

Primary Strategy for Change

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Section 1: Local Perspective

Richmond upon Thames is a small, high-achieving borough uniquely spanning both sides of the River Thames. In the Joint Area Review (JAR), our Education and Children's Services were recently awarded the highest-possible, 'outstanding,' rating for four of the five categories, with the other rated as 'good'¹. Richmond's population of 182,000², the second smallest in London, has low unemployment (2.6%³) and contains a high percentage (20.9⁴) of people in higher professional occupations. However, although it is a generally affluent borough (with 21% of its 'super output areas' being among the 10% least deprived nationally) it contains significant pockets of deprivation⁵ and a perception of high relative deprivation by some residents. Levels of funding provided to schools per pupil are the lowest in London despite relatively high council tax charges. The Council has invested and continues to invest heavily in its educational infrastructure and prioritises its schools and services for children and young people.

The Local Authority has 41 primary phase schools: seven infant, seven junior and 27 primary. Of the 41, 26 are community schools, nine are Church of England and six are Catholic. In addition, we maintain one nursery and 12 nursery units. There are seven units for children with SEN in the primary schools and one at the nursery school, plus two special schools serving age-groups across both the primary and secondary phases.

The borough's primary schools serve 14,000 children, of whom 30.7% are Minority Ethnic⁶, 15.9% speak English as an additional language. Numbers of stage 1 or 2 learners who require significant additional support rose from 341 in 2004 to 526 in 2006. 8.5% are eligible for free school meals, which is below the national average. Although gaps in achievement for different groups narrowed between 2006 and 2007 they remain an issue in all subjects, particularly for gender (7% gap for L4+ English) and for those eligible for free school meals (21% gap L4+ English). The borough's primary schools are consistently near the top of the national KS2 league tables for both mathematics and English⁷, with the majority of schools performing well above the national average. Most schools are rated at least good by Ofsted, and eight of the 34 schools with Key Stage 2 Provision are judged 'outstanding'. As a result of this, and in spite of the provision of 250 additional reception class places since 1999⁸, demand for places in Richmond Borough primary schools remains high. We currently forecast the need for an additional seven permanent forms of entry by 2010.

We recognise that the pace of change in the educational and wider world is as fast now as it has been at any point in history and that the adult world into which the children of 2020 will grow will be very different to how it is today. We therefore want our schools to prepare children for the challenges and pace of change that they will face.

Our vision is to ensure that excellent performance is achieved and maximised in all our schools and in LA services. We will do this by:

- **fostering a healthy, safe, enjoyable and sustainable environment in which children will thrive – both academically and as members of our community – with a stimulating curriculum delivered in an innovative manner;**
- **focusing resources on closing gaps between the achievement of different groups;**
- **providing services that support children and their families/carers in local geographical areas;**
- **utilising high quality ICT to ensure the needs of learners are met, personalising their learning and making sure that they are able to access their learning materials at school, in their homes and in local libraries and children's centres;**
- **minimising the issues, by good partnership working, that are caused at transition;**
- **ensuring that there are sufficient places available at reception to meet demand; and**
- **aligning funding streams so that all phases and types of school gain maximum benefit from a joined-up approach to funding.**

Section 2: Baseline Analysis

Children's Plan

Richmond upon Thames is well placed to meet the challenges and targets outlined in the Children's Plan. The JAR inspectors noted that our "capacity to improve further is excellent"⁹ and we are confident that our vision for primary education in the borough towards, and beyond, 2020 can be realised.

Our Community Plan and our Children and Young People's Plan¹⁰ outline our priorities for further improvement. Those priorities have been agreed with local partners and stakeholders in the Local Strategic Partnership¹¹ and the Children and Young People's Strategic Partnership. Progress against targets is regularly reported to those groups, and to the Local Safeguarding Children Board, Every Child Matters outcomes sub-groups and to the Council's Education and Children's Services Overview and Scrutiny Committee¹². The first priority in the Community Plan – to tackle disadvantage – is reflected in the key priorities and targets of the Children and Young People's Plan, which is devoted to reducing inequality and promoting diversity. The key priorities include: developing an integrated service for children with disabilities and learning difficulties; multi-agency services for vulnerable children; raising the educational attainment of looked-after children; tackling underachievement for specific groups, e.g. Black and African Caribbean boys; improving attendance and reducing exclusions; increasing the numbers of high quality early years and school places; raising attainment in early years and primary education; increasing the involvement of parents, carers, children and young people; and promoting healthy lifestyles. A summary of achievement to date against these and the other priorities can be found in the 2007 Annual Review of the Children and Young People's Plan¹³.

Children's Centres and Extended Schools

Three new Children's Centres are being built, offering full core services, including parenting and family support, early education integrated with day-care, child and family health services and links with employment services. Heathfield Infant and Nursery School, and St Richard's with St Andrew's CE Primary School working in joint collaboration with Meadlands Primary school, serving communities in the 20th – 30th percentile on the indices of multiple deprivation, the highest in the borough, have achieved designation with new buildings scheduled to open in August 2008. A further new build Children's Centre, funded by the local authority, offering the core services, is being built at Lowther Primary School to support the specific needs of the Castelnau community in Barnes. The remainder of the borough will have access to Children's Centre services that respond more flexibly to local need through the establishment of information hubs to signpost services for children and families, with some improved facilities. Six of these will be designated in 2008 with other improvements to give full cover of the authority scheduled under the National Phase 3 Children's Centre initiative.

Schools have been clustered around the reach of Children's Centres to develop extended school services. Extended schools are offering a range of services, including family learning, sport and fitness and a co-ordinated programme of childcare and positive activities for young people. 63% having been accredited, offering a range of affordable activities and care for children from 8am to 6pm, and we are on course to meet our 2010 target.

Our Primary Strategy for Change recognises the important public space that schools represent and will seek to further extend and co-locate services to support their communities.

Special Educational Needs

Richmond has 11 units catering for pupils with special educational needs (SEN)¹⁴, although there are plans to reduce that figure to 10 from September 2008. All but one (the Jigsaw unit at Windham) cater only for pupils with statements. Mainstream schools in the borough meet the whole range of needs, since, in keeping with legislation, we explicitly aim for inclusion. When a statement of special educational need is issued, the first placement

option considered is always a mainstream school, although parents may express a preference for special provision. We are currently reviewing our provision and will ensure that the outcomes of this review, which will be finalised by October, are built into the implementation of our Primary Strategy.

In 2006/2007, 100% of proposed statements of special educational needs were issued within timescale, and 83% including exceptions. The number of SENDIST tribunals has reduced year-on-year from 2004/2005 to 2006/2007, from 29 to 18, partly because parents have been encouraged to mediate informally with officers and/or to use the London Disagreement Resolution Service.

The Secondary Phase

Secondary education is of variable quality in the borough and we are currently exploring Academy status for three of our schools. As with SEN, the Primary Strategy is being constructed so that we can align our Building Schools for the Future (BSF) Strategy and make the greatest gains across phases. We aim to align our funding for the secondary phase, particularly BSF, with that of the primary phase, so that inter-phase working is encouraged and further developed.

Exclusions

The numbers of permanent and fixed-term exclusions in the borough's schools in 2006/2007 reduced from 17 to 12 and 847 to 719 respectively from the 2005/2006 figures. Within the primary phase, there have been no permanent exclusions since the 2003/2004 school year and the number of fixed-term exclusions in 2006/2007 reduced by 42% from the 2005/2006 figure to 29, representing just 0.2% of the primary phase cohort.

Attendance

The percentage of absences in all Richmond upon Thames schools in 2006/2007 reduced from 6.5% of pupil sessions to 5.9% from the 2005/2006 figure. In primary schools, the percentage was reduced from 5.1% to 4.4%, considerably below the national average, and only 1.1% were persistent absences, which was the lowest percentage in London.

Standards

Standards across the primary phase are outstanding at Foundation Stage, Key Stage 1 and Key Stage 2. At Key Stage 2 levels 4 and 5 the borough consistently tops the national league tables whilst at Key Stage 1 levels 2 and 3 the borough is second nationally behind the City of London, which has just one primary school. All schools achieved the floor target of 65% in Level 4+ in 2007.

At the Foundation Stage, the borough is ranked first nationally for the percentage of pupils achieving the average score or higher in the 13 assessment scales of the Foundation Stage Profile.

For 2006 and 2007, our target for English of 90% of pupils achieving Level 4 or above was narrowly missed, at 89%. However, the aspirational Level 5 target in English was exceeded in both years. In mathematics where the challenging target for Level 4 and above of 90% was not met in both years by 5%, Richmond upon Thames schools continued to exceed the target for Level 5 and above by 2%.

In 2006/2007, the individual school targets for English at Level 4 and above were met or exceeded by 20 of the 32¹⁵ eligible junior and all-through primary schools. In most cases these only involved a very small number of pupils in each school. At Level 5 and above for English, 25 of the schools met or exceeded their challenging target. There is a similar profile in respect of mathematics, with 11 schools meeting or exceeding their Level 4

target and 20 either meeting or exceeding their Level 5 Target. The LA continues to monitor and provide focused intervention and advice to support those schools in inverse proportion to success. We work well with our National Strategy partners to monitor progress, including joint visits to targeted schools.

Schools with low value-added scores receive additional support from the National Strategy consultants. They work in schools in a variety of ways, including planning, shared planning, joint observations, staff meetings, demonstration lessons, classroom observations and whole-school training, and other targeted support. Pupil tracking in these schools shows the majority of pupils are making appropriate levels of progress.

Eight schools have been involved in a project aimed at lower-attaining Year 6 pupils in mathematics. Outcomes have been very positive, with pupils making accelerated progress and becoming more engaged with mathematics. The programme has been extended to Years 3 and 4 and will be further adapted for Years 1 and 5.

