schools to be rebuilt or taken out of commission;
- At least 50% of primary schools overall to be rebuilt, refurbished or remodelled to bring them up to 21st century standards;
- Target deprivation to locally determined criteria;
- All remaining primary school needs to be met through devolved formula capital.

It is intended that the primary capital programme will help achieve a number of national strategies already underway. It will particularly support 'Every Child Matters: Change for Children', the White Paper 'Higher Standards, Better Schools for All', and the Primary Strategy. It also brings together the ten-year childcare strategy, workforce strategy, and ICT and extended schools programmes.

This document sets out Darlington's ambitions for delivering the Primary Capital Programme across the 30 infant, junior and primary schools in the Borough.

Darlington sees the Primary Strategy for Change as not only an opportunity for enhancing educational experience, but by improving the built environment, it is also an opportunity to extend and improve the services provided by schools to the whole community. In developing this theme it has been necessary to take a step back and clearly examine the current position of primary schools in their communities. This work has enabled us to identify the strengths, which we hope to build upon, and the weaknesses we want to target for change.

Although Darlington has a strong asset management process, the development of this Strategy for Change has provided the opportunity to review the priorities for the future and will support targeted capital investment from now on. This document aims to provide a fair and transparent pathway for future spending decisions that aim to transform education in Darlington.

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Section 1: Introduction

Darlington is a small unitary authority, perfectly placed at the heart of the Tees Valley. Darlington has a population of one hundred thousand. It is an attractive place to live and quality of life is high. Darlington Borough Council has concentrated on improving sporting and cultural amenities and there has recently been substantial investment in the borough centre. Darlington is a good place to shop, a good place to seek entertainment and a good place to bring up a family. There is a wide choice of housing stock, and the Council Tax has for many years been the lowest in the North East.

The borough is close to major road and rail links, and just a few of miles away from an international airport. The beautiful countryside of the North York moors can be reached in 20 minutes and the regional capitals, Newcastle-upon-Tyne and York, are less than an hour away.

Darlington is proud of its industrial past and investing in its economic future. 2000 jobs have been created in the borough over the last two years because of substantial investment in infrastructure on the new Lingfield Point industrial estate. Employers come to Darlington because they are well served by the partnership forged between the Council, local businesses, the Health Authority, other public sector bodies and the community as a whole. New businesses locating in Darlington have access to a good, well-educated and flexible workforce from a stable, thriving community.

Since becoming a unitary authority, Darlington has worked hard to attract capital investment that has been delivered to schools across the whole borough. Investment has been focussed on the needs of parents and children within their locality and has supported the actions of other partners providing the right services, to the right people, in the right places.

Although only a small Borough (3rd smallest unitary in the country), Darlington has an enviable record of targeting investment opportunities from many funding streams to deliver our ambitious, innovative and transformational school re-development programme of over £100 million.

Since February 2003, nine schools have moved into new premises within the Borough, with a further 5 schools moving into new or predominantly refurbished premises by September 2009. This equates to 35% of the Borough's schools and over 5500 pupils being taught in brand new 21st century accommodation.

Darlington does not see the Primary Capital Programme as a start to primary school investment but as an extension of the work already undertaken and an opportunity to re-focus the priorities and strategic decisions that will lead the direction of future investment.

The Challenges for the Primary Capital Programme

The development of the Primary Strategy for Change has come at an ideal time for Darlington, as it coincides with an intense amount of work and consultation that has been undertaken to develop the priorities for the Borough's Sustainable Community Strategy and the review of the Children and Young People's Plan.

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The Primary Strategy for Change builds on both of these documents and uses the priorities highlighted to identify the areas for strategic investment.

The most significant issues and areas for improvement that must be addressed through this plan include:

- Addressing the gaps in educational attainment and raising the performance of all schools across the borough to match the best;
- Providing the high quality facilities that support modern approaches to education in schools and lifelong learning;
- Responding to long-term changes in local demographics;
- Tackling the gaps in health and well being across the borough;
- Doing all that we can locally to reduce our contribution to global CO2 emissions, and to have a beneficial effect on climate change.
- Removing barriers to inclusion for all children, their families and the wider community.

This strategy aims to highlight some of these key issues in detail, provide a baseline analysis of the current situation in Darlington and explain how the long term aims of the Primary Strategy for Change will address the priorities for Darlington.

Section 2: Baseline analysis and identification of long-term priorities

Asset Management Plan Arrangements

Darlington has an asset management planning process that other Local Authorities aspire to. School level data is managed and regularly updated for every school. Annual Local Asset Management Plans (LAMPAs) visits with every school provide an opportunity for direct input and regular feedback. Development of the Primary Strategy for Change has built upon this data bank and has provided an opportunity for a thorough analysis of all areas.

Buildings

Along with Darlington's excellent record in asset management planning, the Council's strong investment in school buildings has addressed many of the poorest condition buildings in the borough. The asset management plans now show a need to invest in the suitability and sufficiency of school places. These priorities go hand in hand with our other long term aims, and allow the Council to plan school places at a strategic level, rather than solely reacting to condition related items.

Darlington's philosophy for future investment is that every new development should be built as an exciting, flexible learning environment that stimulates all users. Projects should enrich the facilities available to the local community, helping to break the vicious cycle of deprivation and under-achievement that is often associated with poverty. The Council wants every learner to have an inspiring place at an inspiring school.

Condition

Darlington has undertaken an intense programme of capital investment focusing predominantly on the schools in the worst condition. In 1997 Darlington's primary schools were assessed to have a backlog of repairs valued in the region of £17m. Assuming an annual building inflation rate of 6% (possibly a conservative estimate) this £17m figure would have risen to £34.2m in today's environment. However, Darlington's proactive work to manage the condition of primary schools is demonstrated by the fact that the current estimate of primary defects sits at £5.8m.

In the last 5 years particularly, the condition of many buildings has been greatly improved with significant large-scale strategic investment in a number of schools and continued formulaic investment in all other schools. Since February 2003, nine schools have moved into new premises within the Borough, with a further 5 schools moving into new or predominantly refurbished premises by September 2009. This equates to 35% of the Borough's schools and over 5500 pupils being taught in brand new 21st century accommodation.

Darlington has worked closely with partners to manage the condition of the primary family of schools. A programme of regular consultations and reviews has resulted in the establishment of strong Local Asset Management Plan Agreements (LAMPAs) with each school. These plans are developed into a

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three-year capital programme, capturing the schools' targets for improvements in the educational environment.

Although the focus on condition has addressed the issue at many schools it would be unrealistic to suggest that all condition items at all schools had been eliminated. There are still condition items at a range of schools which significantly impact on the teaching and learning environment. Examples include rotten window frames, leaking roofs, health and safety items, etc. To ensure the Primary Capital Programme investment meets the needs for the future it is important that these remaining items are addressed.

