

Primary Capital Programme

Strategy for Change

Our aim is for Suffolk's education to be amongst the best in the country, to be innovative and high achieving. We will ensure learning is successful, enjoyable, inclusive, accessible and ethical. We will ensure choice and diversity within the school system, working with a wide range of partners. We will encourage all schools to become learning centres, providing a range of services for children and young people and the wider community. We will promote collaboration between learning settings, and will ensure that all become at least good, with many outstanding, so that all children and young people progress and attain at each stage of their education. We will ensure successful and supported transition planning at each stage and into adulthood.

[Suffolk Vision for Learning - 2008]

The Primary Strategy for Change in Suffolk will support the delivery of key themes within the Children and Young People's Plan 2006-2009 (founded on the aims of the "Every Child Matters" strategy):

Be Healthy: Promote Healthy lifestyles and Emotional well being

Stay Safe: Create a Safe Environment, protected from crime antisocial behaviour or bullying

Enjoy and Achieve: Improve standards of attainment; and extend learning opportunities that are of high quality; provide improved access to informal learning, leisure and recreation

Make a Positive Contribution; Encourage active engagement with local communities and involvement in local decision-making; and provide support in dealing with major changes

Achieve economic well-being: Make provision for high quality childcare

Local analysis

The Local Perspective

1. Suffolk is the eastern-most county of England and covers an area of about 380,000 hectares (about 940,000 acres) making it the seventh largest county in England. It is composed of seven district/borough councils, Forest Heath, St Edmundsbury, Mid Suffolk, Babergh, Ipswich, Suffolk Coastal and Waveney.
2. The estimate of the total resident population at mid 2005 was 692,100. 42% of the population live in rural communities dispersed across a large number of small settlements, with concentrations of population in Ipswich (118,400), Bury St Edmunds (36,600), Felixstowe (24,000), Haverhill (22,700), Lowestoft (58,300), Mildenhall (10,100), Newmarket (15,300), Stowmarket (15,700) and Sudbury with Great Cornard (20,100). Suffolk's population continues to grow, the majority of this growth resulting from net inward migration.
3. For administrative purposes schools in Suffolk are organised into three Areas; Northern Area, with an area office in Lowestoft; Southern Area with an area office in Ipswich and Western Area with an area office in Bury St Edmunds. Across the county, there are two different patterns of school organisation i.e. 2-tier and 3-tier with approximately half all Suffolk's schools in each system.
4. In January 2007 the total number of primary schools was 256 with 42,449 pupils, and 40 middle schools (deemed secondary) with 17,255 pupils. The County Council maintains 9 special schools across all age ranges in Suffolk for children who have been formally assessed as having Special Educational Needs that cannot be met in mainstream schools. Eight of these schools have provision for primary pupils. The needs of most pupils with Special Educational Needs are met effectively in mainstream schools. Of the 11 Pupil Referral Units (PRUs), 9 have provision for primary pupils.
5. In January 2006 the County Council embarked on a major programme of review of its schools, which has led to a decision to move from a pattern of 3-tier schools where they exist to 2-tier. This has also given rise to a review of special education provision. Together, the School Organisation Review SOR, Building Schools for the Future (BSF) programme, SEN Review and the Primary Capital Programme (PCP) create the environment (***Transforming Learning with Communities*** Programme) in which substantial improvements can be made to school provision to benefit all communities in Suffolk.
6. Suffolk's 18 locally-managed community clusters bring people together to develop services and activities to improve the well-being of children and young people in the area. The clusters are the basis for the local delivery of support services to children and their families. Each cluster is based on one, two or three pyramids of schools, with a vision for all partners and organisations to work together in localities to establish coordinated and integrated services. Generally each community cluster has between 4,000 and 7,000 school aged children.
7. Suffolk's overall vision for children and young people supports all aspects of the Every Child Matters agenda and is **"To enable all children and young people in Suffolk to aspire to, and achieve, their full potential, giving them the basis for a successful life as active members of the community."** (Suffolk Children and Young People's Plan 2008/09)
8. Suffolk's Vision for Learning was launched in March 2008, and sets out how all schools and communities will work together to transform education in the county over the next 10 to 15 years. The ambition for all children and young people is to reach their full potential and has inspired us to aim for a world-class education system that will equip learners for life in a rapidly changing world. Schools and learning are at the heart of our strategy for children and young people. It is guided by the Children's Trust Partnership and delivered through integrated local services based in the community clusters.

9. High quality early learning, successful schools and effective transition into further education, employment and training, will ensure the best possible start in life for all our children and young people. Equally the efforts of all agencies and communities will ensure children and young people are encouraged to achieve, to develop a lifelong delight in learning, and that families are supported in their important role.

Baseline analysis

What is good about primary education now and what needs to improve?

10. We have an outstanding workforce within early year's settings, schools and colleges and we will need to continue to support them by ensuring that the high quality of leadership and training is sustained and developed through exploring new partnership models of educational leadership.
11. Suffolk children and young people generally achieve well compared to regional and national standards. However, we know that there are too many variations across the county and that in particular there is a need to raise standards at Key Stage 2 and that there is a need to develop a skilled and committed workforce that can meet the future needs of our economy. This relates in part to the need to improve outcomes for children and young people, and in part to ensure that young people have the broader skills and attitudes they will need for their futures, including mathematical reasoning, being self motivated, able to communicate effectively, able to make choices, developing resilience, the ability to act as a leader and the ability to work cooperatively and independently.
12. In January 2007, the LA's primary schools had 18% surplus places, compared to 12% nationally. Not only does the Transforming Learning with Communities Programme have the potential to raise standards in our schools but it will also help address the high percentage of surplus places, while maximising opportunities for Children's Centres, Extended Schools provision and other community services and activities. It is important to note that 57% of primary schools are deemed to be rural and a strong commitment both local and nationally has been given to supporting these schools at the heart of their communities.