Through the Leadership Programme, officers and consultant headteachers work with the leadership teams in those schools causing concern and with new leadership teams. We have provided a wide range of strategies to ensure improvement. These include joint observations with senior management teams and co-ordinators, whole school training on data analysis, planning and target setting, and working with governors to identify their roles and responsibilities and to enable them to provide appropriate challenge. Termly review meetings have been held to evaluate progress and identify the next steps. Support for senior leaders is also provided through National College for School Leadership programmes. A report compiled for Ministers by the Government for London's Regional Director judged Richmond upon Thames's work to be outstanding in both key stages.

Every Child Matters

The Borough's Profile and Areas of Relative Deprivation

Richmond upon Thames is a largely prosperous¹⁶ and mostly urban area, made up of several towns with their own distinctive 'village' character. However, there are five areas of relative deprivation within the borough: Castelnau, Ham, Hampton Nurserylands, Heathfield, and Mortlake¹⁷. Although none of these is within the top 25% most deprived areas nationally, understanding and targeting resources at these pockets of disadvantage is a key element of the Community Plan. Schools and service managers are well aware of the demographic and socio-economic differences between wards and the need to tailor services to the diverse needs of pupils and their parents/carers.

By September 2008, core children's centres will be operating in Castelnau, Ham and Heathfield, with hubs in each of the other areas of relative deprivation.

Many other initiatives have been targeted at the areas of deprivation, e.g. the School Preference Adviser service delivered, in collaboration with our school admissions team, by the PCT's school nursing team, which has targeted 'choice advice' for both Year 7 and reception class admissions to parents and carers of children in the primary and nursery schools with the highest rates of free school meals and English as an additional language.

Sport and Play

The Sport England survey in 2006 acknowledged Richmond upon Thames as the healthiest borough in England, and the borough is recognised to have more children and young people in its schools (91%) participating in two hours or more sport per week, whether curricular or extra-curricular, than any other area in England¹⁸.

The highly successful Competitive Edge programme has reintroduced regular competitive sport in the borough's schools and has been extended to identify and support children and young people who are talented at sport. Multi-skills academies, each catering for up to 30 Year 5, 6 and 7 children, have been established in seven of the local clusters, and junior, elite and summer athletics camps have been established for older young people.

We work in partnership with many sporting organisations, including the Rugby Football Union and Harlequins rugby union and rugby league clubs, who are based within the borough, and Brentford Football Club.

Since 2003, we have been implementing a £500,000 per year borough-wide play area refurbishment programme, in liaison with the Royal Society for the Prevention of Accidents, with the aim of providing new, innovative and safe play facilities to all parts of the borough.

Healthy Schools

The Healthy Schools programme, developed since 2006 with Kingston and Merton, has been implemented in all of the borough's schools. 67.3% of schools have achieved Healthy Schools status under the new, more rigorous standard (with 97% achieving it under the old standard).

School Meals

Since the start of the current contract with Sodexo in September 2007, take-up of hot, nutritionally-balanced lunches has increased in all the primary schools, from 21% of the total roll to 35% in February 2008.

Integrated Working

Progress is being made to implement and roll out the tools and processes to support integrated working in the following areas:

Common Assessment Framework (CAF): There is a dedicated officer, the CAF Co-ordinator, to support its development and implementation. The CAF is being rolled out to appropriate professionals in all schools and partner agencies. Children with additional unmet needs will be assessed and a multi-agency action plan put in place. For more complex cases, a multi-agency CAF panel will resolve outstanding issues. We have trained over 600 staff and partners on CAF awareness and the 'designated officer' and 'lead professional' roles.

ContactPoint: Our preparation for implementation includes workforce analysis to inform the roll-out and training plan, local data source analysis to identify all local systems which will provide data to ContactPoint, and data quality planning to ensure that pupil data is of the required standard. We will work with schools to meet the statutory requirements to perform the functions required to make ContactPoint a success by: facilitating the supply of information from underlying systems; testing and reporting on data quality in those systems; identifying and ensuring users satisfy the prerequisites, such as attending mandatory training; and providing training and support to ensure the appropriate use of the system by all staff who require access.

Integrated Working support materials: Practitioners can access these, including a CAF Toolkit, Information Sharing Guidance and FAQ document, from the Council website.

Panels: We and our partners have other well-developed panels for responding to the needs of vulnerable children and young people, e.g. the Fair Access Panel¹⁹, which considers educational placements and support for children and young people at risk of permanent exclusion, includes

representation from child and adolescent mental health services (CAMHS), education welfare, the educational psychology service, the family support team, the integrated youth service, the pupil referral service, all of the eight secondary schools and the school admissions team.

Provision for Children with Disabilities and/or Learning Difficulties

Support for children and young people with disabilities and learning difficulties within the borough is highly-developed. The JAR inspectors rated our services in this regard as 'outstanding'. They noted that:

The development of the integrated service has resulted in a shared understanding of need, a strong commitment to inclusion, excellent practice and a universally enthusiastic workforce. A number of formal, multi-disciplinary work groups ensure continuing and consistent delivery of services. Good relationships have been forged with voluntary organisations, for example MENCAP, The Bridge, The Three Wings Trust and the local hospice. Partners comment on the good information they receive from the local authority. Schools report that there is more joined-up thinking and practice across the Authority and they value the very good response and support which they receive from the integrated service.²⁰

This collaborative working is at the heart of our efforts to ensure that all children with disabilities and learning difficulties are helped to overcome barriers to achievement and life chances. A multi-disciplinary transition steering group is in place to address the key issues of vulnerable children and young people. It reports to the Learning Disability Partnership Board and the Children and Young Persons Strategic Partnership and has an action plan, which is regularly reviewed.

Youth services

We presently have community youth centres in four of the Borough's five target areas of relative deprivation and we intend to provide a community youth centre in the Heathfield/Whitton area of the borough by 2010. An Integrated Youth Service has been in place since June 2007, comprising the adolescent resource team, Connexions, the drug and alcohol team, the youth offending team and the youth service.

Workforce Development

Richmond upon Thames has a strategic approach²¹ to workforce planning with high retention rates, effective development schemes for staff, including leadership development and secondments to the senior leadership team. Staff speak highly of their access to professional development and the support they receive to deliver services. We continue to deliver and develop a comprehensive multi-agency training programme, with the priority for safeguarding at its core. Effective training, e-learning and qualifications for foster carers, early years partners and for special educational needs co-ordinators (SENCOs), are having a direct impact on the lives of children and young people.

Diversity, Choice and Responsiveness to Parents

School Place Planning

Demand for places in the diverse range of Richmond upon Thames primary schools is high and increasing, despite the provision of an additional 250 reception class places²² since 1999. The number of applications for reception class places in the borough's primary schools for 2007/2008 entry rose by more than 20% to 2,286 from the 2006/2007 figure of 1,896 – against a permanent capacity of 1,937 places.

The reasons for this large increase can be attributed to: more parents than ever before opting for the state sector as the primary schools' levels of achievement are so high; increases in mortgage rates; a boom birth year (siblings of 'Millennium babies'); many small housing developments; and many conversions of multi-roomed houses into flats.

To meet the demand, additional, temporary classes were provided at two schools – Holy Trinity and Orleans Infant – and a few additional pupils were admitted at three schools able to undertake mixed-age teaching. By September 2007, all children whose parents wanted a place were offered one at a local school, i.e. within 1.5 miles from their home. Additional classes in three schools – Holy Trinity, St Mary's and St Peter's, and The Vineyard – will be required for September 2008 entry.

Demand has been, and continues to be, highest in three areas: Richmond/East Sheen; St Margarets/East Twickenham; and Teddington. We have traditionally been reliant upon a considerable percentage of local parents opting for private sector education for their children, but as that percentage has decreased from 35% to 30% in the last decade, pressure for places has accordingly increased in those areas where schools are universally perceived to offer the best education. The most oversubscribed schools – St Mary's, Stanley Infant and The Vineyard – receive three applications for every available place. The year-on-year forecast of borough-wide total shortfall of places can be outlined in the table below:

School year	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018
Reception pupils expected	2062	2082	2229	2077	2079	2086	2099	2109	2115	2115
Capacity (without expansions)	1937	1937	1937	1937	1937	1937	1937	1937	1937	1937
Shortfall	125	145	292	140	142	149	162	172	178	178

Our forecasts, which are predicated on GLA actual and predicted birth data, indicate that we will need up to seven additional permanent reception classes by 2010/2011. The number of children born in the area per year increased from 2,379 to 2,767 (14%) between 1997 and 2006, in line with similar increases in many outer London boroughs. Social mobility appears to be increasing also. The difficulties of providing places in the borough are exacerbated by several factors: the river, which acts as a barrier; the elongated shape of the borough; and the density of traffic, which can make travel by road slow and arduous at school journey times. These factors mean that offering a school place much more than a mile away from home could make a home to school journey very difficult, especially for parents with younger children who would be reliant on public transport.

To meet anticipated demand, the Council has committed capital to fund the expansion of Holy Trinity, if funding cannot be found from other sources. It has also commissioned feasibility studies into the possible expansion of several other, popular and successful, schools, and has made bids to the Government for 'Basic Need Safety Valve' and 'Targeted Capital Fund' funding in 2008 to fund those planned expansions.

There is a tendency for the high demand for places in KS1 to tail off in KS2 so that nearly all schools are undersubscribed by Year 6. This is partly due to the fact that the results of the borough's secondary schools, whilst improving, are not as outstanding as those of the borough's primary schools. So a proportion of parents who are happy to choose the state sector for their children's primary education are not so inclined for secondary and many consequently enrol their children in preparatory schools. The possibility of reducing capacity in KS2 is considered in Section 3.

Buildings and ICT

We have proved very successful in the delivery of capital projects resulting in outstanding outcomes adding to the value of the service provided to the community. These projects include the delivery of 6 primary schools through the Private Finance Initiative (PFI), a primary school expansion (£5M), an Early Years Excellence Centre, and Whitton Gateway ASD centre (£1M). Through our “Ingenium” project (Classroom for the Future) we have a track record of innovative classroom design, which continues to receive international attention. We will use the knowledge gained through this initiative, and experience gained through our involvement in the BSF programme, to inform the design of new and remodelled learning spaces fit for the changing needs of learners in the 21st Century.