Suitability

Despite the significant condition issues that have been addressed, several Darlington primary schools continue to struggle with the suitability of their buildings. This is due more to the unchangeable properties of many of the borough's Victorian buildings which, although architecturally exciting and visually stunning, present a fairly large hurdle to teaching and learning in the 21st Century.

Schools in Darlington continue to operate with significant suitability issues that do not help to support the raising standards agenda. Examples of current issues include classrooms that are smaller than the minimum requirements, have limited storage and, in some cases, even have poor ventilation, poor lighting arrangements and unsuitable environmental conditions.

When undertaking reviews with schools, Head teachers often make the case for the creation of additional small group teaching areas to support the varying needs of children and to accommodate the increasing number of professionals who come into school to work with individual children.

To support the raising standards agenda, investment through the Primary Capital Programme must focus on addressing the suitability issues at those schools with the highest need. Investment should also be targeted to the 4 schools in Darlington who are currently teaching children in temporary classroom accommodation, in order to remove this accommodation within the next 2 years.

Sufficiency

Darlington is one of the few Local Authority's in the country with net inward migration of primary pupils combined with an increasing birth rate. These swift demographic changes have created a situation where Darlington has a primary population greater than primary places currently available and analysis of statistical data shows that this is not anticipated to change in the near future.

While surplus places can be seen as a waste of resources, a reasonable level of surplus must be retained if parents are to have a choice of schools, and LA is to have some level of flexibility in the allocation of school places. This reasonable level of surplus places is accepted to be above 5% but less than 10%. In 2008, the LA carried approximately 4% of spaces as surplus across the borough. This is below the recommended level of 5% and a detailed analysis shows that these surplus places are only in certain pockets of the borough, generally in the more deprived areas of town.

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As well as the increase in birth rates and the increased inward migration, the army has purchased 112 houses within Darlington in order to accommodate families affected by the re-location of a brigade to Catterick Garrison. These families will take up residence during June, July and August and will require school places in September 2008.

The culmination of these demands means the borough has an immediate need for an increase in capacity of at least an extra 300 primary places within the next 5 years. The main concern is therefore to meet the Council's statutory obligation of providing a school place for every pupil who needs one.

To support the immediate need, three schools have already been provided with temporary accommodation to expand and the LA successfully managed a deficit of 80 reception places in September 2007.

It is Darlington's aim to:

Ensure all children are taught in a high quality environment by eliminating the worst 5% of condition items throughout primary schools;

To ensure schools are fit for 21st century teaching and learning by re-modelling 15% of the least suitable teaching areas;

To replace all temporary accommodation with permanent classrooms;

To ensure there is a place for every pupil by adding 300 places to the primary sector over the next 5 years and to monitor the on-going affect of inward migration.

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Standards

Raising standards is about enabling and encouraging everyone to reach and then look beyond their potential. High quality buildings and excellent school facilities undoubtedly support this philosophy.

Where Darlington is now

Darlington is ranked 91st amongst LAs in England in terms of deprivation. Children in Darlington come from many different socio-economic backgrounds. Darlington schools and Early Years Settings have been successful in reducing the gap between our lowest and highest achievers in Communication, Language and literacy and Personal Social and Emotional development by 3% in the last year. Key Stage 1 results fell slightly in Darlington in 2007, as was the pattern nationally. Teacher moderation has provided a far more accurate picture of Darlington children's ability than was previously the case. At Key Stage 2 Darlington performs above the national average in all core subjects with the LAs CVA (Contextual Value Added) having risen to 100.4 in 2007

Our principles for work to raise standards

We want every school in Darlington to be a school of choice. Successful schools share a broad set of characteristics which can be described in terms of the way in which they deliver their responsibilities to promote the well-being and achievement of all of their pupils.

The hallmarks of a school that has successfully taken responsibility for shaping its own destiny are:

- a strong and distinctive sense of purpose;
- the capacity to innovate;
- a powerful collective ethos that is shared by all staff;
- high quality planning that is financially sound;
- a stubborn refusal to allow the socio-economic background of pupils and resources (or the lack of them) to become an obstacle to progress.

The hallmarks of a school that is willing to carry its share of a wider responsibility are:

- a willingness to be inclusive, to make provision for all children;
- extended schooling;
- a strong sense of partnership with children, their parents, and the community – particularly through children's centers;
- an appreciation that 'education' is about more than schooling;
- active involvement with other schools and the wider learning community.

Essentially, carrying responsibility is about schools knowing how to fit into the bigger picture and fulfilling their part in it.

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The future - Long Term Aims

Darlington has accepted that improvement of KS1 performance is a key priority and has made this area a target in the recent Children and Young People's Plan.

In addition the following areas have been identified as key priorities:

- Improving achievement and progression across all key stages (from Foundation Stage to Key Stage 4)
- To develop and improve provision in schools for able, gifted and talented pupils
- Reduce numbers of schools in Ofsted categories or causing concern to LA.
- Improved use of all resources in schools (including SEN).
- Improve achievement of vulnerable groups including increased capacity to support increasing ethnic diversity; ensuring that young people in within the Youth Justice system achieve their educational targets.
- Reduction in the gap in Foundation stage between the lowest and highest achievers in Communication, Language and Literacy, and Personal Social and Emotional development by 3%.

Darlington's long-term aim is to ensure capital investment is now targeted in a way which can support the raising standards agenda and help achieve improvements in these priority areas. Consultation and discussion with stakeholders has identified the following key assumptions that should be applied when targeting future capital investment:

- All schools should be fully equipped and suitable to deliver a first class 21st century curriculum.
- All schools should be sufficiently resourced and suitably designed to ensure that they don't restrict any child's learning and development progression.
- All children learn in different ways and all teachers teach in different ways therefore learning environments should be as flexible as possible and provide the technology to support the curriculum.
- All classrooms should be safe, warm and dry, be suitable to deliver the curriculum, have adequate and appropriate storage and have access to the latest ICT equipment.
- A child's educational experience shouldn't be restricted to the physical school building but should take advantage of outdoor learning opportunities and access to external areas should be developed wherever possible.

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It is Darlington's aim to:

Raise attainment now. All young people should have access to a learning programme that meets their needs and helps them to achieve their potential.

Design a new curriculum with new qualifications with an emphasis on outstanding teaching and learning. We will reform learning programmes so that what children and young people learn prepares them for life and work, enabling them to participate in and benefit from local economic activity no matter what their age.

Deliver on the ground by creating local partnerships and cross border arrangements and infrastructure to the benefit of all Darlington's Young People. Part of that delivery is the creation of buildings fit for 21st century learning.

