

Draft Primary Strategy for Change

**Brent PCP Primary
Draft Strategy for Change (PSfC)¹**
Version 10

DRAFT

Executive Summary

Brent has ambitious aspirations for all its children and young people and their families. It welcomes the Primary Capital Programme (PCP) as a catalyst for bringing about educational transformation. That transformation will be within a corporate setting in which the Council can be proud of significant achievements not just within the Children and Families (C&F) Services, but also in respect of cultural services, regeneration programmes and housing initiatives. PCP investment will therefore not just bring about educational transformation but will also make a significant contribution to the quality of life of local residents both within the borough boundary and in the surrounding areas.

The Primary Capital Programme offers Brent an unprecedented opportunity to remodel its primary estate to reflect the needs of our community in the 21st Century. Taken in conjunction with our application to enter wave 6a of BSF and the development of Academies in the Borough this will mean that our school provision across all ages and abilities will be remodelled to meet the needs and aspirations of our communities providing unprecedented diversity of provision and transforming teaching and learning.

The PCP in Brent will be developed in conjunction with existing capital resources available for investment in primary schools and where necessary explore additional sources of funding to enable the investment to create transformational change.

PCP will help deliver wholesale educational improvements for all primary aged children while focussing on underachieving sections of the school community.

The PCP will help deliver the Council's vision of local schools becoming a hub for their local communities.

Section 1: The Local Perspective

Brent is an area that enjoys rich cultural diversity combined with the challenges of significant deprivation in some wards balanced against more affluent neighbourhoods in other parts of the borough. Because of the population growth and nature of the borough Brent faces a unique set of challenges in terms of primary school provision as it is one of the few authorities which has a problem in terms of lack of primary places. Much has been done already to address issues in the borough however the PCP will further help us towards addressing these problems effectively and improve education for all. Brent wants to build on the cultural diversity within the borough and see this as an opportunity to build an exciting and diverse educational experience for all of our children – an opportunity which many do not have.

Brent's primary education in the 21st Century will provide:

- Primary Schools that develop 'Young citizens who are safe, happy, succeeding, creating their own future and able to contribute positively and responsibly to their community' (Developing Young Citizens of Conscience)

- Primary Schools that are at the heart of their communities, a source of pride and a valuable resource for children, parents and local communities.
- Excellent buildings equipped for teaching and learning in the 21st Century, offering easy access and referral to a full range of services for all families.
- Schools of differing size and character, offering varying services but always reflecting the needs of their local community.

The PCP, alongside wider schools capital projects, will act as the catalyst for educational transformation that will embrace a partnership approach to teaching and learning and that sees education as a lifelong experience that all are entitled to. We are committed to improving outcomes for all across the borough and to working with our communities to understand their needs and to provide education and learning experiences that are positive for all.

There are three long term aims emerging from a combination of the outcomes of consultation and the preparation of the PSfC. They are:

- Raising of educational achievement for all targeting wherever practical areas of high deprivation and schools in poor condition or poor suitability rating.
- The Integration of Primary capital Investment with other capital initiatives such as BSF, Regeneration and other initiatives (such as children's centres, development of Managed Learning Environments – MLEs) whilst at the same time ensuring that successful schools are not overlooked;
- Effective maintenance of the planning of school places across the primary provision to ensure that every child has access to a good school in a local area;

Section 2: Baseline Analysis

2.1 Local Context

Brent is a Borough of stark contrasts in its economic, environmental, ethnic and social make-up. It has the second highest proportion of ethnic minority residents in the UK (53.9 per cent) and is one of the most ethnically diverse communities in Europe, with large Asian-Indian, Black-Caribbean, Black-African, Irish and refugee communities. Five wards, all within the South of the borough, appear within the top 10 per cent most deprived wards in the country with unemployment up to five times the national average, life expectancy 10 years below national comparators and over half of households with incomes below £10,000 per annum. Conversely, the characteristics of much of the north of the borough and some neighbourhoods within the south are distinctly suburban. Generally, indicators allude to a high standard of living; unemployment is below the London average; provisional figures for 2007 shown school attainment slightly below the London average, and crime rates compare favourably with the rest of London.