Educational Performance

13. Since September 2006, 90 primary schools in Suffolk were inspected by Ofsted, of which 8 were assessed as outstanding and 63 as good. In the best schools pupils make good progress from their starting points as a result of good or outstanding teaching and a curriculum that meets the needs of all pupils. There is strong leadership and management including effective governing bodies.
14. Pupil attainment at Key Stage 2 is a key focus for improvement. Although there were some improvements in 2007 Suffolk remains below the national average and performs poorly compared to our statistical neighbours. Between 2005 and 2007 the gap between the performance of two tier and three tier systems has fluctuated but the 2-tier system has consistently performed better in both English and Mathematics.
15. A key driver of the SOR in Suffolk was that of pupil performance and the comparative performance of schools in the 2-tier and 3-tier systems. A Policy Development Panel (PDP) was set up to consider this.
16. The PDP were concerned that despite intervention and support over a long period, performance was not improving sufficiently. They concluded therefore, that aspirations, expectations and standards needed to be raised in all schools regardless of type. The PDP accepted the research findings presented to them that there is a clear difference between the 2 and 3 tier systems. The difference was identifiable at age 11 (the end of KS2), and the

divergence between the two systems is never completely made good. Staying on rates and results were lower in the 3-tier system. Research findings are set out in (Appendix 2 - School Organisation Review – Report of the Policy Development Panel)

17. On the evidence presented the PDP considered that the all 2 tier approach provided a cost effective capital solution compared to the other options for change. It also recognised the reduced revenue costs enabling, by economies of scale, additional revenue funding to be made available for teaching and learning purposes to the remaining schools.
18. It is proposed that PCP funding can help facilitate this change and not only improve schools' primary infrastructure but linked with SOR can unlock £4.4m revenue funding to support schools in the aspiration to deliver a world class education system. On 4th March 2008, Cabinet agreed that proposals be published for the first phase of the changes to schools in the Lowestoft and Haverhill areas. By September 2013, 40 middle schools in Suffolk will be phased out.
19. To deliver this massive step change in Suffolk, as a starting point to the change, we have developed a set of principles for learning that we consider are central to our planning for the future. Our goal is to build an educational system around the needs of each learner within a framework of standards so that learners and parents become active investors in their own learning and by so doing create the circumstances that will support them in achieving their full potential. Our work so far in preparing this Vision has led us to five key themes: SUCCESSFUL learning, ENJOYABLE learning, INCLUSIVE learning, ACCESSIBLE learning and ETHICAL (values-based) learning.

Special Educational Needs

20. Currently the profile of specialist provision within the primary/middle school sector are as follows:- 1 Special School with Severe Learning Difficulties (including profound and multiple needs), 9 Pupil Referral Units, 3 Speech & Language Units, 4 Hearing Impaired Units, 11 Specialist Support Centres with provision in mainstream schools for children with complex Moderate Learning Difficulties, 1 Specific Learning Centre (dyslexia).
21. Patterns of specialist provision in Suffolk are historic and have developed over time. One of the opportunities offered by the Transforming Learning with Communities Programme is to improve the pattern of provision and thereby reduce the journey times experienced by some children and young people. Consultation with schools and families has highlighted a need to further develop more integrated ways of delivering services including family support and health services.
22. Whilst the review of Special Educational Provision within Suffolk includes specifically the development of special schools, it also takes into account the needs of all children and young people identified as having SEN, the majority of whom receive their educational entitlement through a mainstream setting.
23. The development of SEN Provision within Suffolk will be conducted within the framework of the Transforming Learning with Communities Programme, taking advantage particularly of the opportunities presented by the SOR, PCP and BSF. The SOR has established a set of principles to underpin the Review of specialist provision, based on the vision of co-location of all special schools on mainstream sites by 2016. The majority of pupils with SEN will continue to be educated in mainstream schools. All pupils will access some inclusive experience, some pupils having dual placements between mainstream and special settings.
24. An analysis of the current special school population conducted with special school staff, suggests there is a case for developing special schools to become schools for Complex Needs. It is envisaged that special schools would become centres of excellence in delivering joined-up services to children, young people and their families. They will increasingly work to

support pupils with complex needs in their local community, but will continue to work directly with pupils with the most severe and complex needs. They will deliver service and expertise to all schools and settings becoming a catalyst for professional development and supporting inclusion. Special schools outreach may operate on a county, locality or cluster basis and support both individual pupils and staff groups. A new model of leadership in special schools will support these developments alongside a new and enhanced skill set for teachers and support staff.

25. As specialist 'hubs' these schools would be linked to a range of more locally delivered satellite provision. Wherever possible these Complex Needs Hub Schools and satellites will be co-located on mainstream school sites to offer the very best opportunities for all young people to benefit from the full range of provision. This will also enable mainstream schools to build their capacity to provide for children and young people with special needs and increase opportunities for inclusion.
26. Detailed proposals for the development of specialist provision are being developed in collaboration with school and partner agencies. Consultation on proposals for the pattern of specialist provision will take place during the summer term and autumn 2008 with a report back to Cabinet in the early spring term 2009. Once determined details can be fully integrated into the PCP.

Community Clusters - Integrated Children's Services and Extended Schools

27. Community Clusters have considered how the Primary Capital Programme might enable them to address local needs and local priorities. In general terms key issues currently being addressed in most clusters include out of school and holiday activities for children and young people that will: reduce youth nuisance and offending; reduce teenage pregnancy numbers; improve support for parents; and provide opportunities for adult learning.
28. A key problem in all clusters is finding space at low or no cost in which to a variety of activities supporting young people, their families and the local community. Families have made it clear that primary schools are very convenient venues for them because they are often much nearer and more accessible than the alternatives. In rural areas, many families don't have cars and public transport is expensive and often impractical.
29. Support for the integration of multi-ethnic communities could be addressed by using local space in schools. There is already some experience in upper schools, where a start has been made to addressing this problem through new building, adapting space for working with families or providing after school/ weekend activities. Buildings, which have separate entry points so that they can be used without accessing the rest of the school, have proved helpful. The development of children's centres has provided some useful examples of flexible spaces that also include basic refreshment areas.
30. An additional benefit of creating space for meetings would be that family support and contact services for families could be held locally, saving time and travel costs for families and staff. As an example, most of these meetings in the Western area are held in Bury St Edmunds, which is wasteful of resources and difficult for families to access.
31. Creating space in schools where children and their parents could access IT equipment would also be very useful. Otherwise the increasing use of IT technology, and in particular the expanding use of the University Learning Platform in Suffolk, will only disadvantage still further those children living in homes where these facilities are not available.
32. The third round of children centre development is currently undergoing consultation within the Community Clusters. Many of the favoured options are to locate children's centres on primary school sites. Where these opportunities arise they are being developed alongside primary school developments either through new build or through the taking out of surplus places.

33. Suffolk already has an excellent record of integrating services, developing children's centres, extended schools offer, fostering and adoptions services and working alongside primary education to deliver the outcomes of Every Child Matters as acknowledged in the JAR and APA. For example, Kirkley Children's Centre, Lowestoft has a newly opened, single new development where the PCT health and dental services, social care services, early years and foundation stage primary education and children's centre services are co-located in an area of highest deprivation in Suffolk.
34. Suffolk is making excellent progress towards delivering the Extended Schools Core Offer. It now has 51% of its schools delivering the full range of extended services, which is ahead of the government target of 50% by Sept 2008. Work continues to ensure that schools delivering the full offer will include these services in their school development plan and that the services are sustainable. The SHARE (parental involvement programme for families to share time together, learn and have fun) has now been implemented in over 50 schools and forms an integral part of the Extended Schools strategy. SHARE encourages parents to become more involved in their children's learning especially with Primary aged children.
35. Shared facilities for schools and families will continue to be developed and integrated into the design of schools through the primary capital programme, supporting the outcomes of Every Child Matters through working with clusters to support integrated children's services and extended youth and community services.