Access and Inclusion

In Darlington, our aim is to create a fully inclusive education system where aspirations and achievement are raised. We therefore wish to create inclusive schools where all children and young people can have access to good quality educational opportunities and take full advantage of the life of the school community. It follows from this that schools and other educational establishments must be made accessible to children, parents, carers, staff, members of the community and visitors.

At a time when the educational landscape is rapidly changing, with schools having to provide for learners of increasingly diverse abilities and family, ethnic and cultural backgrounds, respect and equal commitment to all learners seem more important than ever. A detailed consideration of the barriers experienced by some pupils can help us to develop forms of schooling that will be more effective for all pupils.

Where Darlington is now

In 2006 Darlington produced its first Children's Services – Disability Access Strategy and has since been working hard to deliver its key objectives. The main focus of the strategy placed an expectation on all schools in Darlington to achieve a baseline (Universal rating) in relation to the accessibility of not only the physical environment but also the additional arrangements that the school make to increase the extent to which pupils with a disability can participate in the curriculum.

7 schools still have some elements of their overall rating that are judged to be below this baseline (5 of which relate to the physical access of the buildings).

In addition to the universal rating there are two levels of enhanced access rating, 'Enhanced' and 'Enhanced Plus'. At present 27 primary schools in Darlington have been judged to provide some area of enhanced services and 2 have been judged to provide an element of enhanced plus.

Encouraging schools to promote a more inclusive attitude supports our belief that parents have the right to express a preference for any school of their choice. We want parents to have a real choice and not be restricted because of the physical barriers currently present at some of our schools.

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The Future - Long Term Aims

Darlington is keen to continue with this overarching strategy towards access and inclusion and realises that further work needs to be undertaken to grow fully inclusive and accessible schools across the borough.

In the first place it is imperative that future investment for the primary school sector is targeted on ensuring all schools secure at least the baseline of 'universal' provision. Once this has been achieved investment will be targeted at supporting schools to develop enhanced services, with some schools choosing to strive for enhanced plus provision.

In developing services and facilities within schools the authority will also support provision for resource bases for other professionals and teachers in the locality, training spaces or areas for group and 1:1 discussion, and resource areas for parents and the wider community so they can access resources at any time. This support would be available for all areas of need but in some areas may include a particular focus on resources for traveller families or for families for whom English is an additional language.

The long term aims for access and inclusion in Darlington can be summarised as follows:

- Raise achievement for all children and young people in Darlington
- Promote access, opportunity and inclusion for all in local schools and communities
- Ensure equality of access to information
- Enhance and extend access to the whole life of the school (curriculum, buildings and activities) for children, young people, parents and carers
- Increase the number of children and young people fully accessing mainstream school

There should be an aspiration that any Darlington school can cater for the needs of any child who wishes to attend. Facilities, provision and attitudes should not deter any children and we will take every opportunity to promote an inclusive ethos.

To ensure that any financial investment in the physical environment of a school is supported by developments in best practice, ethos and curriculum development, schools who receive funding will be expected to attend additional training and development sessions and will be required to achieve the Quality Mark for Inclusion.

It is Darlington's aim to improve the physical environment at every school to ensure that it does not create a barrier to inclusion (meets the universal rating as a minimum).

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ICT provision

ICT is a means of supporting and enriching children's learning experiences across the curriculum. It is already enabling personalised learning, and is transforming the shape of teaching and learning across all subjects and ages.

ICT is and must continue to be an integral component for achieving educational transformation. ICT touches all areas of school management and is used by all school stakeholders, including students, teachers, governors and administrators. It should be considered in all elements of the educational environment, including life long-learning opportunities for the community as a whole.

There is no aspect of school life where the impact of ICT should not be considered. However it is important to explore what added value or efficiency ICT can bring compared to traditional practices and in line with the workforce reform agenda. The provision of ICT in schools must complement the full range of teaching approaches and all technological requirements within each school to develop an e-confident culture.

Where Darlington is now

Darlington has been very successful in establishing a very sound basis of ICT entitlement for all children. In 1998 all schools were provided with ISDN lines and a training and support programme was created through the newly established E-Learning team. In 2003, this team won the Becta 'ICT in Practice' Award for best LA ICT Advice and Support, and was short listed for the same award in 2004. Broadband provision and connection to the secure National Educational Network (NEN) was established in every school two years ahead of the 2006 target and more recently, the DCSF target for every pupil to have access to an on-line personal learning space was achieved nearly two years ahead of the 2008 target deadline.

Darlington's schools are examples of how ICT can be used to enhance lessons. In one primary school, small groups of children on the gifted and talented programme are asked to investigate a topic using resources on the Internet, and then create a podcast for other children to listen to. This novel approach to teaching and learning grabs the attention of pupils, equips them with life skills for the future and utilises technology as a powerful means to an educational end. One of our secondary schools was the first in the country to receive the coveted ICT mark, followed by the ICT Excellence for whole school use of ICT.

The next step for Darlington schools is to consolidate all the investment that has been undertaken to date and to plan provision that is sustainable for the future requirements of the curriculum.

In order to ensure that the ICT systems meet the needs of new schools and new facilities, the importance of ICT to the learning and working environment must be recognised by the whole project team from the outset, ensuring that ICT is given equal importance to other aspects of the school environment and facilities.

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Darlington currently has a partnership of two highly successful branches of support, the Technical ICT specialists (ITSS) and the Educational IT Specialists, or eLearning Team. These teams work closely together to guide schools through the procurement process for new school developments, major refurbishments and significant enhancements to schools' ICT infrastructure. At the outset of any project, a meeting will take place between the head teacher, a representative from ITSS and the eLearning Team at which the potential project will be scoped and planned. A project plan will be produced and signed off by all three attendees. At this time a project 'lead' will be nominated who will co-ordinate the project and act as a single point of contact. It is the role of the eLearning Team to assist the school through the process of interpreting its overall vision for learning, management and administration into an outline Functional / Output Specification for ICT. ITSS are charged with developing the outline Functional Specification into a Technical Specification against which best value procurement can take place. ITSS will manage the procurement process and award of contract followed by overseeing, installation and commissioning of the ICT. This includes all procurement documentation, tender assessment and commissioning of ICT systems in accordance with any financial regulations which may apply to the organisation. Pre- and post-commissioning training will feature in the project plan and be delivered by identified, suitably qualified, personnel.

With these teams driving change, schools in Darlington are already confident and inventive with their ICT.

The future – Long Term Aims

The Authority's PCP Path Finder project, North Road Primary School, is being designed with a fully integrated ICT functional and output specification to ensure the finished ICT product complements and enhances the teaching and learning methods being developed by the curriculum. This process of integration began with a visioning exercise with all staff, and has been developed in stages through an output specification, describing what is needed to a technical specification that provided full details for the tender, and this will be improved upon for future projects in Darlington. The Authority will use new hardware and software, and inventive ways of using ICT.