We are currently managing projects on site for two new children’s centres, new foundation classrooms at East Sheen Primary, Reception classrooms extension at Nelson Primary School, a new learning resource centre at Hampton Community College and a new classroom block with learning resource centre at Shene Secondary School. The borough has also recently achieved detailed planning permission for its Wave 1 BSF One-School Pathfinder project at Teddington School, and work is due to commence on-site in the summer of 2008.

We continue to use a range of data to identify the needs of the schools within the borough, by addressing condition, suitability, health and safety, and accessibility alongside both the wider and specific needs of the local community. Net capacity assessments are updated every other year, in line with the DCSF requirement.

Condition surveys were updated in the summer of 2007 for all but the six PFI primary schools. The total condition need for priority 1 to 3 works for the 35 non-PFI primary phase schools amounts to £16.826 million, of which the top 18 schools (50%) alone, in terms of condition need, amount to £12.285 million. It should be noted that condition survey data does not take account of contingencies or fees, and, in the majority of cases, costs are presented for repair rather than replacement, which for a variety of reasons will not always be the best value approach to take. Costs were based on 2007 prices.

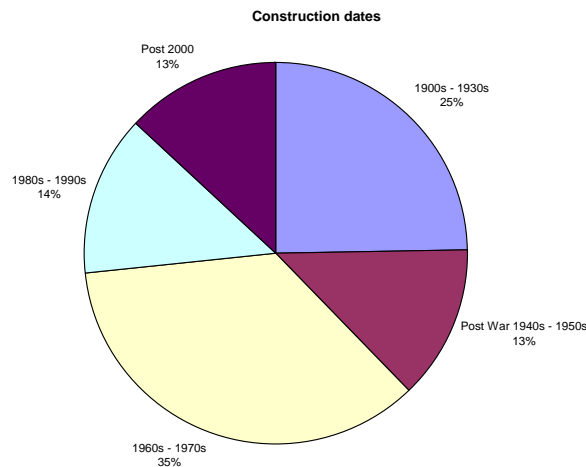
Suitability surveys were updated in the autumn of 2007 for all but the six PFI schools. An estimated cost to address suitability issues alone amounts to £30 million. This amount excludes the schools for which there are proposed expansions, which in turn, are estimated to cost £50 million, although £16-18 million of this would be the cost to rebuild and expand the two Stanley schools. The schools identified for expansion unfortunately do not coincide with those schools with high condition-need (apart from the Stanley schools), which could have afforded the opportunity to address a combination of issues in a single project. The proposed schools for expansion necessarily need to be in the areas of high demand and where the sites allow for expansion. Detailed feasibility ‘master plan’ reports have already been undertaken for nine of the top condition-need schools. School Premises Development Plans are being undertaken for all primary schools, to provide focus on priorities outlined in this plan, to highlight outcomes for monitoring purposes and to ensure all schools are signed up to the strategic capital plan for their school.

Richmond Borough schools are mostly sited within an urban environment, many located on busy main roads in areas of controlled parking zones. The importance of School Travel Plans therefore cannot be underestimated and 21 primary schools have received the related capital grant payments resulting from successful submissions during financial years 2006/07 and 2007/08, with others expected to join them. This has enabled a range of developments including cycle shelters, changing facilities and lockers. There are only 10 schools that are on site areas that meet the minimum recommended requirements of the Building Bulletin 99 guidance. Many of the schools in the borough are on the Heathrow flight path, which means that design and build costs must include the correct measures to deal with acoustic performance. The Local Authority Supplementary Planning Guidance requires buildings over 1000m² to attain a BREEAM rating of ‘excellent’, rather than the DCSF standard of ‘very good’.

We are aware that 26 out of the 35 primary schools within the central school meals contract have kitchens that are undersized to deliver ‘full-service’ provision. However, we are working with the main school meals contractor on how to address issues arising from the substantial increase to school

meal take-up between the start of the contract in September 2007 and February 2008 and the predicted further increase. The solution may not include 'full-service' space at all schools, although this remains our longer-term ambition.

The age of school buildings can be the cause of different problems – a number of Richmond Borough schools have passed their centenary and these are solidly-built but less easy to adapt in terms of suitability and accessibility. Those schools built in the 1960s and 1970s quite often present good spaces but are less well-built, presenting problems with energy efficiency, condition and health and safety issues. The chart below shows the proportions of schools by construction date ranges.



The Local Authority Accessibility Strategy has been updated in line with the latest guidance and is linked to the School Accessibility Plans for which we provided detailed feedback to each school. Progress in this area is monitored by the Access Liaison Group, ensuring funding is joined-up with other sources to support larger capital projects as well as to support the needs of individual pupils. This has also allowed for a proactive approach, achieving best value by undertaking similar works across a number of schools as a single project.

To promote and coordinate the implementation of sustainability policies and practices in schools, the Council has set up the Schools Environment Forum Executive group, consisting of officers from EcoAction, the Sustainability Unit, Education and Children's Services and the Richmond Environment Network. This group has agreed actions and outcomes to support schools in adopting a holistic and whole school approach to sustainable development according to the DCSF national framework for Sustainable Schools. Schools will also benefit from a programme of support including energy audits, financing through the Climate Change Fund, and national accreditation.

Section 3: Long-term Aims

Children's Plan

In seeking to define our long-term aims for primary education, we first of all sought the views of the 41 infant, junior and primary school headteachers and of local authority staff. They told us that they wanted to see:

- **Happy, healthy and safe children**, who are given every opportunity to **achieve to the best of their potential** and **develop as individuals** in local yet diverse schools.
- Uniformly excellent schools, focused on **closing the gap** in educational attainment.
- **High-quality, sustainable buildings**, which are safe, comfortable, fit-for-purpose and which contain flexible, innovative and responsive classrooms at their heart, whatever the size of the schools.
- **Each school at the heart of its community**, actively engaging with local families and other people, including businesses and private providers.
- **Schools in locality clusters** in dialogue with each other, and with nursery schools, secondary schools and the local authority, to share resources and best professional practice.
- **Specialist support** within schools and locality clusters to meet the needs of *all* children, regardless of their background.

We wholeheartedly endorse this vision. We intend to realise it, in genuine partnership and collaboration with schools, partner agencies and our local community. Whilst the early stages of our Primary Strategy will inevitably be focused on providing sufficient high-quality school places, we will ensure that our planning takes full account of this vision.

Every Child Matters

The Monitoring Framework

We will continue to use the framework of the Children and Young People's Plan, overseen by the Children and Young People's Strategic Partnership (CYPSP) and the outcome groups, to monitor our and our partner agencies' work in improving the lives of all children and young people within Richmond upon Thames. We firmly believe that we have the right structure in place to build upon the strengths that the Joint Area Review inspectors noted and to ensure that children will grow up safely and healthily in an environment that enables them to achieve to the very best of their ability.

Children's Centres and Extended Schools

We have plans for the following services to be developed in our children's centres in due course: transition projects targeted at vulnerable children as they move from home to pre-school, pre-school to reception and primary to secondary; family learning; involving working families in work in issues of parenting; nutrition/cooking; study support; English as an additional language and IT; and drop-ins and regular sessions for local people with young children. As well as being a valuable service in themselves, they will offer a venue for parents to access PCT, Citizens Advice Bureau or Jobcentre Plus staff more locally.

We are currently consulting with the community as to where in the borough we will provide children's centre information hubs, which will complement the core school-based children's centres outlined in Section 2. In all, there will be 12 children's centres, varying in size and function, and each of the 12 will be co-terminous with an extended schools cluster. Each centre/cluster will have a partnership delivery board made up of the heads of the local delivery partners (statutory and private voluntary or independent) plus a PCT representative, neighbourhood police sergeant and extended school co-ordinator/community development worker. There is room for other representatives as necessary and it is for local areas to determine what will work best for their area. Each board will report to the CYPSP, who will oversee commissioning decisions based on the identified needs.

Early Years Provision

Borough-wide consultation²³ in 2007/2008 with parents/carers, childcare providers and partner agencies, measured the nature and extent of the need for, and supply of, childcare within each local ward area. It helped us to identify where there are gaps in the childcare market and to plan how to support the market to address those gaps, so that the supply of childcare matches demand.

We will be acting to address specific needs for childcare after 6pm, and for children under 2 years and for those between 5 and 11 years, whilst continuing to match the needs of children and carers with regard to: disabilities and/or learning difficulties, and faith. We are also working hard to meet the requirement of providing by 2010 the extended offer for 3 and 4 year-olds' nursery education of 38 weeks, 15 hours per week, on a flexible basis. In addition, we will increase the availability of information regarding early education and childcare so that children who would otherwise do less well at the end of the Foundation Stage will begin their education earlier and with a curriculum appropriate to their needs. The aim is to reduce inequalities through integrated early childhood services. We will also continuously review provision over the coming years against the three-yearly childcare audits.

The Needs of Children with Special Educational Needs or Disabilities

The first cycle of the Authority's Additional Educational Needs (AEN) Audit has identified areas for development across the borough and for individual schools. Overall 34 primary phase schools (83%) out of 41 have been judged as having good or outstanding provision. Three of the eight secondary schools have been judged as having good provision. There needs to be particular focus on the seven primary schools and five secondary schools where provision is only satisfactory. The emphasis for the next cycle will be on the improvements schools make.

We are implementing the National Strategies Inclusion Development Programme, a four-year programme that aims to support all teachers in gaining core skills in teaching pupils with special educational needs. The Learning Needs Team will be leading on this initiative to bring about greater inclusion and personalisation of the curriculum. The areas for development are: speech, language and communication needs and dyslexia; autistic spectrum disorders (ASD); behavioural, emotional and social difficulties; and moderate learning difficulties.

The Learning Needs Team will be working with cluster groups to support provision and promote collaborative working at a local level. This will include training at cluster level and the promotion of further multi-agency working.