Deprivation

36. A new Index of Multiple Deprivation (IMD), constructed by the University of Oxford, was published on 6 December 2007 and summarises seven aspects of deprivation where income and employment are given the most weight. Suffolk County Council's ranking within England is now 116th out of 149 Counties and Unitary authorities in England.
37. The County is not as deprived as our neighbour Norfolk, but worse than other East Region counties. In 2007, out of a population of over 702,000, nearly 79,000 people in Suffolk were income deprived and over 29,000 employment deprived. Two districts in Suffolk are amongst the most deprived in the region. Ipswich is the 5th most deprived district in the Region; and Waveney, which includes Lowestoft, the 8th most deprived in the Region.
38. The high deprivation in Lowestoft has intensified, whereas some of the most deprived areas within Ipswich town centre have seen a slight lessening of deprivation since 2004 however. In the area to the south west of Ipswich town centre and in the far north west of the town, deprivation levels have intensified. Small parts of many of Suffolk's towns remain relatively deprived. Each town in West Suffolk (Mildenhall, Newmarket, Haverhill, Sudbury, Bury St Edmunds) now has a small area that is relatively deprived.
39. Suffolk ACRE (Action for Communities in Rural England) and Suffolk County Council recently commissioned OCSI consultants, to investigate deprivation in rural Suffolk. The report identifies 11 small areas of acute deprivation, 3 of which are in western Suffolk, and highlights the significant number of rural areas lying in the most deprived 30% of areas within the East of England. 42% of people in Suffolk live in rural areas, but the share of people in Suffolk experiencing each form of deprivation in rural areas is at least 21%.
40. Owing to the lower population density of rural areas, people who are deprived, possibly in more than one way, are dispersed. Their deprivation will therefore not be highlighted by measures of deprivation that focus on concentrations.
41. 39% of people without qualifications live in rural Suffolk along with 39% of people in elementary occupations – suggesting a strong link between poor educational attainment and quality of job. A higher than average percentage of pensioners (45%) live in rural Suffolk.

There are implications for service delivery as there is a sizeable part of the population that will not be reached unless efforts to deliver into the rural areas are improved, or access from the rural areas into service centers' is enhanced.

42. Schools level of deprivation is published by the DCSF on Teachernet. 16 Suffolk primary schools rank higher than 65% on the deprivation indicator (100% indicating the most deprived). Seven of these schools have a ranking higher than 75% and of these 5 are located in Lowestoft within the first wave of School Organisation Review programme. The remaining 2 schools are in two-tier areas in Ipswich. On the other hand, the school with the lowest deprivation indicator in Suffolk is ranked 17.57% and is also an Ipswich school.

Healthy Schools and Healthy Eating

43. Children and young people and their families and carers are supported and encouraged to adopt healthy lifestyles (Suffolk Children and Young People's Plan 2006-2009 Priority BH1). Healthy School Advisers are working with schools, amongst other things, to encourage young people to adopt healthy lifestyles and to understand the importance of eating healthily, taking exercise and being emotionally healthy.
44. All schools include modules on healthy lifestyles in PSHE classes, within Science and the PE curriculum. The PCP is committed to supporting the provision of high quality schools catering facilities to support healthy eating and lifestyles. Where new proposals are developed these will include a school kitchen and improved and upgraded facilities where refurbishments take place at primaries.
45. Schools are also supported in the development of School Travel Plans to encourage cycling and walking to school. The PCP will support the capital aspects of developments to promote cycling and walking to school through School Travel Plans.

Diversity, Choice and Responsiveness to Parents

46. Suffolk and their Church partnership providers, The Church of England and Roman Catholic dioceses work closely together to ensure standards are maintained and improved across Suffolk as a whole. The founding vision of the Church of England diocese is to provide education for the local community not only for church going families. Church schools in Suffolk perform well. Of the recent 66 inspections across VC and VA schools Ofsted identified 40 schools as good and 12 outstanding.
47. Both the county and dioceses have policies on supporting small rural schools and work together where appropriate to promote Federation and Collaboration options to sustain small schools. Suffolk currently has 4 soft federations supporting the sustainability of 8 small rural schools.
48. Suffolk has been working closely with a parent group over a considerable number of months on options for a small all-through school following Steiner style principles. The primary capital programme is seen as an excellent opportunity to develop those options further to support and deliver additional diversity to the primary sector.
49. Through the BSF and SOR programmes, Suffolk is also actively encouraging diversity through Foundation and Trust school options and a recent report to Cabinet (4 March 2008) set a policy for the future development of Trust schools.

Sustainability – Suffolk 'The Greenest County'

50. Suffolk has produced an Environment Action Plan in its aim to become the Greenest County. This commitment raises the DCSF requirement for schools to achieve 'very good' BREEAM status to 'excellent' where possible. A sustainability appraisal was carried out for the School Organisation Review to demonstrate that the change to two-tier education would maximise the use of sustainable transport, minimise the length of school trips and help protect the environment by avoiding sensitive locations.
51. Reducing the environmental impact features highly within CYP Services and includes promoting the co-location of services to reduce energy consumption and carbon emissions; sustainable travel; raising awareness through environmental education work with young children and families; and increasing the number of registered eco-schools.
52. The PCP will support this by engaging young people in the design and eco development of their school with the support of the Inclusive School Improvement Service (ISIS) and the capital programme team. A number of environmental measures have already been taken in schools, including wind turbines, solar powered and grey water systems and wood-chip boilers.