Remote learning has a major part to play in the borough, and already the eLearning team, in collaboration with the Northern Grid for Learning, the Regional Broadband Consortium of which Darlington is a prominent member, has provided Learning Platforms for all stakeholders, including pupils, teachers, governors and parents. Darlington's future ICT approach will be around providing remotely accessible materials ("Platform 5" is the Local Authority's end-point allowing the creation of a digital dashboard). This will allow pupils to draw learning streams together into one place, and to personalise their learning, wherever there is Internet access, be it in school, at home, via library services or other devices and at times to suit their own needs for further out of school support. Darlington is keen to support the use of wireless technology; indeed all the new school buildings in the last 2 years have been designed to support wireless operation. This allows pupils to use ICT anywhere, anytime in their learning environment and enhances the use of ICT across all aspects of the curriculum, rather than being restricted to subject

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or location. This develops Darlington's novel idea of 'one school @ Darlington', which uses ICT to connect schools across the borough through the NEN. This concept takes advantage of the interconnectivity that all our schools have in being able to connect directly to a common secure learning platform without ever having to go across a potentially insecure Internet connection. This provides greater security, enhanced speed and the ability to share digital resources and content to enhance teaching and learning

An example of how learning platform technology can add an enhanced dimension to an educational process is where Hurworth School and its feeder primaries use the Learning Platform to assist in the transition from Year 6 to Year 7. Pupils engage in a project, which begins in the final weeks of year 6 and is picked up again in the opening weeks of year 7 whereby teachers in all schools monitor and assess the pupils' work which is stored on the Learning Platform. Primary teachers are able to annotate individual pupils' work to better inform their secondary colleagues in advance of their arrival at Hurworth School.

The same technology supports video conferencing whereby pupils at Firthmoor Primary School take advantage of French classes delivered remotely by staff at Hummersknott School and Language College (a secondary school) via a video-conferencing link over the Learning Platform.

We are in the early stages of delivering the Computers for Pupils scheme, which will provide access to technology, connectivity and content for some of our most disadvantaged pupils, linked to a personal educational plan, using a safe and secure connection from home, and which will make full use of the Learning Platform.

In summary the priorities can be summarised as encouraging schools to:

- See the provision of ICT in schools not as a 'shopping exercise' but an integrated educational process which delivers outcomes rather than technology for the sake of technology.
- Take the time, with the advice and support of LA advisors, to assess current ways of working and consider how ICT can further enhance teaching and learning. Ever-evolving new technologies can often mean that when ICT needs to be refreshed it can be achieved in more cost-effective, energy-efficient, ways. (eg Thin Client solutions)
- Engage with the eLearning Team to be supported through the culture changes brought about by new technologies, in particular learning platforms.
- 'Own' the ICT solutions for their school and support whole school solutions rather than bolt on technology.

It is Darlington's aim to use ICT to inspire, empower and motivate and promote flexible methods of curriculum delivery through ICT.

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Every Child Matters

Where Darlington is now

In 2005 schools in Darlington moved to a cluster or locality method of collaborative working to support the development and implementation of extended services. The purpose was to ensure that the schools in each locality could plan, co-ordinate and provide between them a minimum 'core offer' of services to children, young people and their families as follows:

- Childcare;
- Wider community access to ICT, sports and arts facilities;
- Access to a varied menu of activities outside of school hours;
- Parenting support;
- Swift and easy access to targeted and specialist services where need is identified.

Complementary to the 'Extended Services' core offer is the minimum core offer provided to children (0-5 years) and their families through Children's Centres at least one of which is located in each school cluster area:

- Early education integrated with day care;
- Family support and parental outreach;
- Child and family health services (including Ante-natal advice, information and guidance on breast feeding, hygiene, nutrition and safety, smoking cessation interventions);
- Links with schools through Extended Services and Children's Information Services;
- Links with Jobcentre Plus and encouragement and support for parents who wish to consider training and employment;
- Children's centres can also offer parents help with accessing training, work, advice and information and may well offer a range of other services.

Additionally, a number of other services designed to meet the needs of children, young people and their families have also aligned their provision over recent time to the locality model including: the Youth Service, School Nursing Service, Health Visiting Service, Educational Psychology Service and the Educational Welfare Service.

This general movement towards locality working has been endorsed within the context of Darlington's Local Area Agreement, which specifically promotes the further development of locality-based services.

Earlier this year the Children's Trust in Darlington formalised this approach to locality working and to partnerships, through the 'Strategy for the development of Locality working in Darlington' one of a series of strategies, which supports the implementation of the Children & Young People's Plan.

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This Strategy details a model of area working in Darlington to deliver universal and targeted services. This model divides the borough into 5 distinct geographical areas based on the School Cluster/Children Centre model. This model has been enhanced and developed continually. Devolved funds will be used to develop cluster approaches that have been used to aid transition and affect locally identified need.

The future – Long Term Aims

Through the adoption of our Children Centre/School Cluster model, services are already becoming increasingly co-ordinated. The Strategy will extend the model of working established by Children's Centres to embrace services for 0-19+ years.

For each geographical area, locality working will be established, bringing together a range of children's services professionals within an integrated delivery structure. The Locality Team will work with local communities in order to deliver a universal offer of services building on those already defined for Extended Services and Children's Centre services and supplemented by those identified through local need analysis. This will enable professionals from different disciplines to work together in an integrated way, supported by common systems and shared information. It will also encourage schools to work more closely together to raise achievement and allow more personalised ways of working. In addition it will offer a platform for delivering a minimum universal offer and an increasing range of services, including the Extended Services and Children's Centres core offer through a locality structure which will promote consultation, participation and engagement from children, young people and parents/carers.

Localities will undertake local needs assessments and plan and deliver a local universal offer in consultation with the local community and schools. Teams will have a range of practitioners working together, including: Early Education, Primary Health, Information, advice and guidance, Youth work & development, Child care, Voluntary and independent services, Parenting Support and some targeted services.

These practitioners working in localities will continue regular engagement with many other associated services. These will include: Family Learning, Domestic Abuse Workers, Drug and Alcohol Action Team (DAAT), Teenage Pregnancy Co-ordinator, Speech and Language therapists, Play Development Officer and Play Rangers, and Learning Support Service.

The key to success in this development is clearly identified priorities for each locality area based on a range of performance data to ensure that teams can demonstrate an improved impact on removing the barriers to success, identifying and supporting vulnerable groups, reducing inequality and narrowing the gap between the more affluent and least affluent areas of the borough.

In support of this aspiration Darlington believes that all schools should be extended schools. In the last three years, Darlington's locality teams have worked closely with all primary and secondary schools to investigate what

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provision is already being offered in each cluster and how this can be balanced against the needs of the wider community and the schools' capacity to satisfy them. Consideration will be given to particular needs of individual localities, and there will be recognition of the distinctive nature of localities, and 'sub-localities'. It is necessary to identify down to 'super-output area' localities with limited access to services, and formulate plans to address the resulting needs.