Short-break provision for disabled children will be developed in response to the 'Aiming High for Disabled Children' (AHDC) arrangements.

We will also be making changes to specialist unit provision across the Authority, following a review by SENJIT (Special Educational Needs Joint Initiative for Training). Consultation will be conducted during the autumn term of 2008.

There are plans for the Croft Centre in North Richmond being adapted to make a Children's Centre specifically for children with disabilities and learning difficulties, with funding available for new build from April 2009.

Healthy Eating

With hot meals that fully meet the Government's nutritional standards being served in the borough's schools, we are well placed to improve take-up further. There will be substantial investment in the kitchens of the borough's primary schools to ensure that they can cater for increases in take-up.

The current four-year contract with Sodexo, that covers 35 of the 41 primary schools, the two special schools and the Pupil Referral Service, provides meals that are prepared off-site and 'regenerated' in the schools. It remains a longer-term ambition of ours to enable meals to be fully prepared, using locally-sourced ingredients where possible, within schools. The capital investment to expand kitchens and provide new equipment will make this possible in most schools in the coming decade.

We are working to ensure that all schools take part in the Healthy Schools initiative by 2009 and that 75% of the schools will have achieved Healthy Schools status by December 2009. We will continue to set ambitious targets, so that all schools achieve Healthy Schools status in due course.

Sport and Play

Our Cultural Strategy Action Plan 2007-2012²⁴ and Pro-active Richmond Strategy for Sport & Physical Activity 2008-2012 outline our immediate vision for increasing participation in sporting, artistic, heritage and other leisure activities. One of the key priorities is to increase the term-time and holiday sport and cultural participation of particular groups, such as looked-after children, those at risk of offending, children with disabilities and learning difficulties and those from ethnic minorities. We have set ambitious targets that by 2010 all young people aged 5-16 years should be engaged in up to five hours per week high quality PE and school sport within and beyond the curriculum, including two hours within the curriculum, and three hours for young people aged 16-19 years. We also aim to develop: further sports facilities in priority wards (Ham, Whitton and Hampton); out-of-school-hours sports provision; and the large range of programmes and training for all abilities

The 2012 Olympics and Paralympics will provide many opportunities to build upon our recent successes regarding young people and sport, and will be used as a springboard to increase participation of children and young people to the target of 100%. Delivery of the Competitive Edge and London Youth Games programmes will be aimed at further developing competitive sport within schools and improving standards of performance, identifying gifted and talented individuals and supporting their training and competition in the build up to 2012.

The difference between able-bodied and disabled participation rates in Richmond is 14.1%, which is close to the London average differential (14.7%). However, in absolute terms, participation rates for people with disabilities remain low and we are committed to narrowing the gap. In addition, we aim to ensure that all Authority-managed sporting venues become compliant with the Disability Discrimination Act. The development of sporting services will take full account of the needs of adults and children with disabilities and learning difficulties.

Staying Safe

We will build upon the JAR inspectors' judgement that "the arrangements for safeguarding children and young people are outstanding due to highly effective work and management by partners and the effective oversight of the Local Safeguarding Children Board"²⁵. We will work with partners to ensure that lead professionals across all partner agencies rapidly establish the Common Assessment Framework and ContactPoint within their day-to-day working practices, and will offer best practice support to schools to counter all forms of bullying, including homophobic and cyber bullying.

Diversity, Choice and Responsiveness to Parents

Special Educational Needs

The new Director of Education and Children's Services has commissioned a review of SEN provision within the borough so that parents will have greater choice when selecting their preferred school for their child during the statementing process.

Standards

We aim to build on the current high standards of achievement to make all our schools uniformly excellent. We will do this by ensuring that children have a sense of place, are able to interact purposefully within their own environment, and, as a result, become independent learners. Personalised learning and Assessment for Learning will be evident in all schools and fully embedded. Pupils will have access to an enriched and relevant curriculum appropriately resourced. For this to be achieved, we will redesign classrooms and other spaces, provide a first-class ICT infrastructure and enable all pupils to have home access to e-learning (see also pages 18-19).

We will ensure that the teachers in every school have a thorough understanding of the purpose and effective use of local and national data, and of internal systems that are in place, to track pupil progress and identify next steps in their learning. With our School Improvement Partners (SIPs), we will support schools to have strong leadership and management, so that 100% of Ofsted inspections identify these as being good or outstanding, and will be working with schools to provide appropriate differentiated support and challenge and to disseminate good practice across the Authority, including the secondary phase.

Every school will continue to embrace the Every Child Matters Agenda and will take a multi-agency approach to support vulnerable pupils when required. Our extended schools programme is available to all pupils and their families and is designed to break down socio-economic barriers to learning and to parental support. We will also help to ensure excellent communication between the schools, parents and carers and external agencies so that information is passed to and fro in a timely manner and on a need-to-know basis.

Surplus Places

The borough has many schools with some vacancies in key stage 2, but only one or two that regularly have spare capacity in reception class. Those schools are improving and are located within an area of relative deprivation; so we are reluctant to reduce the published admission number of any of the primary schools, apart from one school – The Russell Primary – where we would like to reduce the number from 34 to 30 for 2010/2011 onwards, to bring it in line with the other two schools in its immediate area.

We anticipate that the creation of academies and a wider range of post-16 provision will mean that more children will stay within the borough's maintained schools throughout key stage 2 and then transfer into its maintained secondary schools.

School Place Planning

To meet the forecast demand, based on GLA data, that we identified in Section 2, i.e. seven extra permanent reception classes by 2010/2011 (which, for that year, will be need to be supplemented by three extra temporary classes), we are seeking to expand some of the following schools: Archdeacon Cambridge's; Chase Bridge; Holy Trinity; Kew Riverside; Orleans Infant; St Mary's and St Peter's; Stanley Infant and Stanley Junior (either

amalgamated as 'Stanley Primary' or adapted as individual schools), and The Vineyard. These expansions are subject to funding and the full consultation and approval process.

In the initial phase of our Strategy, we have no plans to open any further schools on new sites, due to the lack of suitably designated land and the prohibitive cost of buying any were it to be available. As GLA data changes through time, we will keep this open to review.

From previous experience, when adding 250 extra additional reception classes during 1999-2005 proved not to be sufficient to meet demand by 2007, it is possible that the new build that expanding schools would provide would prove to be very attractive for parents/carers who would otherwise send their children to private schools. So this round of expansions, if realised, would not necessarily solve the problem completely. Most of the predicted short-term birth-rate based demand would be met, but significant economic downturn would create additional demand that we have no plans at present to meet. It is therefore the case that we may, in due course, have to consider expanding other primary schools to meet demand for reception places. Schools which, due to their relatively large footprints, could also, if needed, become options for expansion, subject to full consultation and funding, are: East Sheen; Heathfield Infant and Heathfield Junior; The Queen's; Sacred Heart; St Richard's with St Andrew's; and Sheen Mount. It should be noted, though, that most of those schools are close to the borough boundary. There may well be scope for cross-border solutions to the demand for places, given that several of our neighbours, including Hounslow, Kingston and Wandsworth, have experienced, and appear likely to continue to experience, similar school place planning difficulties. In particular, Hounslow require additional places in Isleworth, which adjoins St Margarets/East Twickenham within our borough, and we intend to explore the possibility of how expansions could complement one another.

The school place needs of Church of England families within the borough are well catered for and will be augmented should the proposed expansions be realised. For Catholic families, the situation is perhaps less clear-cut: all six Catholic primary schools are regularly oversubscribed and there is some concern that rising Mass attendance and Baptisms, due in part to the increases in immigration from Eastern Europe, could lead to Catholic families being unable to obtain places for their children in Catholic primary schools. However, the local Catholic community has not expressed a demand for additional Catholic primary places and has been more concerned with the fact that, despite the Authority's and the Diocese of Westminster in-principle commitment, the borough does not contain a Catholic secondary school, with no suitable site having been identified for one.

There are seven pairs of infant and junior schools in the borough and it is our policy to amalgamate infant and junior schools when the opportunity presents itself. We aim to amalgamate the two Heathfield schools by September 2009. We may also wish to address the comparatively unusual situation of having two community infant schools, Hampton Wick and Orleans Infant, which are linked to Church of England junior schools, St John the Baptist and St Stephen's respectively.

We will be exploring the possibility of federations between primary and secondary schools. We will also evaluate the opportunities offered by Trust Schools. At present, schools support each other and share resources and good practice within clusters.

Parents' and Children's Views

We have been, and will continue to be, consulting on this Strategy with parents in all schools in the borough to gauge their views. Early indications show that parents' principal concerns are the same as ours: that children should be happy, within local fit-for-purpose schools, which are all excellent and will ensure that their children achieve to the best of their ability. As part of the rewriting of the Children and Young People's Plan, we will continue to consult with children through our Participation Strategy and find innovative ways to gauge their views, both within and outside schools.

Buildings and ICT

Buildings

We have given very careful consideration to how the Primary Capital Programme funding can add the most benefit to our future development plans for our schools. An injection of capital grant can only prove beneficial to our planned developments but this has come at a time when the increased demand for school places has created sustained pressure on resources that would otherwise be used to address the degree of modernisation needed to deliver 21st century learning in our schools. There is a disparity between the schools that need to be expanded and those schools with the highest condition and suitability need. Basic Need funding is supported borrowing, which, for a 'floor authority' such as Richmond upon Thames, does not provide any advantage in real terms. This principle also applies to the majority of Modernisation funding and all of the Access Initiative funding. If the DCSF provides grant funding through the Basic Need Safety Valve and Targeted Capital Fund bids, then we have a good chance of fully targeting the Primary Capital Programme funding where we believe it should be focused.

With the increase in demand for school places, we have no plans to 'take out of use' any of our schools. We would like to rebuild 5% of our worst condition schools although even this presents its own complexities. The 5% target would mean that two of our primary schools should be rebuilt. The top five schools in terms of condition need alone are Stanley Junior, The Queen's, Heathfield Junior, Chase Bridge and Heathfield Infant.