2.2 Deprivation

In Brent approximately 25% of children live in overcrowded households compared to 11% nationally

- Unemployment in some areas is five times national average
- Nearly 15% of our population lives in some of the most deprived wards in the country.
- 27% of primary children qualify for Free School Meals
- 5,100 pupils are at school action, action plan or statement of SEN
- A significant proportion of children come from families on the move: four in ten children in Year 6 were not in their current school or not in this country in Year 1.

Brent has been the subject of much inward migration since the European Accession of January 2004. The borough currently has a deficit of school places in both the Secondary and Primary sectors for casual admissions. As well as casual admissions, a review of school places has projected an additional requirement of approximately 8 FE by 2010 in the primary sector based on the population rise in the Borough and improving educational standards. This is based on maintaining 5% surplus capacity.

2.3 Current estate

Brent has 60 primary schools, of which 36 are community, 20 are VA schools, and 4 are Foundation schools. The VA sector in Brent includes Church of England, Roman

Catholic, Jewish and Islamic. The Borough has a mixture of provision and some separate infant and junior schools, however, the majority are primary schools. Brent also has four special needs schools catering for primary aged pupils. In terms of Early Years provision, Brent also has two nursery schools, five Children's Centres and a further seven designated Phase 2 Children's Centres. More Children's Centres (a further 8 planned) are to be introduced under Phase 3 of the Council's SureStart Children's Centre Programme.

2.4 School Places

The current number of pupils in Primary education in Brent is 20,843 as at September 2007. Following an extensive numbers projection exercise it is projected that the number will rise to 23,002 by 2016 and there will be a need for a further 8 - 10 Forms of Entry.

There are 3,210 places in reception classes in Brent across Community, VA and Foundation schools and there is increasing demand for school places across all year groups. Demand is most acute in central and west Brent, particularly Wembley central, Sudbury and Alperton, where the majority of primary schools are full. There is some capacity in the south of Brent. As of December 2007, 16 children in years 1 to 6 are without a school place. The October 2007 pupil headcount shows that all reception classes in Brent were full with two exceptions, both faith schools and both in the south of Brent. As of December 2007, 29 reception age children were without a school place.

Brent has been experiencing an upsurge in casual admissions since 2004 with 582 casual admissions since 2006 into the primary sector. Many of these of casual admissions belong to minority ethnic groups with those from India, Somalia, Nepal and Afghanistan being particularly in evidence. Brent has also been subject of much inward migration since the European Accession of January 2004.

Fourteen assessment centres have been set up to support the process of finding school places for new arrivals. The Council's strategy has been to establish places in Education Projects where students can acquire sufficient English before being placed in secondary schools through which an additional 200 education places have been created. The combined impact of these initiatives has meant that some Brent's most vulnerable children have been able to secure suitable educational provision. PCP will enable more permanent measures to be put in place. Consultations have been held with several schools to discuss their ability to increase by a form of entry to meet current demand and to meet the projected demand.

The last technical report on demographics in the primary sector, issued in January 2007 and updated in-house in the summer of 2007, concluded that an additional eight forms of entry (FE) will be required by 2010 to satisfy the demand for primary places in Brent, with further expansion needed by 2016. 8FE is the equivalent of 1680 places, i.e. 8 classes of 30 pupils x 7 year groups, or 8 additional classes per year group across the Borough.

In order for the Council to meet its statutory requirement to provide sufficient school places, the provision of additional capacity in the primary sector will be a key objective of the PCP in Brent. This makes Brent, together with a handful other Authorities mainly in London and metropolitan areas, unique amongst Local Authorities across the country, where the removal of surplus places is more likely to be the key driver.

Brent has been categorized by DCSF as being in the highest deprivation category and as such has been advised to plan on the assumption that 10% of schools in the worst condition will be rebuilt or taken out of use or rebuilt and 40% improved. Because of the demand for school places in the borough this means that we will not be taking any schools out of use.