The national target is for all schools by 2010, working in partnership with other agencies, to be 'extended schools' and to offer a range of locality-based extended services. In total 24 Darlington schools (60% of all schools) meet requirements for the extended schools 'full core offer'.

Investment through the Primary Capital Programme will support this emphasis on extended provision by targeting investment according to need to enable local services to be offered where and when needed. This will include the roll out of Children's Centre Services to all families with children under 5. Without being prescriptive, capital investment may be targeted towards capital improvements that address kitchen provision in schools, dining areas, hygiene facilities and the co-location of health professionals in schools. Other areas of need will be to respond to the increased flexibility of the childcare offer and access to healthy services.

The most successful projects will be those that can support Darlington's vision for 2020 which includes the following aims:

- Community engagement: extensive programmes of adult learning from First Aid to accredited ICT courses and arts and crafts
- Weekly surgeries with statutory agencies on benefits, housing and health
- After school and holiday provision such as canoeing, cycling, adventure courses, and the creative arts
- Family and support workers in all localities to liaise between schools, other agencies and families
- Multi-agency integrated teams will support families in all localities, meeting local needs
- Darlington schools to be 'healthy schools' (currently all are working towards National Healthy Schools Status)

It is Darlington's aim that all schools will be healthy, extended schools and that every locality will be a healthy locality

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Diversity and Choice

Darlington aims to provide parents and children with a genuine choice of high performing local schools. These schools should offer a plethora of educational and social opportunities to enable every child to be placed in an environment where he or she can thrive.

As outlined earlier in this document, Darlington is one of a few authorities in the country currently experiencing a significant shortfall in the number of primary school places available to meet demand. Such a shortfall is of course having an effect on the full choice that is available for parents when considering a school for their child.

A key priority of investment through the Primary Capital Programme will be in delivering projects that address the demographic needs of the borough and provide sufficient school places in the locations that parents want them. Only once this basic need is addressed can consideration be given to investment in other areas of the strategy.

True diversity of provision is also about considering the full range of choices available for parents and ensuring that a range of opportunities is provided. In line with the raising standards agenda, diversity is about examining the ways in which a school is governed and managed and encouraging opportunities for improvement.

Darlington's primary education portfolio includes:

- 14 Primary community schools
- 3 Infant community schools
- 3 Junior community schools
- 4 Roman Catholic VA primary schools
- 3 Church of England VA primary schools
- 3 Church of England VC primary schools

Darlington welcomes diversity of governance, and has confidence in its governing bodies. Schools in Darlington currently operate under a number of models of school management and governance, including:

- Darlington's Education Village combining an existing Secondary school, primary school and special school with children aged from two to 19 years of age educated in the purpose-built facility. It is the first of its kind in the country to accommodate pupils with such a wide range of age and needs.
- A federation between a high performing Infant and Junior School.
- A federation between a high performing rural primary school and another rural primary school who was experiencing a high number of surplus places.
- In line with Darlington's ambition to move towards an all primary school system we are currently considering the potential amalgamation of an

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infant and junior school following the resignation of the Infant School Head teacher.

All Secondary schools in Darlington operate under a Specialist School model to promote particular areas of the curriculum. Although this works very effectively at Secondary level, consultation with Primary Schools has concluded that they would not want to move to such a prescriptive approach.

Instead primary schools in Darlington believe parents wish to be offered a diverse range of provision at their local primary school but without competing against each other or against other providers in the locality. In line with Darlington's Locality Strategy, primary schools will work to improve links between other primary and secondary schools across their clusters but will each offer a basic level of entitlement for the children who attend their school.

In practice this might mean that capital investment is targeted towards schools that currently have difficulties providing any additional services to their children and parents, due to physical barriers, or in promoting better delivery of the curriculum across a range of schools through the use of enhanced ICT technology.

Darlington, as a borough, has a low ethnic minority population at 2.1% (8.7% nat.), the largest ethnic group is the Gypsy Traveller population which is more than six times the national figure at 1.8% (0.3%) with more than eight times the national figure for primary aged children. The disabled population of Darlington at 20.4% is slightly higher than the national average of 18.6%.

Every school in the primary sector is committed to being an inclusive and cohesive part of the local community. To achieve this goal, schools promote equality and diversity throughout the curriculum and the management and organisation of the school. Every school has access to resources to respond to changes within the school community, for example children who speak English as an additional language (EAL). There are significant Polish and Bengali populations within Darlington, and also children with a range of other additional needs.

All our schools ensure that all children have access to inclusive schooling, which is responsive to the individual needs of pupils and their families.

It is Darlington's aim we will continue to promote opportunities for diversity at each school while encouraging cross cluster working.

Section 3: Long-term aims

Strategic Priorities for Darlington

Darlington has a very strong tradition of partnership working across many agencies. Through these relations the Darlington Partnership, our local strategic partnership, has produced and secured universal agreement for the vision set out in the Darlington Community Strategy 'One Darlington – Perfectly Placed'. This is the overall Sustainable Community Strategy for Darlington up to 2021, which has established the framework for the funding, the activity and the leadership required to improve outcomes for children and young people.

Within the Sustainable Community Strategy, five themes set the framework for organising and delivering future actions. These themes are focused on particular topics or aspects of living in Darlington – prosperity, aspiration, health, environment and safety.

Delivery Themes

- Prosperous Darlington – focused on creating a vibrant economy and prosperity for all, recognising the quality of life that makes Darlington perfectly placed
- Aspiring Darlington – enabling people to develop and achieve their aspirations, and to maximise their potential
- Healthy Darlington – improving health and well-being for everybody, irrespective of social, economic and environmental constraints
- Greener Darlington – ensuring an attractive and 'liveable' local environment, and contributing to tackling global environmental challenges
- Safer Darlington – creating a safer and more cohesive Darlington.

The five themes are closely aligned to the priorities for improvements in outcomes for children and young people identified by Every Child Matters and which still form the basis for action planning within the Children and Young People's Plan. These are:

- Promote positive health and well being; (**Healthy Darlington**)
- Ensure the safety of children and young people; (**Safer Darlington**)
- Enable children and young people to aspire to have fun and maximise their full potential through learning; (**Aspiring Darlington**)
- Enable children and young people to contribute to their community and environment; (**Greener Darlington**)
- Ensure children and young people are prepared for and prosper in adult life. (**Prosperous Darlington**)

These themes provide a clear direction for us when reaching decisions about school organisation, teaching and learning, childcare arrangements, play facilities, etc. Our aspirations for our young people are stated in our Children & Young People's Plan and our four underlying themes are:

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- **The best start in life for every child**
- **A Champion for every child**
- **Every child goes to school**
- **A place or job for every school leaver**

Darlington is keen to support a strong Strategy for Change which will develop the programme for future capital investment in the Borough's primary sector. However, if Darlington is to sustain its broad-based learning culture, respond to the needs of local and national policy drives and meet the needs of parents and children across the Borough, it is vital that all future investment builds upon and develops the long-term aims set out in the Sustainable Community Strategy and the Children and Young People's Plan.