As already outlined in this document, phase one will be focused on addressing the shortage of school places. As phase two, as a longer-term aim, we propose to rebuild the Heathfield Junior and Heathfield Infant Schools. If we were to proceed this project would combine the amalgamation of currently separate schools to a single primary school; address the combined condition need of £1.71million; address the inefficiencies and suitability of spaces of a building designed as an isolation hospital not as a school; provide a much needed boost to an area of relative deprivation; and most importantly provide an environment to raise standards in line with government targets and other Richmond Borough schools. This project was identified in our bid to become a pilot authority in the Primary Capital Programme. A 'masterplan' study was undertaken in 2007 that considered a range of options with the preferred solution identifying a proposal that links in with the Children's Centre currently under construction on the school site. This study also identified a project cost of £12.36million (2Q09) but the current increases in building costs suggest this figure could be higher. This would require more than the total Primary Capital Programme funding available for the first four years, that is: 2009/10 £3million, 2010/11 £5.378million, and estimated levels of £3million for 2011/12 and 2012/13. It must be noted that it is not known if funding for 2011 and beyond will be grant or borrowing, and if it is borrowing this would limit our plans further. As such, any proposals included in this Strategy may be revised accordingly.

We aim to **support choice and diversity** by: expanding primary schools to provide seven additional permanent forms of entry to meet anticipated demand from 2010/11; amalgamating identified infant and junior schools to provide all-through primary schools; reviewing the overall SEN provision within the borough; and reorganising the Special Educational Needs units in response to the Audit undertaken by SENJIT.

We aim to improve **the built environment** by providing:

- flexible and suitable spaces to learn, including addressing those areas that currently fall short of Building Bulletin 99 guidance²⁶ where possible and appropriate;
- an ICT-rich environment, with high quality learning opportunities through an integrated and innovative ICT programme in all schools and through improvements to infrastructure and by ensuring electrical capacity issues are addressed;

- a comfortable environment, by ensuring condition issues, such as heating and ventilation, lighting and improved toilet facilities, are addressed;
- a healthy environment, with a focus on kitchen and dining areas, and the improvement of outdoor learning spaces;
- a safe environment by ensuring Health and Safety issues are addressed and through the continuation of programmes addressing safety-critical maintenance and security issues;
- a sustainable environment²⁷, by improving energy efficiency, reducing carbon emissions and responding to climate change;
- community facilities, through the provision of Children’s Centres, provision to support extended schools, and through the response to the Childcare Sufficiency consultation that is already underway, to bring frontline services to local communities;
- improvements to work spaces such as staff rooms, administration space and other facilities which will ensure the workforce feel fully valued;
- improvements to reception areas to ensure a welcoming environment;
- facilities for individual needs that create opportunities to support personalisation, cultural opportunities, improved accessibility and full inclusion;
- solutions to transition issues through alignment with the secondary programme; and
- an end to temporary demountable buildings on school sites in the longer term.

We also aim to: support and monitor **the PFI contract** to ensure the facilities management services provided are of a high standard; develop **knowledge, expertise and confidence** of school staff in taking forward building projects whether as a school- or LA-led project; and progress individual **School Premises Development Plans** including more detailed ‘master plans’ as appropriate.

A special reference to sustainability needs to be made. In February 2008, Cabinet approved the ‘Climate Change Strategy’ and ‘Carbon Management Strategy and Implementation Plan’. The Climate Change Strategy²⁸ includes plans at Corporate, Services, Schools and Community level. The vision for schools is: to support schools in developing sustainability policies and practices in order to provide access for all pupils in the borough to develop the knowledge, skills and motivation to contribute to social and environmental change.

Information and Communication Technology (ICT)

As the potential for ICT to transform education progresses over the next several years, five key agents for change with ICT and our primary schools will be:

- The Every Child Matters agenda;
- The Children’s Plan;
- *2020 Vision*, the report of the Teaching and Learning in 2020 Review Group;
- transforming education as defined in *Harnessing Technology*²⁹; and
- embracing and embedding the use of a Managed Learning Environment (MLE)³⁰.

In response to these agendas, we have identified six main priorities for the development of ICT:

1. Access to technology

Design of facilities: Through our ‘Ingenium’ project, we have a track record of innovative classroom design, which continues to receive international attention. We will use the knowledge gained through this initiative, and experience gained through our involvement in the BSF programme, to inform the design of new and remodelled learning spaces fit for the changing needs of learners in the 21st Century.

Specifically, we will build or remodel spaces that:

- maximise opportunities for personalisation of learning, including, where appropriate, access to tools and technologies available to learners outside the classroom;
- are, in an ICT sense, safe and secure;
- encourage flexible approaches to the deployment of ICT to support learning, in particular in the use of cordless and wireless technologies;
- enable different types of learners (VAK³¹) to learn effectively; and
- support, through ready access to ICT, a range of teaching styles appropriate to the needs of learners and the demands of a changing curriculum.

Procurement: We recognise the value of using established frameworks for the procurement of ICT products and services. To that end we will: make use of Becta “Best value from schools” and other official frameworks, where available, in securing ICT products and services related to this Strategy; and preferentially procure network services through our Regional Broadband Consortium³² and other accredited best value providers.

Anytime, Anywhere Learning (AAL): This embodies the ambition of providing systems and services to support access to learning in school, at home and in the wider community at any time. In addition to the developments outlined elsewhere, we will continue to research and develop new ways to engage young learners, including podcasting, videoconferencing and mobile/PDA technologies.

2. Personalisation of learning

The role of ICT in enabling an environment conducive to personalised learning is well recognised. Schools in the borough are already embedding personalisation into their practice. We will support this by procuring access to online learning resources that suit the needs of every learner, that support and motivate reluctant learners, and stretch the most talented. We will continue to develop the tools and content available through the MLE and maintain online structures both to enable school clusters to collaborate on developments and to support each other.

We are on target for completion of the London MLE roll-out by September 2009. We regard the toolset available through the MLE as potentially the most important agent for change in our primary schools. We will focus our programme of training for schools, as they take up the MLE, to concentrate on supporting personalisation.

Young people are born into a world where use of mobile technology is natural for communication and social networking. We will build on our experiences in the application of mobile technologies in the classroom to support actively the appropriate use of mobile technologies both within and outside the classroom, including libraries and children’s centres, as an aid to learning.

3. Connecting with hard-to-reach groups

ICT affords an opportunity to establish networks with traditionally hard-to-reach groups, including disaffected young people, with obvious benefits not just in learning, but in community cohesion, communication and engagement. We have had notable success in the use of ICT to maintain learning links with Traveller groups and will continue to explore provision for other groups also.

4. Developing a common digital infrastructure for the transfer of information

We will adopt centralised systems for the secure transfer of MIS data with and between schools and government agencies. We will also work with schools and other agencies to realise the potential of the ‘Child Golden Record’, the best available dataset per child.

5. Parental engagement

The MLE allows parents to be able to gain access to their child's e-portfolio and other evidence of achievement. We will actively explore ICT-related ways to strengthen the home-school link as an agent in raising pupil achievement. Through roll-out of the MLE and related technologies, we will establish systems by which parents can access attendance and attainment data on demand and keep in touch easily to support their child's progress.

6. e-safety

Secure and filtered internet access is a core part of the provision of network access for our schools. As access through other sites and centres develops, we are committed to standardising access by young people to these facilities through the London Grid for Learning, thereby ensuring the same level of safety and security as would be expected within school. In addition, we will: work with strategic partners to improve the security and safety of young people whilst online through our networked services; and procure monitoring facilities to enable proactive alerting by responsible personnel to activity likely to indicate inappropriate use, both internal to the Wide Area Network and originating from outside.

Young people are well aware of the opportunities provided by ICT. We have a responsibility, however, to turn our undoubtedly skilled young users of ICT into mature ones, aware of the possible risks of unguarded use of modern technology. To that end we will continue to develop our programme of training and awareness-raising, through parents' meetings and information, providing teaching and training materials for schools, and the establishment of a responsible netizen programme at Key Stage 2.

The inter-relation of all these strands is shown in the ICT 'mind map' on page 31.

Section 4: Approach to Change

Endorsement

The Authority, schools and partner agencies, including the four dioceses³³, will work with the local community to ensure that this Strategy is successfully implemented for the benefit of children and young people in the decades to come.

In March and April 2008, we undertook full and thorough consultation on a draft of this document with all relevant stakeholders, through a series of meetings, questionnaires, and on the Council's website. The Strategy has the full endorsement of the Leader of the Council and portfolio holder, the Chief Executive and the Director of Education and Children's Services, as well as the four diocesan boards and schools. The Authority's Cabinet agreed the Strategy on 2 June 2008.

Delivering the Programme – capacity, procurement, monitoring and evaluation

Capacity

In order to ensure the successful delivery of this Strategy, and other projects, we have:

- Increased the Building Development Team, Education and Children's Services, by two full-time project management posts;
- Assigned additional full-time Corporate Property staff to support the Building Development Team with technical and procurement expertise;
- Retained a small in-house team of surveyors, architects and engineers, which is supported by well-established relationships with a range of professional consultants;
- Enlarged the Corporate Property team within the Environment directorate by two additional staff with project management, legal, construction and procurement expertise;
- Built on our experience of delivering a variety of differing projects in terms of size, scale and complexity, typically against challenging timescale and budget constraints;
- Retained the flexibility to ensure maximum value for money and selection of the right team for any commission;
- Engaged with a number of framework arrangements, including the South East Centre of Excellence (SECE), and will explore further the possibilities of working with Major Project and London Housing Consortium (LHC) and with other public sector organisations such as the NHS Lift.
- Continued to work with neighbouring or regional local authorities, with the benefits of improving our in-house knowledge base and accessing long-term supply chain arrangements, with improved outcomes in the delivery of projects.