Brent is currently reviewing forms of schools within the authority following the School Places Consultation which was conducted in December 2007. Consultation on school organisation is already going ahead for schools in the first trench of the programme. Part of the School Places Consultation which was undertaken in December 2007 consulted over size and local accessibility.

The Council is also negotiating one all through Academy which will be assessed and reviewed.

Unfortunately, Brent has few site options to develop new, smaller schools given the paucity of land available.

2.5 Educational Performance

Provisional results for 2007 show Brent has performed below London and national averages at Key Stage 2 and Key Stage 1.

Brent has seen a decrease in the percentage of pupils achieving Level 2+ in reading and writing this year, by two and four percentage points respectively. The percentage of pupils achieving Level 2+ in mathematics and science has remained constant.

Brent is receiving a stream of casual admissions throughout the academic year of inward migrants for the newly joined European states who do not have English as their first language and therefore impact on the overall standards of the schools.

The educational achievement of looked after children is consistently below the average level of achievement across the borough. This limits the opportunities and life chances of looked after children when they leave care. We want to maximise the opportunities available to looked after children, through the provision of individual packages which support their educational attainment

The Primary Capital Programme will enable us to address some of the key targets outlined in our Children and Young people's Plan including:

- To improve Foundation Stage provision – through integrated foundation stage areas to facilitate closer staff working.
- To provide accessible and safe play, sport, culture and leisure – look to provide more accessible and variety of provision as part of remodelling and refurbishments
- To accelerate the rate of improvement of under-achieving groups, narrowing and eliminating gaps – looking to promote
- To ensure disabled children and young people are able to access the same wide educational and life opportunities as others – further develop inclusion with in the PCP build programme
- To improve educational outcomes for Looked After Children to match or exceed national averages

2.6 School Estate: the condition of need

Brent has an overall, estimated need of £18m to meet condition issues in the Primary estate based on a patch and mend solution. There is also a high need for suitability works which is estimated at £10m. The school estate is a mixture of Victorian-which are predominantly sited in the South of the Borough – and 1930's, 1950's buildings. Most of the current estate does not lend itself easily to modern teaching methods, because of the difficulties of accessibility the estate does not lend itself to inclusive education and for extended use. To support the development of the PCP in Brent, high level new build, remodel or refurbishment investment options have been identified for each of the Borough's 60 primary schools. This work found that in order to ensure all primary schools have fit for purpose learning and teaching facilities an estimated £350 million is required between 2008/2009 and 2021/2022, at today's prices

As the demands placed on education are changing, there is a move towards creating flexible, multi purpose spaces that can be adapted to suit the needs of the curriculum. Educational delivery is difficult in the estate given its current problems, but investment will help transform the schools by creating the opportunity to provide the spaces and buildings designed to enhance teaching and education delivery

Many of the schools in Brent's existing estate are not suitable as classrooms are too small and are inflexible. Some do not comply with DDA and many do not have sufficient outside space.

2.7 Extended services and co-location of primary schools

Brent is committed to providing extended and integrated services through schools and children centres. Schools are to play a significant role in improving outcomes for children and young people as set out in Every Child Matters (ECM). The DCSF has set a target that by 2010 all schools will provide access to a 'core' of extended services. Currently in Brent 32 schools offer access to the full extended services menu.

To support the delivery of integrated services Brent is rolling out the Common Assessment Framework, developing the role of Lead Professional and has established multi-agency panels.

Brent has an extended schools project which involves accelerating the rate at which schools are able to provide the 'core offer' of activities and services through support to access additional funding streams. An additional Funding Officer has been recruited to work with clusters of schools and their voluntary and community partners to put in place suitable projects and funding arrangements that deliver the extended schools programme. The current bids include;

- Collaborative bid for the Wembley locality focusing on Family Learning for targeted vulnerable families. The application for stage 2 is currently being prepared, and will bring in a budget of £300,000
- A collaborative project among three schools in Wembley for Football coaching
- ICT equipment for local community use within a school's refurbished caretaker house
- Family 'pavilion' to be shared between an infant and junior school
- Swimming coach to enable a swimming pool within a school to be used by the community

Brent has developed five localities, each incorporating between 15 – 17 schools which embrace a multi-agency approach in identifying and developing services and activities for children and families. Each locality has dedicated capacity, a Locality Co-ordinator and Integrated Services Team, and head teachers from schools meet regularly to develop collaborative initiatives and share good practice.