School Places

53. The Suffolk Structure Plan, prepared by Suffolk County Council, is a statement of strategic policies for the protection of the environment and the control of development. The policies provide a basis for decisions on a range of issues including: new housing development, employment, transport investment, regeneration and countryside management. District and Borough Councils have applied the policies to their areas in more detail when preparing their Local Plans. The current version of the Structure Plan was adopted in June 2001 and covers the period up to 2016.
54. The Structure Plan proposed that about 53,000 new homes should be built in Suffolk over the 20 years from 1996 to 2016 spread evenly throughout the period, or about 2,650 per year. The draft East of England Plan, covering the period 2001-2021, proposes a rate of housing development for Suffolk of 2,930 homes per year. The new strategy proposes some important shifts in the distribution of development. In particular, a substantial increase is envisaged in the rate of growth in Ipswich Borough, from 400 to 770 new homes per year.
55. Most new housing and employment will continue to be concentrated in the towns. In primary-age pupil numbers arising from housing developments, additional school places will normally be provided by the development of a new school or extending one or more existing schools in the immediate area. Suffolk is particularly successful in obtaining Section 106 funding in growth areas although this can be subject to significant reduction because of the reduced developer contributions resulting from new affordable housing developments. Section 106 funding continues to be used to support school developments where these are appropriate and will be used to support the PCP.
56. Where the County Council identifies a shortfall in the capacity of existing schools to accommodate increasing pupil numbers in an area of significant housing growth, and can demonstrate that a new school is required, it will ask the appropriate District or Borough Council to allocate a site in the Local Development Framework. In this case, the expectation is that a suitable site will be provided at no cost to the County Council through a planning agreement.
57. Suffolk's population continues to grow, the majority of this growth resulting from net inward migration. Although there is fluctuation from year to year, the population has increased substantially since 2002 as a result of new housing developments, movement into the county and economic migration.

58. Despite this growth in some areas, Suffolk as a whole currently has a significant issue of surplus places in its primary schools – 18% across the County compared to 12% nationally (January 2007). In county terms this is expected to rise to 20% by 2010-2011 due to a drop in birth rate. The SOR has identified issues surrounding the high degree of surplus places. The County Council is therefore considering a strategy that would include:

- An agreed target percentage surplus places for the County, Area and Cluster;
- An agreed strategy to achieve this target;
- Recommended alternative uses of excess space caused by falling rolls, e.g. for extended school provision, community use, conversion to early years and childcare etc.;
- Support for the option of Federated schools when a federation with a stronger school will be of benefit to both;
- Agreed criteria when considering the closure of primary schools, such as:
 - A federation will not support the sustainability of small rural schools?
 - Do they fully serve the community in which they are located?
 - Can that community sustain the schools?
 - Does the school have the ability to deliver the full range of curriculum?
 - Does the school have the ability to deliver a full range of social experiences?
 - Is the physical condition and suitability of the school premises up to an agreed minimum standard?
 - Is the school providing best value?

59. Long-term fluctuations in primary pupil numbers are to be expected as demographic trends change, and it is anticipated this fall in numbers will gradually be reversed. However, it is not known whether previous peaks will be reached.

60. The SOR provides an opportunity to remove many surplus places because a number of 3-tier primary schools will readily have space available to accommodate 2 additional year groups when transferring to a 2-tier system. The reduction of places does not help provide 21st Century accommodation in itself and needs to be looked at alongside other programmes like SOR and the PCP. The review also recommends an increase in size of school where there is popular demand for places resulting from local consultation with parents and stakeholders.

61. We propose to support successful and popular primary schools through the programme subject to successful local consultation and publication of notices and reduce surplus places at other schools to ensure they are within the Audit Commissions recommendation for Value for Money. Suffolk plans to have no schools with more than 10% surplus by the end of the programme.

Buildings and ICT

62. Suffolk's middle schools are deemed secondary and therefore are not currently included in the Primary Capital Programme (PCP), however, as the pattern of schools will, over the next few years, change to a 2-tier system it is essential that account is taken of the middle school stock in developing the best options for primary schools.

63. **Condition:** Consideration has been given to using the PCP to address the worst of the condition issues in our primary schools. To address the worst 5 % of schools with the highest condition rating would cost £7.13m while the value of addressing the worst 50% condition schools is £35m. However, these works would only represent remedial measures to resolve poor building quality and would not include any upgrading of schools to 21st Century standards. Through consultation it was expressed that in view of the importance of condition ranking, that school would like reassurance that there is a consistency across the whole of the county. Stakeholders felt some schools may not be working with the county sufficiently well when carrying out work in their schools by using the county Form 13 system. Condition

surveys are currently carried out on an annual basis but data will require verification before decisions are made on future ranking of projects. Schools currently have access to all there Asset Management Plan (AMP) data on-line through the 'Evolut1on' system and can challenge and update any aspect of the data they feel is incorrect. This has been actively encouraged during the consultation stage of this strategy development.

64. **Suitability:** No costs have been calculated to address suitability issues. During consultations concerns were expressed that suitability surveys were based on DCSF guidelines that had first been issued almost 10 years ago and although a good indicator no longer reflected current curriculum needs, new changes to learning requirements and extended schools requirements. With this in mind data was gathered during the consultation on current thinking in schools about the importance of different aspects of the learning environment including the 'psychology of learning' implications. Over 150 pupils were engaged in a full day event particularly to capture there views and perceptions of the learning environment. The county Connexions website www.thesource.me.uk/ has also feature and online questionnaire to engage with young people about their views of primary education and environment. These results will inform suitability priorities and designs for new and upgraded schools.
65. **Surplus places:** Although surplus places were considered school by school they were also aggregated by clusters. This helped inform where surpluses exist across a group of schools, giving rise to the opportunities for accommodating extended schools activities and community needs to support the local area and address high levels of surplus places. This is particularly important in rural areas where there is a high level of rural deprivation. Six of the 18 county clusters areas have a total surplus capacity of 20% or above. Four of these are located in SOR areas where there is a programmed change from 3 to 2 –tier education and surplus places make it possible to accommodate additional year groups.
66. **Consultation:** Through a series of consultations with schools and stakeholders it was strongly recommended that capital investment in primary schools must not consider the physical attributes of the primary stock in isolation; there are many other core issues and plans that must be included when approaching the long-term primary capital programme in Suffolk.
67. The results of consultations with schools revealed that; although condition and deprivation were considered very important, persistent academic under-achievement, suitability and quality of teaching accommodation and provision of outdoor space were of higher importance. High quality ICT provision ranked the most important suitability aspect for schools. Effective security and provision for outside play/ learning space both ranked very highly. The provision of a hall with whole school capacity ranked highly along with light, natural ventilation and a bright and colourful environment. These aspects are also supported by the view that the 'psychology of the learning environment' should be seriously considered when developing designs. Sustainability of the building and environment and dedicated SEN spaces were also identified as very important.
68. **ICT:** Suffolk works with its partner company Customer Services Direct (CSD) to develop an effective ICT infrastructure for all schools. There are effective governance arrangements in place (ICT Learning Group) whereby ICT developments are discussed and prioritised with school representatives. The ICT Learning Group has overseen the development of the Schools Broadband Network and a standard Learning Platform (LP) for all Suffolk schools.
69. 95% of primary schools have bought into the Schools Broadband Network, which is based on a resilient wireless infrastructure. The challenge is to support pupils which do not have access to the Internet at home and so cannot access the LP outside school. Schools are encouraged to have strategies in place to identify where there are individual access problems and support the most vulnerable and disadvantaged pupils. Suffolk is using the Computers for Pupils funding to support the most disadvantaged and vulnerable children.