Procurement

We intend our construction project delivery processes to reflect the modern integration of design, construction and operation as recommended by Office of Government Commerce (OGC), National Audit Office, DCSF and various government reports on the construction industry, such as *Rethinking Construction* and *Accelerating Change*. Although the preferred procurement route for the build related to this Strategy would be through a Local Educational Partnership, we currently do not have such an arrangement in place. Our preferred procurement strategies are therefore based around:

- The integration of design and building teams;

- Early supply chain involvement;
- Incentivised payment mechanisms;
- Continuous improvement;
- Joint commitment with suppliers to achieve best whole life value;
- Two-stage tendering method to integrate the design and construction elements by allowing early contractor appointment, to improve cost certainty of projects as well as to accelerate project timescales;
- The develop and construct/design and build construction procurement route to manage and control build cost risks, passing them along the supply chain to where they are best managed, and to ensure integration of design and construction. We have managed the associated risks to quality by “Novation” of the appointed architects/designers to contractor.

Monitoring and evaluation

In order to monitor and evaluate our projects we:

- Have developed and adopted a corporate project management model, based on the “Prince2” methodology, for use on all building projects. This ensures effective management of projects that are sufficiently scoped, costed and programmed at the outset, with a robust business case and with formal reviews at discrete stages;
- Have ensured regular monitoring and production of cost reports to ensure projects remain within scope;
- Have a project evaluation process for assessing how well project delivery is managed against client’s charter KPIs, to ensure we learn from every project and share good practice;
- Undertake post-occupancy reviews, in line with the DQI process, to ensure school buildings have delivered the expected benefits;
- Will continue to benchmark KPIs against other local authorities through the Contrackdata benchmarking club;
- Involve headteachers and governors in the procurement process, including participation in interviews of the architect and design team professionals and building contractors by a system of selection and appointment decisions based on quality, ability and price and still ensure a fair and transparent decision-making process that is compliant with contract standing orders and statutory requirements;
- Ensure that designers, contractors, and all those responsible for health and safety, comply with their obligations, where possible utilising the ‘Respect for People Toolkit’ inclusive of monitoring and reporting on key performance indicators. We require all contractors to register with the Considerate Constructors Scheme; and
- Continue to develop our collaborative working with the DCSF and other agencies such as the Commission for Architecture and the Built Environment (CABE)³⁴, The Sorrell Foundation and Learning Through Landscapes.

Progress at each stage of implementation of this Strategy will be reported to a project board, with representatives from all the main stakeholders, which will, in turn, report to the ‘Enjoy and Achieve’ outcome sub-group of the Children and Young People’s Strategic Partnership and to the Council’s Education and Children’s Services Overview and Scrutiny Committee. Progress and outcomes will be reported back to the DCSF as requested.

Achieving Educational Transformation and Innovative Quality Design

We will continue to:

- Engage with school and LA staff, providing inspirational sessions with educational leaders such as Stephen Heppell and organisations such as “Bryanstone Square”;

- Run conferences for school staff and governors on educational transformation, share case studies to demonstrate ‘good practice’, and extend knowledge through the sharing of first hand experiences of schools currently involved in building projects;
- Use, as standard, the very beneficial process of the CIC Schools Design Quality Indicators for Schools;
- Use the now formalised structure of project steering groups to ensure the full involvement of headteachers, governors and diocesan representatives, supporting them with expertise from within the Council and via employment of client design advisors;
- Ensure full consultation and involvement of pupils, parents, governors and the local community, through workshops, focus groups, open events and via remote techniques such as the “Bryanstone Square” web based software programme;
- Engage and inspire young people through design related projects, providing learning opportunities linked to building projects with support from architects, engineers and contractors;
- Incorporate sustainable design and construction in all our projects; use external independent environmental audit and accreditation through the school BREEAM assessment criteria; aim to achieve “Excellent” on most projects, or the new higher “outstanding” BREEAM rating, and use this as a basis to establish carbon-neutral schools in the future;
- Engage with CABE by utilising our experience where we have already done so, e.g. with our Children’s Centres projects and our Wave 1 BSF Pathfinder project, and work with the Richmond Design Panel, that consists of a range of local architects;
- Base our selection and appointment decisions on quality/ability and price in relation to professional consultants and building contractors; and
- Work with the SECE group to develop standardisation of the design and specification of school buildings and ICT.

As outlined on pages 18-20 of this document, the use of ICT to transform teaching, achievement and children’s lives is a cornerstone of our vision for change. However, that vision is not about primary education alone; rather, it is intrinsically linked to our vision for early years and secondary provision. Officers in both those fields have been closely involved in drawing together this Strategy and will continue to be involved throughout its implementation.

Every Child Matters

Each Richmond Borough school has its own distinctive ethos and is a force for good at the heart of its local community. A school’s standards, pastoral care, spiritual development of its pupils and two-way involvement with people of all ages can foster pride and spirit that can invigorate and regenerate that community. Clearly, that would be more difficult for a school that has relatively poor buildings and facilities. We will therefore aim, where we can, to use the Primary Capital Programme funding to improve the fabric of those schools that require modernisation the most. We believe that such improvements will greatly support the extended services that are already in place, or planned, in the borough’s schools. Where refurbishment is needed the most, we will seek to make the most of opportunities for combining it with the Children’s Centre capital programme and with the outcomes of our review of SEN provision.

Finance

We have a good track record of combining a variety of funding streams to achieve our building development aims; indeed this has been an essential element of our successes. Primary Capital Programme funding will be joined up with Modernisation, Access Initiative, Local Authority Co-ordinated Voluntary Aided Programme (LCVAP), Children’s Centres, Extended Schools, Basic Need, Section 106 and devolved formula capital, together with Council funding, to ensure that we continue to achieve our aims. Further investigation of PFI credits will be undertaken for the possible expansion of an existing PFI school.

For those schools that are not likely to benefit from the Primary Capital Programme funding, we will provide support to develop schemes using devolved formula capital and other funds achieved from school fund raising events or specific successful grant applications. Thorough assessment of our school buildings has identified areas for development common to many schools and any additional funding will support our aims.

We place considerable emphasis on cost control, management and value for money in project delivery. Capital costs are recognised to be only a part of the eventual whole life costs of any school building; so, when making investment decisions, we use a whole-life costing approach alongside the initial capital costs. We also produce life cycle cost plans for all major schemes and discuss and consult their implications with the schools concerned. Value management and engineering (VME) forms a central part of our project delivery, and we hold VME workshops on a regular basis for all major capital projects. We also benchmark our capital and life cycle costs against relevant BCIS cost data.

Initial Investment Priorities

Our initial investment priorities are clear: capital funding will be focused on our statutory duty to provide sufficient school places. This means we will progress our plans to expand primary schools in the areas of demand, provided that we receive sufficient funding through our bids for Basic Need Safety Valve and Targeted Capital Fund to supplement our other funding streams. If sufficient funding is provided, then in future years we will be able to concentrate our resources on other priorities, including condition and refurbishment.

Work has already begun on the project to expand Holy Trinity from one form of entry to two, including informal and formal consultation for the expansion process; appointment of a Design Quality Indicator facilitator who has undertaken the first 'Briefing Stage' session with stakeholders; and tender short-listing, interview and appointment of the design team in conjunction with the school and diocesan representative. It is anticipated that the project will require two phases to complete the build, with the first phase of completion providing additional classroom space by September 2009 with full completion by September 2010. This project, like all expansions, is subject to the formal consultation and approval process, in line with statutory requirements.

Initial work has also begun on the possible project to expand St Mary's and St Peter's from two form entry to three. This project is progressing, subject to Governors' agreement to proceed, along the lines of the Holy Trinity expansion project, with a difference of approximately one month in terms of programme.

Schools needs have been scored and then ranked against five key factors: Ofsted grades; identified for possible expansion to meet demand for school place; condition; suitability; and deprivation (see page 30 for the summary). It is recognised that some of these elements only represent a picture at a specific point in time, for example Ofsted grades which are some years out of date in some cases. These elements will be reviewed and ranking may subsequently be adjusted to reflect the changing needs.

The table on page 24 shows our initial investment priorities.

Initial Investment Priorities

School Name	Project	Year start	Year complete	Funding Streams	Budget	Focus
Holy Trinity	School expansion from 1FE to 2FE	2008/09	Phase 1 September 2009 Phase 2 September 2010	Basic Need; Modernisation; Access Initiative; Primary Capital Programme; Section 106	£6 – £7 million	Meet the demand for primary school places by 2010/11 in the Richmond and East Sheen area
St Mary's and St Peter's	School expansion from 2FE to 3FE	2008/09	Phase 1 September 2010 Phase 2 September 2011	BNSV; TCF	£6 – £7 million	Meet the demand for primary school places by 2010/11 in the Teddington area
Orleans Infant or The Vineyard	School expansion from 3FE to 4FE or conversion to 2FE primary; or 2FE to 3FE	2009/10	Phase 1 September 2010 Phase 2 September 2011	BNSV; TCF	£4 million or £6 million	Meet the demand for primary school places by 2010/11 in the Twickenham or Richmond area
Kew Riverside	School expansion from 1FE to 2FE	2009/10	Phase 1 September 2010 Phase 2 September 2011	BNSV; TCF	£6 million	Meet the demand for primary school places by 2010/11 in the Kew area
Chase Bridge or St Stephen's	School expansion from 2FE to 3FE; or 3FE to 4FE or conversion to 2FE primary	2009/10	Phase 1 September 2010 Phase 2 September 2011	BNSV; TCF	£6 million	Meet the demand for primary school places by 2010/11 in the Twickenham area
Total budget					£28 - £32 million	

These are the initial investment priorities, and other priorities, for expansion and for refurbishment/remodelling, will be identified in due course, subject to funding.

Risk assessment

This chart shows the potential impact and probability of risks occurring and actions that could be taken to mitigate the risks. The scores are as follows: 1 = the lowest and 5 = the highest.