Investment Priorities for Darlington

Section 2 has covered the baseline of what is currently good in Darlington and what needs to improve. Section 2 also covered the aspirations for the future of Darlington's long-term strategic development in line with the Sustainable Community Strategy and Children and Young People's Plan.

This section now aims to summarise these priorities and identify precisely how future investment will be targeted for the transformation of education over the next 15 years.

The Key targets from each area are summarised in the following table:

Indicator	Strategy for Change Target
Condition	To ensure all children are taught in a high quality environment by eliminating the worst 5% of condition items throughout primary schools.
Suitability	To ensure schools are fit for 21 st century teaching and learning by re-modelling 15% of the least suitable teaching areas; To replace all temporary accommodation with permanent classrooms.
Sufficiency	To ensure there is a place for every pupil by adding 300 places to the primary sector over the next 5 years and to monitor the on-going affect of inward migration.
Standards	To raise attainment immediately; To design a new curriculum with new qualifications and an emphasis on outstanding teaching and learning; To create local partnerships and cross border arrangements and infrastructure.

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Inclusion & Access	To improve the physical environment at every school to ensure that it does not create a barrier to inclusion (meets the universal rating as a minimum).
ICT	To use ICT to inspire, empower and motivate and promote flexible methods of curriculum delivery.
ECM	To work with all schools towards creating healthy extended schools within healthy localities.
Diversity & Choice	To promote opportunities for diversity at each school while encouraging cross cluster working

In developing this strategy some difficult decisions have had to be made about how to prioritise these targets against each other to achieve the best outcomes. In an ideal world every school would have access to sufficient funding to address all areas of need.

However, the Primary Capital Programme is not intended to be a quick fix solution. Although some projects will receive immediate capital support the overall aim of this strategy is to support facilities at all schools for all children over the long term.

From April 2009 all future capital investment programmes will follow this strategy and funding will be targeted to address the priorities in each school. This strategy will act as the pathway for future spending decisions.

Target Areas for Investment

1. Darlington is a small Authority with an urgent need for more pupil places. The Primary strategy for Change represents a crucial opportunity to address this problem and in doing so, allows the Authority to respond to the demands of parental preference.

It has therefore been agreed that the provision of additional places in areas of high parental demand will be the key driver for the initial investment available.

2. In line with the national aspirations for the Primary Capital Programme it is almost a given that the Condition and Suitability of schools should be the next key priority to be addressed. Schemes will include significant remodelling projects to improve the main areas of condition but also to improve the accommodation to meet the teaching and learning requirements.
3. The remaining investment priority areas are so interrelated that they will be developed with equal priority. In partnership with schools, the Authority will seek to develop future projects that address each of these key areas. In line with this it is our intention to develop a minimum baseline of provision for each school that outlines the basic entitlement that each child, parent and member of the local community should seek to expect from their local primary school.

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Darlington's Primary Capital Programme will only be truly achieved when sufficient funding has been targeted to ensure that all schools achieve at least this minimum level of provision.

In developing the initial investment project list (Section 6) a decision was taken not to focus the majority of the investment in one single new school, but rather to achieve more value for money by targeting a range of schemes at a number of schools across the authority.

Section 6 also only identifies the projects for investment already identified up to the year 2011. This does not mean that the Primary Capital Programme will not continue after 2011, rather that it is felt more prudent to use the next financial announcements as an opportunity to review the priorities at each school and address projects that can actually be funded. As a small authority it is presumed that Darlington will not receive significant funding allocations in the future and it would be unrealistic to build expectations that can never be fulfilled.

Review and Update Arrangements

Through the development of the project prioritisation matrix, the annual LAMPA process, and regular officer consultation with schools, Darlington will continually monitor and review the long-term capital strategy for each school. The projects identified in the process will form the backbone of each school's assets management plan. Projects that haven't yet been programmed in the Primary Capital process will be reassessed each year with the school and alternative funding opportunities constantly reviewed.

Although significant analysis and data collection work has been undertaken to identify the priorities outlined in this document, situations change and the demands of educational reform alter. As such this strategy and the key priorities identified will be reviewed with stakeholders again during 2010, so that all parties can be confident that the strategy reflects the need.

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Section 4: The Approach to Change

As can be seen in the previous section of this document, Darlington has worked hard to assess data and statistical indicators, and has drawn together individual local and national policies in order to present a clear focus and direction for the borough.

Prioritising

In order to deliver specific schemes to meet these priorities Darlington's Strategy for Change has to prioritise potential projects against each other to identify which will deliver the far reaching practical benefits to children and the wider community. This prioritising process will allocate the initial three-year funding programme on a school-by-school basis.

If the Primary Capital Programme is to deliver the fullest possible benefits, it must operate as a central part of Darlington's existing long-term school asset management programme. The Local Asset Management Planning Agreement (LAMPA) programme has proved a highly successful method of supporting schools' capital needs and managing a fair and equitable distribution of resources in line with the greatest need. Funding delivered through the Primary Capital Programme will be supported by the LAMPA programme and the authority will combine existing funding streams to produce a long term vision for each school so they can benefit from the programme for school developments.

Identification and Assessment of Projects

Through the annual LAMPA review process, schools and officers have worked in collaboration to review every school's ongoing capital programme and prioritise future needs. Schools have been encouraged to be forward thinking in developing innovative ideas that will radically address their needs for the long-term.

LAMPA reviews prioritised three potential projects for each school to be considered under the Primary Capital Programme. The projects ranged from major capital developments addressing whole school issues, to smaller projects, targeted at specific issues.

Major Capital Project	Medium Capital Project	Minor Capital Project
+£1.5m	£400,000 - £1.5m	£1- £400,000

To ensure that the schools needing the highest levels of investment are targeted, a detailed assessment mechanism has been developed that recognises the clear vision the Authority has for children's services. All projects have been scored against agreed criteria, further details of which are included in Section 5 of this document. Criteria have been developed through consultation with all stakeholders and have been carefully selected to fully reflect the educational, social and communal needs of schools, local, national policy drivers and the wider community.

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Finance

Darlington has worked hard to develop a spirit of partnership working and aims to operate a fair and transparent process for approving schools' capital development. The Primary Capital Programme is seen as yet another opportunity to embed this holistic approach to capital finance. As has happened previously, the LA, schools, diocese and other stakeholders will continue to work together to combine several funding streams to produce a strongly resourced Strategy for Change.