70. By linking with the Harnessing Technology grants, devolved formula capital and broadband funding, the PCP programme can provide up-to-date facilities to support this access and the delivery of personalised learning to individuals and their families to support raised attainment.

Long-term aims

71. Over the next 14 years the PCP will support the delivery of a 'world-class education' for Suffolk and deliver and support local cluster and local community' priorities through out the county, as part of the strategic Transforming Learning with Communities Programme. Key areas of Suffolk Children and Young People's Plan will be supported by ensuring these themes become an integral part of the design and build projects supporting the delivery of the programme. As the Plan is updated and developed the key themes will be adapted to ensure they are integral with and embedded in the changing needs of children, young people and families of Suffolk.

72. Suffolk Children and Young People's Plan 2006-2009 will be supported as follows;

- i) Be Healthy BH1 - Promote Healthy lifestyles by
 - developing access to sports provision and outside learning environments for all children and young people
 - access to top quality dining facilities to provide healthy meals and grounds to grow vegetables (kitchen gardens) to enable pupils to engage with informed and balanced attitudes to food and healthy eating
- ii) Be Healthy BH3 - Promote Emotional well being by encouraging the development of emotional health and resilience by
 - delivering a world class learning environment - 'psychology of the learning environment'
- iii) Stay Safe SS1 - Create a Safe Environment for children and young people by:
 - Providing safe areas where children can play
 - Considering the school environment in relation to children and young peoples perceptions
- iv) Stay Safe SS3 - Protect children and young people from crime, antisocial behaviour or bullying: by
 - "Designing out" problem areas or perceived problem areas.
- v) Enjoy and Achieve EA1 – Improve standards of attainment by:
 - Supporting the learning aims of the SOR programme (for example by reducing the number of points of transfer between schools) and utilising the most appropriate building stock (for example better condition middle schools and sites where appropriate for to primary)
 - Providing enjoyable, exciting and engaging learning environments
 - Supporting schools with persistent academic under achievement
- vi) Enjoy and Achieve EA2 – Extend high quality learning opportunities:
 - Through creating extended schools provision and integration of Children's Centres on school sites
- vii) Enjoy and Achieve EA3 – Improve access to informal learning leisure and recreation:
 - Through extended schools provision and integration of Children's Centres on school sites
- viii) Make a Positive Contribution MPC1 – Encourage active engagement with local communities and involvement in local decision making

- Cluster involvement in local decision making to integrate the PCP with local priorities and need
 - Engage pupils in design of the environment through ‘Having my say’
 - Engage pupils in sustainability supporting personalised learning gateways – Student Voice, Design and Organisation and supporting ‘The Greenest County’ by BREEAM accreditation.
- ix) Make a Positive Contribution MPC3 – Support in dealing with major changes
- Support children and young people through the changes of the Transforming Learning with Communities programme enabling them to continue to learn and develop and learn from the experience.
- x) Achieve economic well being AEW3 – Provide high quality childcare by:
- Increasing the partnership between schools, children’s centres and pre-schools, especially through co-location

73. The Primary Capital programme will

- support and lead development of an engaging curriculum to raise standards for all primary age pupils;
- support environmental education and sustainability;
- develop, support and provide access to visual and performing arts;
- provide support for learning for ethnic minority groups, travellers and Children in Care;
- support the implementation of the Healthy Schools Programme;
- support the Suffolk strategy for Sport and PE;
- support the promotion of personal and social and health education, personal well being, Health and Safety across the curriculum.

74. This has clear implications for the development of learning environments as pupils will be encouraged to use a range of technology and other resources, including first hand experiences, to embed their understanding and develop skills and knowledge. Flexible learning spaces will allow for more innovative, creative, lessons to support the cross curricular approach.

75. *Transforming learning with Communities* is the key strategy setting out Suffolk’s Vision for the future and will embrace six key developments:

- i. The new approaches to learning embodied in **Early Years provision, the revised National Curriculum, the National Children’ Plan and the Suffolk 14 to 19 Strategy** will enable us to transform what and how our children and young people learn.
- ii. The **reform of our workforce** will enable a more flexible, dynamic and relevant approach to learning.
- iii. The **Primary Capital Programme** and the **Building Schools for the Future Programme** will provide over £700 million of capital investment in order to create 21st teaching and learning facilities across Suffolk.
- iv. **School Reorganisation** following School Organisation Review along with robust pupil place planning is helping us establish a coherent, consistent and sustainable education system for the County by ensuring schools are the right size and in the right place to meet community needs

- v. **Special Educational Needs Review** ensuring centres of excellence and expertise for the full range of special needs, collocated on mainstream school sites and providing outreach services into local communities, as part of the overall integration of all special needs services
- vi. Implementation of The Suffolk **Children and Young People's Plan** will remove some of the key barriers to learning, especially for vulnerable learners, by ensuring our children and young people are happy and healthy, safe and sound and on the right track.
76. We have a responsibility to strengthen support for all families to ensure that children and young people can develop worthwhile, interesting and enjoyable lives. Particular attention also, needs to be given to those children and young people who are vulnerable to underachievement in learning (including some learners from minority ethnic backgrounds, children and young people in care, and those with learning difficulties or disabilities), to ensure that everyone has the opportunity to achieve at their full potential.
77. Schools in communities damaged by generations of underachievement, unemployment and social fragmentation will need other agencies and initiatives to help them tackle the deep-seated barriers to raising the aspirations of children, parents and teachers. The **Every Child Matters** agenda and **The Children's Plan** are of vital importance in helping to improve the continuity and progression in learning for children at risk of falling behind.
78. The vision for learning sets out our priorities for making learning successful, enjoyable, inclusive, accessible and ethical. The vision is to move away from traditional classroom provision to provide more flexible, personalised learning through a broader curriculum. Increasingly, trained teachers are using their skills and experience to lead learning with more support staff and community mentors. New technology means specialists can share their expertise while students can access a wider range of information and support at any time. Schools of the future will be centres of learning, integrated with health and support services, and accessible to the whole community.
79. The recent School Organisation Review has provided the County Council with the opportunity to assess various options on how all maintained schools in Suffolk could be structured to meet the needs of all pupils for the 21st Century. On the 4th March 2008 Suffolk Council adopted a preferred option to move to a 2 tier system of primary schools covering the 4 to 11 age range and secondary schools covering the 11-16 or 11-18 age range subject to further consultation on proposals for its implementation on a phased basis in Stage 2 of the review.
80. To ensure the highest quality provision, any proposals put forward should:
- Provide engaging and enjoyable learning experiences that deliver the highest possible standards for children and young people
 - Develop Suffolk as a centre of professional excellence for all staff
 - Ensure all schools have the capacity, working together with our key partners, to deliver a broad range of learning opportunities
 - Ensure that schools provide suitable support for all children and young people, including those with additional educational needs
 - Ensure that schools are able to develop a range of services, working together with our key partners, that meet local needs including, where applicable, integrated early years and child care
 - Involve local stakeholders, children and young people, in the development of learning opportunities in the community
 - Ensure that all our schools promote social cohesion and harmony
 - Consider the amalgamation of infant and junior schools; Primary schools should be of sufficient size to ensure required levels of staffing to effectively teach the curriculum; Assess the issues involved with organising primary schools into whole

year groups; Agree on the maximum size of a primary school; Agree the minimum size of a primary school;

- Identify schools with the poorest condition Agree a methodology to prioritise primary schools for a possible: Total rebuild, Major refurbishment, Minor refurbishment, Closure. Priority be given to safeguarding the position of village schools, recognising their place at the heart of their communities, including the possibility of federation or other measures where their viability is at risk.