Risk	Impact	Prob.	Rating	Actions	Impact	Prob.	Rating
Government funding is insufficient to cover costs of school expansions	5	5	25	Council seeks to make funding available from its own resources, by not pursuing other priorities.	4	5	20
School expansions do not provide enough places to meet demand.	5	4	20	Contingency plan for second phase of expansions.	5	4	20
Forecast pupil numbers do not materialise.	3	1	3	Regular checking and reconciliation of GLA and local data.	2	1	2
Economic downturn increases demand for school places.	5	4	20	Contingency plan for second phase of expansions. Make further bids for Government funding.	4	4	16
Future Government funding for school building projects is mostly borrowing, rather than grant.	5	5	25	Council seeks to make funding available from its own resources, by not pursuing other priorities.	3	5	15
It is a condition of Basic Need Safety Valve funding that Modernisation and Access Initiative (and/or LCVAP) funding is used for school expansions.	5	5	25	Schools use Devolved Formula Capital, access grant funding and raise money through fund raising activities.	3	5	15
Change of national administration, with new legislation and guidance.	3	3	9	Be as reactive as possible and plan as soon as legislative and guidance changes are proposed.	3	1	3
Changes to BREEAM requirements, resulting in increased costs.	5	1	5	Ensure that BREEAM requirements are fully costed at the outset of each project.	3	1	3
Olympic Games and economic conditions inflate building costs and cause shortage of contractors.	4	4	16	Make use of a range of frameworks, including SECE, to engage contractors.	3	2	6
Primary Strategy for Change does not result in fulfilment of aims.	5	1	5	Project-manage the Strategy to ensure that aims are met, through close monitoring of stages.	3	1	3

Summary of aims of this Strategy

This Strategy provides a high-level vision for the future of primary education in Richmond upon Thames. The following performance indicators will measure the success of its implementation, with other performance indicators to be set during the course of the Strategy's duration:

1. To meet demand for reception class places in the borough's schools each year, with sufficient surplus for in-year arrivals to the area.
2. By 2009, at least 86% of all children in Richmond Borough primary schools to achieve Level 4 or above in both English and Mathematics.
3. By 2009, at least 92% of all children in Richmond Borough primary schools to make at least two levels of progress in Mathematics between KS1 and KS2.
4. By 2009, at least 89% of all children in Richmond Borough primary schools to make at least two levels of progress in English between KS1 and KS2.
5. By 2010, 100% of all children aged 5-16 to spend up to five hours per week high quality PE and school sport within and beyond the curriculum, including two hours within the curriculum.
6. By 2010, at least 75% of the schools to achieve Healthy Schools status.
7. By 2012, 100% of the schools to achieve Healthy Schools status.
8. By 2023, 50% of all schools to be rebuilt, refurbished or remodelled.

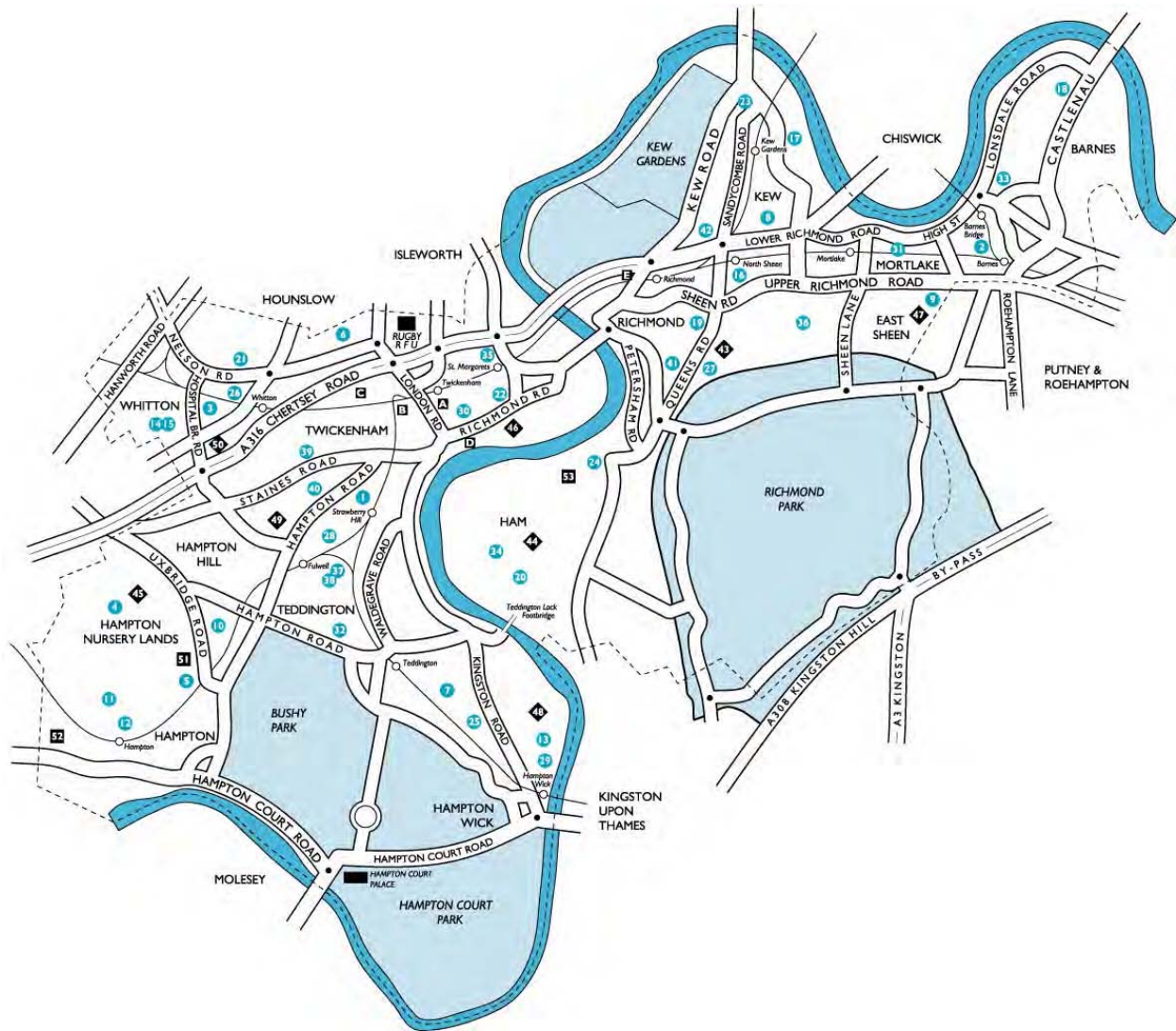
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Section 5: Appendices

Map of the borough, showing the location of schools.



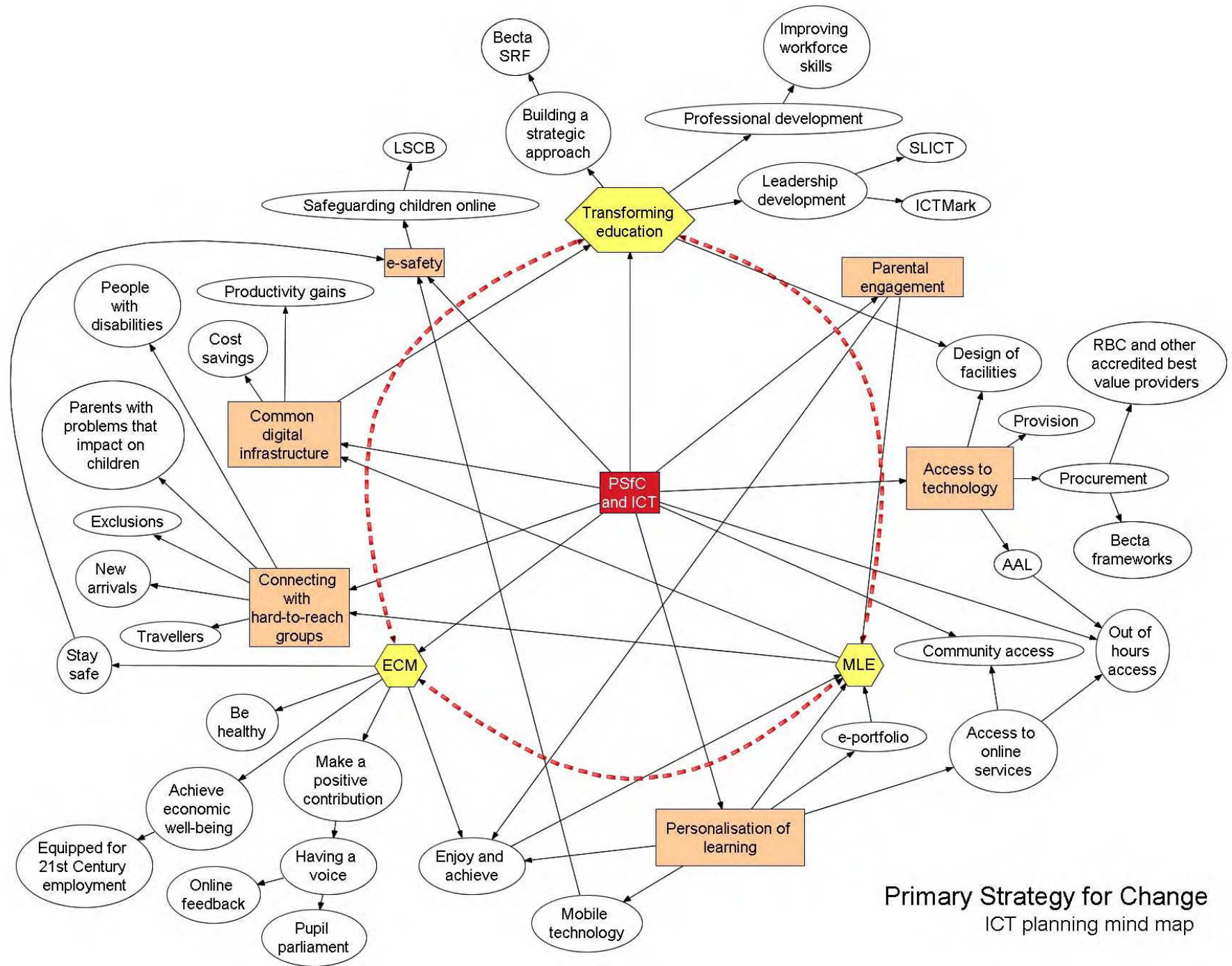
Key for London Borough of Richmond upon Thames schools map