As a key priority for the Primary School estate is the supply of school places, the authority has committed basic need funding and a significant proportion of modernisation funding towards supporting the Primary Capital Programme and extending the range of projects that can be covered. To further support this investment schools will contribute their Devolved Formula Capital to each project in the following ways:

- Large projects – 3 years DFC contribution
- Medium projects – 2.5 years DFC contribution
- Minor projects – between 1 and 2 years DFC contribution
- VA schools – 10% contribution

In total, it is estimated that a sum of £19.04m may be available to support the PCP process up to 2011. This figure may vary slightly as the final commitment of DFC will depend on the agreement of individual governing bodies.

The £19.04m sum does include the £6.5m that has already been committed to the pathfinder project for a new school at North Road Primary. Therefore, the funding currently available for allocation in Darlington's PCP programme is in the region of £12.54m.

Funding Source	2008-09	2009-10	2010-11	TOTAL
	£000's	£000's	£000's	£000's
Strategy for Change	£6,500	£3,000	£5,378	£14,878
North Road Primary	- £6,500	£0	£0	- £6,500
Modernisation	£0	£600	£600	£1,200
Basic Need	£0	£773	£773	£1,546
DFC	£0	£710	£710	£1,420
TOTAL	£0	£4,673	£7,051	£12,544

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Obviously, this funding only covers a three-year period up to 2011. DCSF have not yet been specific about the likelihood of receiving future investment through the Primary Capital Programme. However, the authority is committed to continuing with this transformational funding programme and will continue to target any future investment towards the priorities set out in this strategy (including Access Initiative, Modernisation, Basic Need, DFC, etc).

Procurement

Darlington is open to partnership working, particularly in the area of procurement. However, initial investigations into the formation of a Local Education Partnership have indicated that the size of Darlington's PCP programme and the authority's late position in BSF, would mean that a LEP would probably not be an appropriate vehicle for a capital programme as small as £12.54m.

Darlington Borough Council has recently produced a detailed and wide ranging procurement strategy for implementation across all services and to take us from where we are now to excellent procurement in the future. The strategy covers 5 main areas – Vision and Strategy, Public Engagement, Organisational Development, Planning and Review and External Recognition. Each of these areas has been broken down into key objectives and it is our intention that the Primary Capital Programme will work in line with council policy.

Furthermore, Darlington has experience of successfully procuring capital developments through both traditional and design and build methods, using both JCT and NEC forms of contract. The Council has recently developed an in-house project management process to ensure projects are consistent in their management process and take advantage of current techniques.

Design

Stakeholder steering groups will be established for every project and will assure fitness for purpose and design quality. The use of critical friends such as CABE¹, BREEAM², and Becta on ICT procurement and a rigorous DQI³ programme will ensure that quality is both specified in the planning stage and tested through out the project.

The Authority will aim for 'very good' or 'excellent' on the BREEAM scale for any new building work. As Darlington's programme is likely to be dominated by refurbishment over new build, the opportunities for excellence in BREEAM may be limited. The LA is however committed to developing the lowest possible carbon footprint for its schools and the pathfinder school will look to develop many options on the low energy building agenda.

1 **CABE**: the Commission for Architecture and the Built Environment.

2 **BREEAM**: Building Research Establishment's Environmental Assessment Method.

3 **DQI**: Design Quality Indicators, a tool for ensuring quality is the heart of a project.

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Access, inclusion and community ownership will be hallmarks of design, and will combine the highest standards of teaching and learning environments for curriculum delivery with sporting, community and extended school facilities.

Consultation and communication

The first round of PCP consultation was launched in August 2007. A presentation was taken to the joint Heads and Chairs meeting in September. All heads and governing bodies were provided with background to the programme, an indication of the funding available and a suggestion of key priorities for investment. All schools were invited to discuss the proposals at their Governing Body meetings, complete and return a questionnaire and nominate a representative to attend further working group discussions.

During October and November 2007, all school head teachers were individually briefed on how PCP would affect future capital planning and funding. Heads were invited to take part in the processes and given a full and detailed brief as to exactly what would be happening and how stakeholders could participate.

At the end of October, a PCP presentation was made to the Children's Services Joint Consultative Group (which includes representation from the Diocese). Again, stakeholders were invited to join the PCP working group.

It was decided that they could be further engaged in the process through an on-line consultation forum issued through the internet based Phoenix system. All Head teachers and chairs of governing bodies were advised about the on-line consultation, and comments received helped form the foundations of this strategy.

Officers continued developing the Strategy for Change documents and members of the Joint Consultative Group were kept fully informed of developments at their meeting in both February and April 2008.

Meaningful consultation and engagement with schools continued to be a priority and on the 22nd of May, all primary school head teachers were invited to attend a consultation event to be held at Darlington Football Club. The event focused on finalising the key priorities and sought head teachers' input on the strategy's effectiveness and ability to deliver what they need, and also gave the group a final chance to pull all the threads together and sculpt a practical, strategic Strategy for Change, supported by schools for their pupils.

In a parallel process, each primary, infant, and junior school (including VA schools) has had an individual visit from officers in May and June in order to develop the key priorities and potential projects for assessment and investment. Once collected this information was fed into the PCP assessment matrix as outlined later in this strategy.

On the 9th July, the Council's Cabinet members will meet to ratify the strategy and agree the individual projects to benefit from the capital investment.

Consultation will continue with all stakeholders during the development of specific individual schemes.

The parents and pupils of our pathfinder scheme, North Road Primary School, have worked with the British Council for School Environments (BCSE) to

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consider how a school should be developed to meet the needs of the future teaching and learning environments. This work has heavily influenced the design for the school and will be used as standard when working with other schools embarking on specific projects.

Project Management

Each project will be managed by a small project board to ensure efficient decision-making. The project board will however consult with a large stakeholder group. The stakeholder group will act as a parliament of ideas for the project. A core group of stakeholders will have the opportunity of calling on a wide range of individuals and disciplines as they become relevant to the project (e.g. PCT, Police, Early Years, Secondary Heads, Leisure & Library Services, local business etc).

Readiness to Deliver

The Council has a strong resource of experienced project managers with numerous tools at their disposal for excellent project management, including PRINCE2 qualified project managers, a bespoke in-house project management system and a close working relationship with the Council's in-house design and build team. Darlington's track record in building excellent new schools by commissioning projects that finish on time and within budget will ensure that creativity and imagination are married to experience and discipline.

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Section 5: The initial investment priorities

Introduction – deciding on projects

Through the Local Asset Management process each school (including VA schools) was invited to develop up to three potential *Strategy for Change* projects. Projects ranged from major capital development or refurbishment to smaller scale, more specific projects in a certain area or part of the school.