With further resources made available through the PCP, schools can look to providing more extended provision to meet the aspirations of the authority and the local communities.

2.8 Children's centres and wider children's services

Children's Centres are crucial to the implementation of the Government's ten year childcare strategy and contribute to improving the child outcomes set out in ECM. The Government is making a shift to more co-located, multi-disciplinary services that provide personalised support to children and their families.

Two primary schools (Fryent Primary and Wembley Primary) and two secondary schools (Queen's Park Community School and Alperton Community School) are currently being developed into Children's Centres to meet phase 2 targets. All Children's Centres, including those on school sites, will benefit from capital investment to ensure facilities meet service delivery requirements. This will include additional space to provide office accommodation, consultation rooms, training activities and crèche facilities. There will be a third phase of development (08-11). Children's Centres need to be incorporated into the Primary Capital Strategy to make efficient use of limited resources, maximising the capital investment and meeting combined targets.

Brent has opened and designated 5 Phase 1 and 7 Phase 2 Children's Centres, and have begun planning locations and service delivery for 8 Phase 3 centres. Each centre has a catchment of 800 families with children aged 0-5 and dedicated resources, either centrally commissioned or located at each centre providing a full core offer of activities as defined by the DCSF.

Brent has a robust infrastructure in place to support the strategy. Brent has developed five localities which are co-terminus with the PCT, each incorporating between 15 – 17 schools and children's centres which embrace a multi agency approach in identifying and developing services and activities for children and families. The PCP will enable Brent to capitalise upon these opportunities as it will help facilitate the development of structures which will enable each locality to strengthen universal provision and support vulnerable children as early as possible. Brent schools are at the heart of their communities and play a leading role in driving forward this agenda.

2.9 Inclusion and SEN

A review of special educational needs provision in Brent was completed in October 2005. The review concluded that there should continue to be 5 special schools but with some re-designation to reflect more closely the range of children's needs. It was also concluded that provision for SEN in mainstream schools should be strengthened to support the inclusion of pupils wherever possible and in accordance with parental preference. This would not be through separate 'unit' provision but through ensuring that designated mainstream schools have full disability access, therapy provision and access to specialist training, advice and support. The outcomes of the current review are being refined will feed into the shaping of PCP projects as appropriate

The number of children with complex and multiple needs and with autistic spectrum disorder, has continued to increase in recent years and further plans are being developed to strengthen in-borough provision and reduce reliance on out –borough placements. PCP combined with BSF will enable us to address this through the re-build of current special needs provision.

2.10 Healthy Schools

In the Primary and Secondary sector, Brent have 55% schools who have obtained the National Healthy Schools Standard with 68 out of 81 schools participating in some aspect of Healthy Schools programme.

A Healthy Schools Project Officer has been in post since February 2007, focusing on supporting schools through the self-validation process. The project officer's particular focus is on pupil participation within the self validation process.

As part of the PCP process will look to build on our success in the Healthy Schools agenda by providing on site kitchens to provide a healthier diet, and cooking skills. We are also committed to providing more school sport and recreational space for community use through the PCP process.

Section 3: Long Term Aims for Primary Education

The Council's Vision for the borough is set out in the Brent's Corporate Strategy 2006-2010:

'Brent will be a borough where all its communities enjoy a high quality of life and will be able to fully participate in society. Brent Council will have a reputation for good democratic accountable leadership, strong partnerships and excellent services. Brent will be a borough proud of its diversity, served by an ambitious, progressive and outward looking council. Brent will be a home of choice for its diverse population and businesses'

We have identified the following key outcomes that we want to achieve for our children and young people through the development of primary schools and linked to the raising of standards of achievement:

- Primary Schools that develop 'Young citizens who are safe, happy, succeeding, creating their own future and able to contribute positively and responsibly to their community' (Developing Young Citizens of Conscience)
- Primary Schools that are at the heart of their communities, a source of pride and a valuable resource for children, parents and local communities.
- Excellent buildings equipped for teaching and learning in the 21st Century, offering easy access and referral to a full range of services for all families.
- Schools of differing size and character, offering varying services but always reflecting the needs of their local community.
- Developing the Foundation Stage by bringing together nursery and reception classes for closer cooperative working

3.1 Brent's Sustainable Community Strategy 2006-2010

The vision is that Brent will be a prosperous and lively borough, full of opportunity and welcoming to all; a place that will thrive for generations to come whose future will be determined by local people.

We want to make Brent:

- A great place
- A borough of opportunity
- An inclusive community.

Through PCP we can help to achieve this by:

- Further implementation of the extended schools offer across primary and secondary schools
- Improving the educational achievement of looked after children

In some parts of the Borough parents and carers have limited access and choice of school places. Prioritisation of PCP investment will enable those areas to be prioritised thus helping address any imbalances in the incidence and opportunity of choice.

The Education Act 2006 further enables the Council to explore how choice and diversity can be increased particularly in its role as commissioner of school places

We are committed to providing diversity and choice to parents, carers and children in Brent. Two soft federations have been established recently. These are between Chalkhill Primary School and Oakington Manor Primary School and between John Keble (CE) Primary School and Princess Frederica (CE) Primary School. Governors of each school have agreed to the establishment of a soft federation.

We are also developing a 3-18 Academy at Wembley Park which will include 60 nursery places and 420 primary places (2FE of 30 pupils x 7 year groups).

PCP will enhance diversity, choice and access for parents through:

- increasing the number of Primary places available
- substantially improving access to school buildings

3.2 Education Vision

The Council's Vision for the borough is set out in the Brent's Corporate Strategy 2006-2010:

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Children and Young People are an important part of this vision and The Children and Young People's Strategic Partnership Board have identified six broad priority areas for Brent over the next three years:

1. Creating conditions in which children and young people thrive.
2. Early Years development.
3. Education achievement and school improvement.
4. Support for young people and teenagers.
5. Focus on excluded and vulnerable groups.

Brent's vision is of a primary school system in which all children, whatever their background realise their dreams and live up to their true potential.

In order to achieve this we need primary schools:

- Which develop 'Young citizens who are safe, happy, succeeding, creating their own future and able to contribute positively and responsibly to their community' (Developing Young Citizens of Conscience).
- Which are at the heart of their communities, a source of pride and a valuable resource for children, parents and local communities.
- Which secure the highest possible standards and excellence for progress of all pupils.
- Which motivate and encourage high aspirations for all pupils.
- Which provide a safe and secure environment in which children can thrive.
- Which ensure that all pupils experience a sense of success and achievement, where pupils' views are listened to and acted on.
- Which encourage pupils to take responsibility and help secure improvements.
- Which enable children to make sensible choices about healthy lifestyles.
- Which promote respect and tolerance for all members of the school community.
- Which celebrate the cultural and linguistic diversity of the whole school community.
- Which enable pupils to communicate confidently and establish good relationships with others.
- Where excellent teaching and learning is at the heart of the school's ethos.
- Where teaching engages, challenges and motivates learners.
- Where teaching provides for the full range of learners' needs.
- Which have a clear educational vision to which all members of the school community subscribe.
- Where leaders at all levels are clearly and overtly focused on raising standards and achievement.
- Which provide a broad, rich curriculum which encourages independence, confidence and enthusiasm for learning.