81. Providing a continuum of support through integrated children's services. Integrating social and emotional aspects of learning (SEAL) within the broad curriculum and working in partnership with parents and encouraging more involvement in their children's learning. The CYPP priority (Excellence and Equity) to provide parents/guardians with more information about their child's learning and progress will be most successful in schools where parents are welcomed as partners in learning. Providing a dedicated space for parents will enable schools to provide a wider range of services and information opportunities for parents during the school day, including aspects of the core offer for extended schools and

Approach to change

Capacity building and change management

82. Changes of such significant proportions as a result of any decision to change the structure of or carry out a major refurbishment or replacement of schools and will require a comprehensive programme of support and development. The County Council has employed specialist staff to support and deliver the SOR and PCP programme of change. The SOR programme impacts on half the county schools including primary schools. There will be an overall reduction in the number of schools resulting from SOR. However, there will be no significant change in the number of posts associated with teaching and supporting children.

83. A staffing protocol has been agreed with trade unions, professional associations and the Church of England and Roman Catholic Dioceses. Its aim is to encourage schools to work together to manage the re-deployment of staff from middle schools as they close. This has broad support throughout Suffolk.

84. The changing needs of the school workforce are kept under review through a series of termly seminars for school CPD co-ordinators and this offers a key opportunity to identify future CPD priorities and needs. A survey has been undertaken to establish the training needs of middle school staff in order to enable them to move into primary or secondary schools. A programme of training will be developed to reflect these needs.

85. The overall structure and effectiveness of the support to schools is monitored at a County level by a strategic management group, the County Schools Effectiveness Group, consisting of senior officers in the Directorate. The current procedures are kept under constant review in this way.

86. Schools are being actively encouraged to consider Federation (particularly soft federation) as an opportunity to link and engage with local schools to maintain and improve standards over this transition period. Clusters are being encouraged to have an active involvement in local decisions within the PCP to ensure resources and opportunities are maximised.

87. The County Council uses formal change management techniques to ensure that its major change programmes are robustly managed. The suite of techniques include project management (using an adaptation of Prince2), Programme Management (based on the OGC "*Managing Successful Programmes*" approach) and a Service Review Process - a locally developed project approach to service re-specification. There is a robust approach to risk management.

88. All Change Projects are managed as part of an overall CYP Change Programme. The Directorate Management Team acts as the Programme Board and monitors progress against milestones on a monthly basis. In turn, the CYP Change Programme forms part of the County Council's overall Transformation Programme, and key milestones and inter-relationships are monitored through the Corporate Management Team, which meets monthly as a Programme Board and is accountable to the Portfolio Holder CYP and Cabinet.

Planning Monitoring and Evaluating to ensure the success of the PCP

89. This strategy anticipates the full 14 year PCP but will need regular review in the light of continually updated base data and any proposed changes and developments to the county structure resulting from the Boundary Commission recommendations for Local Government Review.

90. CYP are the commissioners of services and responsible for the delivery of the PCP with partners in Property Services for design and build commissioning and CSD for ICT design and procurement. CYP with the Children's Trust are the delivery agent for the Children's Plan. Planning monitoring and evaluating the programme will be lead by CYP and supported by its partners to ensure projects are well designed, on cost, on time and deliver clearly identified outcomes through a robust option appraisal process. Targets identified and linked to the Children's Plan will be monitored and evaluated by CYP.

91. Consultation responses suggested ranking in order of a single need under a criterion was not the most effective way to determine priorities and may not achieve best value. Stakeholders indicated that the highest priorities for determining the PCP in Suffolk should be resulting from a combination of **deprivation ranking**, **persistent academic under achievement** and **support for the changing structures through the Schools Organisation Review** programme. Other factors to be considered in ranked order where:

- i) Suitability to deliver the curriculum
- ii) Value for money (VFM)
- iii) Sustainability and ability to meet the 'Vision for Learning'
- iv) Condition
- v) Broader local need to support communities, the rural/urban needs

92. Taking the views of consultees into account, projects will be prioritised using AMP data on condition and sufficiency data (in accordance with DCSF guidance) collected on an annual basis, deprivation data published on the DCSF website, standards data published on the standards website and held within CYP, phase of SOR.

93. Projects will be scored ranked and banded and those addressing the greatest number of needs particularly in relation to standards of achievement, condition, deprivation and surplus places will have highest priority. Schemes required to be delivered within a tight timetable within each phase of the SOR programme will be considered as a high priority particularly if new schools are required. Schemes within later SOR phases may be deferred until consultation has been completed. Where there is an opportunity to add value schemes will be considered ahead of banding. These schemes are likely to be where value for money can be delivered by linking funding and partnership opportunities.

94. Where banding indicates more school schemes than can be delivered within the funding available consideration will be given to suitability, VFM, sustainability, ability to meet the 'Vision for Learning'. Also cluster priorities developed through Cluster Plans will be taken into account to ensure local priorities and need is supported.