Each project has been scored against an open and agreed set of criteria full details of which are attached in Appendix A.

Assessment Criteria/Scoring Procedure

The following summarises the keys areas for assessment that are in line with the key strategic principles of this document:

1. Expanding Schools – for projects which expand schools, and by how much (1FE, 2FE etc);
2. Cluster Assessment – if the school can physically be expanded, how much demand is there within that particular part of the borough to warrant an expansion;
3. AMP Matrix Baseline Score – schools with the worst condition and suitability assessments score more points than schools where these issues have previously been addressed;
4. Funding Contribution – projects will earn greater points if other funding can be added to support the scheme (DFC, external funding, etc);
5. Deliverability – assessing the projects' SMART rating (Specific, Measurable, Achievable/Affordable, Relevant, Time-bound);
6. Educational Standards – projects that raise standards directly in schools. In particular will it meet the priorities identified in the Children and Young People's Plan;
7. Extended Schools – the project's aim is to work in partnership with other agencies that have an interest in outcomes for children young people and with the local community;
8. Health and Safety –addressing key health and safety issues identified at the school;
9. Inclusion – the project creates improvements which allow students, staff and the community to gain access and benefit from the school, who would not otherwise be able to do so (i.e. physical, cultural or social exclusion);
10. The Children's Services Plan 2006 – 2009 – an opportunity for the project to score additional points for addressing any other areas raised in the CYPP.

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Outcome of Scoring Process

There are 30 primary, infant or junior schools within the Borough. Each school was asked to develop bids for funding up to a maximum of three projects. Overall 28 schools bid for a total of 46 projects.

In terms of the types of project, these fall under the following headings:

Type of Project	Number of Bids received	Total funding requested (£000's)
New School Replacement	3	£23,000
Major Re-modelling	14	£14,040
Basic Need / Expansion	5	£4,300
Condition / Suitability	2	£1,400
Community Projects	3	£2,400
Foundation Stage	3	£1,350
Minor Projects	16	£1,948
		£48,438

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Section 6: The proposed capital investment projects

The following provides an indicative list of the projects that will receive funding through the Primary Capital Programme during 2009-10 and 2010-11.

In reviewing this list it is necessary to understand that the projects and allocations are only indicative at this stage and that no decision has been taken to identify the order in which project work will commence. Feasibility work on each project will develop each scheme further and will deliver more accurate costs and a commitment to timescales. Funding allocations for individual projects may also vary slightly depending on the final DFC contributions received from schools or any additional external funding that can be secured.

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Appendix A: Scoring Matrix

Expanding Schools

The project will expand school by + 1FE ⁴	10
The project will expand school by + 1/2FE	5
The School Can not be expanded	0

Cluster Assessment

If the project adds capacity at a school, the following scores will apply.

The cluster needs over 5% extra capacity or more	10
The cluster needs between 2% and 5% extra capacity	5
The cluster needs between 0% and 2% extra capacity	2
The cluster does not need any more capacity	0
The cluster has between 0% and 2% too much capacity	-2
The cluster has between 2% and 5% too much capacity	-5
The cluster has over 5% too much capacity	-10

AMP Matrix Baseline Score

A baseline figure provided by the Asset Management Plan Matrix based on the results of the condition, suitability and sufficiency surveys and scored as follows:

- Condition 15 – 0
- Suitability 15 – 0

Baseline Plus

Up to 5 additional points based on the percentage of the schools' condition issues graded priority 1 or 2 which will be eliminated by the project.

Funding Contribution

Points will be awarded for every ten percent of the total estimated project cost that is being funded by the School's Devolved Formula Capital.

0%+	10%+	20%+	30%+	40%+	50%+	60%+	70%+	80%+	90%+
0	1	2	3	4	5	6	7	8	9

4 **FE:** Form Entry.

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Additional points will be awarded for the percentage of the contribution that is funded from sources other than LA co-ordinated funding.

0%+	10%+	20%+	30%+	40%+	50%+	60%+	70%+	80%+	90%+
0	1	2	3	4	5	6	7	8	9

Educational Standards

Priorities derive from the Enjoy & Achieve section of the Children's Services Plan 2006 – 2009

1 mark will be awarded for each statement that is addressed by the project.

The Project will increase attendance	0 – 4
The Project will raise standards in Early Years Provision	0 – 4
The Project will raise standards in Family Learning	0 – 4
The Project will raise standards in KS1	0 – 4
The Project will raise standards in KS2	0 - 4

Extended Schools

Definition of an extended school

“A school that recognises that it cannot work alone in helping children and young people to achieve their potential, and therefore decides to work in partnership with other agencies that have an interest in outcomes for children young people and with the local community. In doing so, it aims to help meet not only the school's objectives but also to share in helping to meet the wider needs of children, young people, families and their communities”

The project will allow the school to deliver Quality childcare - 8am - 6pm all year round.	0 – 4
The project will allow the school to deliver a varied menu of activities such as homework clubs and study support, sport, music tuition, dance and drama, arts and crafts.	0 – 4
The project will allow the school deliver parenting support including information sessions at key transition points, parenting programmes run with the support of other children's services, and family learning sessions to allow children to learn with their parents.	0 – 4

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The project will allow the school deliver swift and easy referral to a wide range of specialist support services such as speech therapy, child and adolescent mental health services, intensive behaviour support and sexual health services.	0 – 4
The project will allow the school deliver community access to ICT, sports and arts facilities including adult learning.	0 - 4

Health and Safety

The project will substantially improve the H&S environment of the school	7 – 10
The project will moderately improve the H&S environment of the school	4 – 6
The project will slightly improve the H&S environment of the school	0 - 3

Inclusion

Criteria should be applied with a view to improvements, which allow students, staff and the community to gain access and benefit from the school, who would not otherwise be able to do so (i.e. physical, cultural or social exclusion)

The project will substantially improve the inclusion environment of the school	7 – 10
The project will moderately improve the inclusion environment of the school	4 – 6
The project will slightly improve the inclusion environment of the school	0 – 3

The Children's Services Plan 2006 – 2009

Areas of the plan not addressed in other areas of the bid. This will also link to the 'One Darlington' plan.

Be Healthy	
The project encourages a healthy eating in school.	0 – 4
The project will encourage physical activity by students, staff and the wider community.	0 – 4
Stay Safe	
The project will help to reduce crime.	0 – 4
The project will help to reduce bullying.	0 – 4

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Participate in the community (The project will draw, students, staff and the community into the management of their building environment.)	
The project will encourage participation in wider school activity.	0 – 4
The project will develop partnerships with the local community.	0 – 4
Achieve Economic Well-being	
The project will enhance relationships with local commerce.	0 - 4
The project will equip pupils with the skills they need to exceed and achieve economic well.	0 - 4