Primary schools		Secondary schools	
1	Archdeacon Cambridge's CE Primary School (N)	43	Christ's School (voluntary, mixed)
2	Barnes Primary School (N)	44	Grey Court School (mixed)
3	Bishop Perrin CE Primary School	45	Hampton Community College (mixed)
4	Buckingham Primary School	46	Orleans Park School (mixed)
5	Carlisle Infant School	47	Shene School (mixed)
6	Chase Bridge Primary School	48	Teddington School (mixed)
7	Collis Primary School (N)	49	Waldegrave School for Girls
8	Darell Primary School (N)	50	Whitton School (mixed)
9	East Sheen Primary School		
10	Hampton Hill Junior School	Special schools	
11	Hampton Infant School (N)	51	Clarendon School
12	Hampton Junior School	52	Clarendon – Oldfield House Unit
13	Hampton Wick Infant and Nursery School (N)	53	Strathmore School
14	Heathfield Nursery and Infant School (N)		
15	Heathfield Junior School		
16	Holy Trinity CE Primary School	Abbreviations	
17	Kew Riverside CE Primary	CE	Church of England
18	Lowther Primary School (N)	N	School with nursery unit
19	Marshgate Primary	NS	Nursery school
20	Meadlands Primary School (N)	RC	Roman Catholic
21	Nelson Primary School		
22	Orleans Infant School (N)		
23	The Queen's CE Primary School		
24	The Russell Primary School (N)	A	Regal House (Education and Children's Services)
25	Sacred Heart RC Primary School	B	Richmond Adult Community College (Clifden)
26	St Edmund's RC Primary School	C	Richmond upon Thames College
27	St Elizabeth's Catholic Primary School	D	Civic Centre
28	St James's RC Primary School (N)	E	Richmond Adult Community College (Parkshot)
29	St John the Baptist CE Junior School		
30	St Mary's CE Primary School		
31	St Mary Magdalen's Catholic Primary School		
32	St Mary's and St Peter's CE Primary School		
33	St Osmund's RC Primary School		
34	St Richard's with St Andrew's CE Primary School (N)		
35	St Stephen's CE Junior School		
36	Sheen Mount Primary School		
37	Stanley Infant School (N)		
38	Stanley Junior School		
39	Trafalgar Infant School		
40	Trafalgar Junior School		
41	The Vineyard Primary School		
42	Windham Nursery School (NS)		

Priority scoring of schools by factors

School	Forward Planning Area	A - Ofsted	B - Places	C - Condition	D - Suitability	E - Deprivation	Total	
Stanley Junior	Area 1	2	5	4	4	2	17	
Chase Bridge	Area 2	2	5	4	2	3	16	
St Stephen's	Area 2	1	5	2	4	1	13	
Holy Trinity	Area 3	2	5	1	1	3	12	
Stanley Infant	Area 1	1	5	3	1	2	12	
The Vineyard	Area 3	1	5	2	1	2	11	
Heathfield Junior	Area 2	2	0	4	1	4	11	
St Mary's & St Peter's	Area 1	1	5	2	1	1	10	
Heathfield Infant	Area 2	1	0	4	1	4	10	
Hampton Junior	Area 1	1	0	3	3	3	10	
Meadlands	Area 5	2	0	2	2	4	10	
Lowther	Area 4	1	0	2	3	4	10	
Orleans Infant	Area 2	1	5	1	1	1	9	
Kew Riverside	Area 3	1	5	1	0	2	9	Modernised
The Russell	Area 5	1	0	4	1	3	9	
The Queen's	Area 3	1	0	4	3	1	9	
Collis	Area 1	1	0	4	3	1	9	
Sheen Mount	Area 3	1	0	3	4	1	9	50%
St Richard's with St Andrew's	Area 5	2	0	2	1	4	9	
Buckingham	Area 1	2	0	1	2	4	9	
Bishop Perrin	Area 2	1	0	2	1	4	8	
Nelson	Area 2	1	0	3	1	3	8	
East Sheen	Area 3	1	0	3	1	3	8	
Archdeacon Cambridge	Area 1	1	0	3	2	2	8	
Hampton Hill	Area 1	1	0	3	2	2	8	
St Edmund's	Area 2	1	0	2	2	3	8	
Hampton Infant	Area 1	1	0	2	1	3	7	
Darell	Area 3	1	0	2	1	3	7	
St John the Baptist	Area 1	2	0	2	1	2	7	
St Elizabeth's	Area 3	1	0	1	2	2	6	
Carlisle	Area 1	1	0	2	1	2	6	
Sacred Heart	Area 1	1	0	2	1	2	6	
Hampton Wick	Area 1	1	0	2	1	2	6	
St Mary Magdalen's	Area 4	1	0	1	1	2	5	
Barnes	Area 4	1	0	1	1	2	5	
St Osmund's	Area 4	1	0	1	1	2	5	
Trafalgar Infant	Area 1	1	0	1	0	2	4	Modernised
Trafalgar Junior	Area 1	1	0	1	0	2	4	Modernised
Marshgate	Area 3	1	0	1	0	2	4	Modernised
St Mary's	Area 2	1	0	1	0	1	3	Modernised
St James'	Area 1	1	0	1	0	1	3	Modernised

You should note that the Ofsted scores are based on the most recent Ofsted inspections, which in some cases were carried out under the previous inspection framework up to five years ago.



Primary Strategy for Change
ICT planning mind map

References

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- ¹ See: http://www.ofsted.gov.uk/reports/pdf/?inspectionNumber=3209&providerCategoryID=0&fileName=\\JAR\jar_2007_fr.pdf.
- ² Census information is available at: <http://www.richmond.gov.uk/boroughprofile2006.pdf>.
- ³ Ibid.
- ⁴ Ibid.
- ⁵ In Castelnau, Ham, Hampton Nurseylands, Heathfield, and Mortlake.
- ⁶ This covers all categories except 'White British'.
- ⁷ See: http://www.dcsf.gov.uk/cgi-bin/performanceables/group_07.pl?Mode=Z&Type=LA&No=318&Base=c&Phase=p&F=1&L=50&Year=07.
- ⁸ At: Barnes (30), Collis (30), Kew Riverside (30), Marshgate (60), St James's (30), St Mary's (30), St Mary's and St Peter's (30), and Trafalgar (10).
- ⁹ http://www.ofsted.gov.uk/reports/pdf/?inspectionNumber=3209&providerCategoryID=0&fileName=\\JAR\jar_2007_fr.pdf, p.23.
- ¹⁰ http://www.richmond.gov.uk/home/council_government_and_democracy/council/civic-offices/departments/education_and_childrens_services/children_and_families/children_and_young_peoples_plan.htm.
- ¹¹ http://www.richmond.gov.uk/local_strategic_partnership.
- ¹² http://www.richmond.gov.uk/home/council_government_and_democracy/democratic_processes_and_events/council_committees_list.htm?mgl=mgCommitteeDetails.asp&ID=404.
- ¹³ http://www.richmond.gov.uk/cypp_review_2007_final-2.pdf.
- ¹⁴ Details of the units, the two special schools and the Authority's SEN Policy can be found at: http://www.richmond.gov.uk/special_educational_needs_policy.pdf.
- ¹⁵ Two schools – Kew Riverside and Marshgate – did not have an eligible cohort and will not do so until 2008/2009.
- ¹⁶ It is ranked 309th out of 354 local authorities in terms of average deprivation, with 1st being the most deprived.
- ¹⁷ See http://www.richmond.gov.uk/home/community_and_living/neighbourhood_information/census_information.htm for full ward profile data.
- ¹⁸ See: <http://www.whitton.richmond.sch.uk/Sports/sportpartnership.asp>.
- ¹⁹ http://www.richmond.gov.uk/home/education_and_learning/schools_and_colleges/school_admissions/fair_access_protocol.htm.
- ²⁰ Op. cit., p.12.
- ²¹ The Children's Workforce Strategy is at: http://www.richmond.gov.uk/home/council_government_and_democracy/council/civic-offices/departments/education_and_childrens_services/childrens_workforce_strategy.htm.
- ²² At Barnes (30), Collis (30), Kew Riverside (30), Marshgate (60), St James's (30), St Mary's (30), St Mary's and St Peter's (30) and Trafalgar (10).
- ²³ See: http://www.richmond.gov.uk/home/education_and_learning/early_years_education_and_childcare/childcare_sufficiency_assessment_consultation.htm.
- ²⁴ <http://www.richmond.gov.uk/culturalservicesplan2007.pdf>.
- ²⁵ Op.cit.
- ²⁶ See: <http://www.teachernet.gov.uk/docbank/index.cfm?id=8117>.
- ²⁷ The OGC defines 'sustainable development as, "the achievement of a better quality of life through the efficient use of resources, which realise continued social progress while maintaining stable economic growth and caring for the environment" – p.4 of 'Sustainability – Achieving Excellence in Construction Procurement Guide'.
- ²⁸ See: http://www.richmond.gov.uk/home/environment/sustainability/climate_change/climate_change_strategy.htm.
- ²⁹ Harnessing Technology: transforming learning and children's services, DfES, 2005.
- ³⁰ Managed Learning Environment, specifically the LMLE as procured through the LGfL RBC.
- ³¹ Visual, auditory and kinæsthetic.
- ³² The London Grid for Learning (LGfL).
- ³³ Two Anglican, the London Diocesan Board for Schools and the Diocese of Southwark Board of Education; and two Catholic, the Archdiocese of Southwark Commission for Schools and Colleges and the Diocese of Westminster Education Service.
- ³³ See: <http://www.cabe.org.uk/>.

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