95. Projects identified for the first phase of the programme (initial 4 years) have been selected taking into account the priorities identified above and based on their ability to provide high impact in a short period of time. Project programmes will be finalised following regular consultations involving schools, stakeholders, partners and cluster groups and using the most up-to-date AMP and survey information. Projects identified for the later phases (to 2020 and beyond) will be managed in accordance with the criteria set out above.
96. The County Council has introduced a consistent methodology for the governance of building projects based on best practice methods (PRINCE2). This will involve the establishment of a project board which will meet to resolve business issues. Larger projects will include a Senior Responsible Owner, Senior Supplier (Property representative), and Senior User (either a Head teacher or Senior Education Officer).
97. The Board will appoint a Project Manager who will co-ordinate the project from inception to completion and will normally be a member of the Property Team or of the Framework Consultant partners. The project manager will co-ordinate a series of work packages, including the “briefing team” (led by a capital project officer in the Children and Young People’s Directorate), design team (led by the lead consultant or architect) and construction team (led by the Framework Contractor). The project manager will monitor the project plan and project costs and report changes or issues to the Project Board.
98. Suffolk County Council’s approach to risk management supports the key requirements of good project governance. The project framework ensures that risks are regularly reviewed and that any changes in circumstances are recorded and acted upon. Typically, common areas of risk are: Strategic; Financial; Reputation; Political; Legal or Regulatory; Operational; Informational; Involving people; Environmental. In the case of the Suffolk BSF programme, risks will be assessed against these and other criteria.
99. During the course of consultation, stakeholders were keen to ensure the benefits of the PCP were being realised and considered that the impact of the programme should be monitored and evaluated through:
- regular review and updates to Cabinet
 - mixed stakeholder/focus groups to monitor, evaluate and plan further phases
 - active engagement with clusters and schools through the county website and other established communication networks

Achieving Learning Transformation

100. Initial and ongoing support is available to all schools through the county services including School Improvement Partners. All schools are monitored termly by teams from a range of disciplines within the Directorate and concerns about underperformance are brought to the attention of senior management and appropriate action is taken. The level of support provided to schools that are underperforming is in direct proportion to the identified need and schools that are so categorised are monitored monthly.
101. In the severest case, an area-based team (Core Action Group) will be convened in partnership with the school in order to establish an Action Plan, target support needs and to identify resources, and monitor progress in detail. Regular reports are provided for Governing Bodies in these cases.
102. Progress will be regularly monitored on ensuring raised educational achievement is transformed as a result of the PCP programme and in line with the **Transforming Learning with Communities Vision for Learning** key developments in relation to **Every Child Matters**, **The Children’s Plan** and **Suffolk Children and Young People’s Plan**

Finance

103. Schools are encouraged to support the CYP Capital programme by using their devolved DFC to support identified priorities. This will continue and will be an expectation within the PCP. Other devolved funds such as Harnessing Technology and where appropriate Schools Access Initiative will also be brought together to enhance a PCP project. Schools are proactive in enhancing capital projects through applications for small grants.
104. Suffolk is particularly successful at drawing on Section 106 funding and where this complies with planning requirements will be drawn upon to enhance projects. This is particularly helpful in supporting Diocesan partners with their 10% contribution liability.
105. A commitment has already been made on the 3 year Budget Book 2008/09 and Medium Term Financial Plan to support the wider capital programmes impacting on Suffolk schools to ensure funding is in place and Best Value is delivered. Basic Need and Modernisation funding allocations have been included in these projections.
106. Suffolk recognises its high level of surplus places and is committed to addressing this through further discussion with DCSF regarding Targeted Capital funding to help support the PCP and SOR to reduce high levels of urban surplus places.

Procurement

107. Procurement – Suffolk developed a framework with constructors and a consultant in 2006 that is currently delivering the Suffolk programme of capital projects and could be extended into 2012 to deliver the first part of the PCP. The framework has been developed on lean principles and in response to improving the traditional construction thinking.
108. Value for money will be measured by using
 - Examples of costs and ranges in Suffolk projects
 - Comparison of projects against benchmarks
109. Suffolk and its ICT partner CSD are part of a strategic partnership with the Eastern region authorities through the E2BN consortium. This offers the counties the opportunity for enhanced purchasing powers, shared use of framework and contract agreements and best practise development. CSD will be partners in the design teams at concept stage for the delivery of the PCP to ensure works are well planned and integrated at an early stage.

Design

110. Suffolk has an excellent track record of good design and the LA and Property teams have a vast experience in briefing and designing exemplar primary school designs. Suffolk's Property team has won a number of national design awards for its design of primary schools including RIBA awards and sustainability awards. The Property team has a range of experienced designers in house through a multi-disciplinary team but has expertise in commissioning external consultants who work closely with the client department and schools to ensure all aspects of learner needs are incorporated. Particular emphasis will be given to the 'psychology of learning environments'.
111. Suffolk has a major commitment to 'green' initiatives and prides itself in embracing ways to reduce the carbon footprint of its schools. Suffolk's Property team has qualified BREEAM Schools Assessors and the LA team is also an experienced client for BREEAM. Suffolk is committed to being green through the 'Greenest County' agenda. Suffolk has now installed ten wood fuel boilers in schools and this programme will hopefully continue through the PCP to deliver carbon savings. In addition projects with wind turbines, PV cells, solar water heating have been installed in Suffolk schools.

112. Government Guidance on sustainability is contained within Planning Policy Statement 1 (PPS1) and encourages the delivery of sustainable buildings with consideration given to how the building will take account of the changes in climate over its expected life time. Regional Planning Guidance is emerging from the East of England Plan although an interim target of 10% of the energy consumed in new development should come from renewable sources the plan does not set out what type / size of development would need to achieve this level of renewables. Local Planning Authorities are encouraged to set their own targets for on site renewable energies. The Suffolk County Council's Environment Action Plan will be considered in future developments.

Initial Investment proposals – 2009/10 to 2012/2013

113. Suffolk's aim is to bring all our primary schools up to a standard to support learning in the 21st Century. Therefore the priorities for the first four years are identified in rank order through a structured scoring, ranking and banding process (details of which are available). Criteria identified above were used to enable schemes to be proposed across the whole of the county for this initial phase. Schemes linked to SOR and amalgamations are subject to local consultation and the publication of statutory notices. There is an expectation that capital receipts will be achieved as a result of some PCP schemes and these receipts will be used to further support the PCP and SOR programme.
114. Within the first four years of the programme, consideration will be given to the results of the SEN review when consultation is completed in early spring 2009 to ensure this will impact within the PCP. A number of projects are also in the development stage and are proposed through other programmes. Throughout the consultation process for PCP it was made clear to schools and stakeholders that PCP funding is *in addition* to our annual capital programme.
115. The following school priorities contribute to reducing some of the county's highest surplus places, highest condition need, contributes to improvements to schools with the highest deprivation ranking, supports county initiatives for the Vision for Transforming Learning Communities and SOR to improve educational standards, and provides VFM to support the diocesan pressures on 10% contributions to schemes.
116. It is clear not all high priorities can be tackled in the first four years. £7.13m would be required to address the worst 5 % condition elements only of Suffolk primary schools. The worst 50% condition elements of primary schools would require in excess of £35m (this excludes the condition costs for primary PRU's). Schemes proposed in this initial phase have an identified need based on 'condition' alone of £6.5m.
117. The schools identified currently have an average of 24% surplus places which is a total surplus capacity of 1168 pupil places.
118. The County's highest condition need for a primary school valued at £811,245 is **Leiston Primary, Leiston**. It has 23% surplus places and is the 34th most deprived county primary school. This school is within the SOR phase 2 programme which is currently under consultation and proposals to address the issues at this school will be taken following local responses and decision by Cabinet.
119. **Northfield St Nicholas Primary, Lowestoft** has condition needs of £647,640 which is the 2nd highest across the county's primaries. It has 30% surplus places. It has established a soft federation with **St Margaret's Primary, Lowestoft** which is ranked the 5th most deprived primary with a £291,000 condition element and has 11% surplus places.
120. To develop schemes for both schools in the initial phase of the PCP is considered an unrealistic expectation of schools governors, pupils and head teacher. It is therefore proposed that works at these schools are phased to give opportunity to retain stability and manageability. St Margaret's is a popular school and it is proposed to expand as a result of

the SOR consultation and stakeholder recommendations. The school currently has a PAN 30 and is proposed to increase to PAN 60. This will require the building of a 420 place primary school with nursery on the current and adjacent Harris Middle school site.

121. **White house Infants and Junior schools, Ipswich**, have a combined condition need of £1.1m. Surplus places are respectively 27% and 38% at these schools. Deprivation ranking for these schools are 16th and 18th respectively. Currently these schools are in a soft federation and are considering formalising this arrangement. They are therefore constrained by the consultation timetable before a decision on the way forward for PCP developments can be confirmed. Feasibility schemes will be developed over the first 4 years of the programme to consider the potential for amalgamation of these schools.
122. **Fen Park Primary, Lowestoft** is ranked the county's 6th most deprived primary. It has 47% surplus places and a £246,000 condition element. The nearby **Kirkley Middle, Lowestoft** school has had a period of time in special measures. There are local community needs and a need to raise local expectations and local attainment. The proposal is to relocate Fen Park primary from its current 3 storey Victorian building to the recently upgraded and refurbished middle school. Modifications to adapt the middle to primary will be required and funded through capital funding allocated to support the SOR through the CYP capital programme.
123. **Ranelagh Primary, Ipswich** has a high level of condition need identified as £515,000 which is in the top 5% of need. It also has 33% surplus places. The proposal is carry out a feasibility study to consider options including major refurbishment or replacement.
124. **Roman Hill Primary, Lowestoft** is ranked the county's most deprived primary with condition needs valued at £297,600. It has 23% surplus places. The current primary site has limited capacity to expand. Therefore the proposal is to relocate this school to the nearby **Roman Hill Middle, Lowestoft**. The middle school is in better overall condition and can accommodate additional year groups under the SOR proposals. Works will be required at the middle school to upgrade and adapt this accommodation for primary pupils.
125. **Westfield Primary, Haverhill** the 53rd most deprived school and has a condition need of £198,400 and surplus places of 15%. It is within SOR phase 1. The proposal is to relocate the school, either onto **Samuel Ward Upper** school site or **Chalkstone Middle** school site. An option appraisal is currently being developed considering both possible sites.
126. **Clements Primary, Haverhill** is the 17th most deprived primary, this school has condition needs of £132,900 and has 29% surplus places. The current primary site would be severely congested with the addition of the two additional year groups resulting from SOR phase 1. Therefore a new school is proposed. The site is the subject of a possible land swap with partner authority, St Edmundsbury Borough Council. The proposed site has the benefits of being adjacent to a children's centre and therefore supports our vision for integrated services.
127. Feasibility schemes and proposals will also be developed over the first 4 years of the programme to consider the potential for amalgamation of
 - **Fairfield Infants with Colneis Junior, Felixstowe,**
 - **Maidstone Infants with Causton Junior, Felixstowe,**
 - **Castle Hill Infant with Castle Hill Junior, Ipswich.**
128. Feasibility schemes and proposals are also to be considered for the proposed new school at **Red Lodge** and the existing **Tuddenham Primary, Tuddenham**
129. The programme is to include schemes at two Aided schools within the first 4 year programme. **Debenham, Sir Robert Hitcham CEVCP** is currently in the 2008/09 LCVAP programme and has condition needs valued at £416,600. **St Mary's CEVCP, Mildenhall** is currently in the 2008/09 and 2009/10 LCVAP programme with condition needs valued at £176,500. By linking

PCP works with these LCVAP developments, best value can be achieved and a reduction in the overall project costs including the 10% governor liability. St Mary's CEVCP is included in SOR phase 2.

Local consultation and agreement

130. Consultations on the SOR were extensive. A Stakeholder Group including head teachers, teachers, support staff, governors and parents, has informed the process throughout.
131. In developing 'The Vision for Learning' the views of children and young people, parents and carers, the views of teachers, support staff, head teachers and governors have been taken into account in the development of this Vision. Local Authority Officers, councillors, representatives of the dioceses, LSC and FE colleges have also been involved. The SOR and initial work on BSF have enabled us to gain the views of a wide range of stakeholders across Suffolk and these have informed the Vision.
132. More than 150 pupils of all ages from schools of all types across the county got together in mixed groups to talk about what helped them to learn and what schools should be like in the future. The event was held in December 2007 and was organised by a group of headteachers to inform Suffolk's plans for future schools, including the PCP.
133. The pupils made it clear that flexible space, sustainability and access to high-quality, reliable information technology were important. Sixth formers lead their group tables with virtually no adult input. The pupils wanted high-quality learning environments, but the thing that came through strongly was just how important the quality of relationships with teachers, support staff and parents is to them. They also wanted spaces to be more flexible, with larger areas for group work alongside areas for working independently or collaboratively, and an overwhelming desire for working and learning outside as well as inside.
134. As part of the PCP consultation, a half day consultation event took place in each of the three areas of Suffolk. Attendees were engaged in contributing to the formation of the Strategy for Change. These events were attended by a variety of stakeholders including heads, governors, parents, diocese, new school providers, educational professionals, early years and childcare, cluster and extended schools representatives.
135. We have considered the Essex pilot PCP project 'Essex Collaborative Centre'. This was supported in principle as an option to be considered to have application in certain circumstances in some areas of Suffolk. Transport costs to such a centre were however, a concern in rural areas.
136. Key themes emerging were around ICT, personalisation, external areas for outside learning and sustainability. Facilities to enable better support for increasing numbers of SEN pupils were needed.
137. As part of the continuing stakeholder engagement a series of events and activities are planned to engage stakeholders in planning effective Learning environments for the future linked to implementing Suffolk's Vision for Learning. An example of this was a recent 'immersion event' where 11 head teachers visited a range of learning environments to plan for the future.
138. These proposals will provide a valuable platform for achieving our aspirations for creating outstanding learning environments to enable children and young people to achieve success and support them and their families into the 21st Century.