To support the above, schools will need buildings which allow them to:

- Provide a safe, secure and attractive environment. Provide suitable facilities for study support and curriculum enrichment activities through clubs and other activities outside the normal school day and term.
- Provide a stimulating and IT rich learning environment.
- Provide excellent sports and creative and arts facilities so that pupils can access at least two hours per week high-quality PE and sport, the opportunity to learn a musical instrument and an additional language.
- Provide small and flexible learning spaces where teaching and learning can be tailored to the needs of the individual child, small-group and one-to-one tuition for children.
- Provide excellent early year's foundation stage accommodation, including suitable areas for learning outdoors.
- Provide facilities which will support school leaders and other staff in planning to meet the learning needs of all children, including the most vulnerable.
- Welcome parents and carers, including hard-to-reach parents, so that they feel comfortable accessing school buildings.
- Be a resource for their local community by providing access to all-year-round childcare from 8am – 6pm.
- Provide complementary and shared resources with other local schools and other agencies to offer the best support, enrichment and extended services.
- Provide parent and family 'spaces' where parents can access parenting support, parenting programmes and family learning sessions.
- Have secure and zoned buildings to provide wider access to the local community to engage in activities such as ICT, sport or adult learning.

Promote healthy living and emotional well-being

- Provide energy neutral, environmentally friendly buildings in order to promote the health and well-being of all children.
- Provide high quality kitchen and eating environments
- Provide inspirational outdoor learning opportunities
- Meet the needs of pupils, parents and the local community.

3.3 ICT

ICT will sit at the heart of our education transformation in Brent. The Council believes in the capacity of ICT transformation at a school level and has played a significant part in leading ICT development across London. It was a lead authority in establishing the London Grid for Learning, and the Brent ICT Schools' Adviser sits on the executive Board and Chairs the West Sector of London Grid for Learning. The procurement of a pan-London managed learning environment, to achieve value and consistency in standards, is fundamental to the Council's plans for developing the personalised learning agenda and to equality of access, allowing learners to take control of their learning. This is reflected in the fact that 50% of the secondary schools in Brent are already subscribing to the London MLE and 30 schools in total so far. The highly successful City Learning Centres, with strong links to secondary schools and primary schools, are important to the delivery of the C&F's ICT strategy.

Primary schools will be incorporated in the wider ICT provision that will result from BSF so that there is a flexible learning platform which operates across the borough. Collaborative arrangements between institutions, such as video conferencing, will act as a catalyst for school improvement and widen the exposure of teachers and pupils to specialist expertise, master classes and new ways of working. Learners will have access to the widest possible curriculum and learning opportunities, not limited by their own institutions' provision. ICT will link schools to pupils' homes and libraries and provide an important study support tool. Through extended schools plans, it will offer significantly extended learning opportunities for all students.

Using ICT to transform teaching and learning in 21st century

The Primary Capital Programme extends over a 15 year period when the rate of change in ICT provision will be exponential. Schools will need to create an ICT specification based on their vision for teaching and learning which will then be translated into an ICT solution using the current technologies.

Over the short term, in the next 5 years, the ICT provision needs to underpin and extend the drive to raise standards and to enhance the life chances of our pupils. Schools and the LA will need to revisit these aspirations over time.

The ICT provision needs to enable creativity and imagination to become an integral part of pupils learning and high quality teaching.

The ICT provision must enable:

- Pupils to have access to their learning both within and beyond the school.
- Pupils to access high quality information, learning resources and ideas in all the spaces for learning in the school and beyond.
- Pupils to work both independently and collaboratively, to solve problems and work as part of a team.
- Pupils to be safe and secure when using the technology.

- Schools to develop and implement personalised learning programmes.
- Schools, pupils and parents to easily communicate with each other.
- School staff to track and monitor performance and provide relevant information to parents.
- The seamless transition of pupils, their portfolios and relevant data to secondary school or to another establishment.

3.4 Investment Priorities and Funding

In Brent the overriding priority for primary school investment will be driven by the need to create additional school places whilst at the same time and over a phased investment plan, improve the suitability and condition of school buildings thus contributing also to the aim of raising educational standards. However we are also committed to transforming education across the borough and the PCP will be part of a wider programme of education transformation alongside Building Schools for the Future and xx Academies programmes. We are committed to improving outcomes for children and young people across the borough and to meeting the objectives outlined in our children and young peoples plan.

Brent has a 20 year Regeneration Strategy, supported by 3 year Action Plans, which sets a clear corporate agenda for the regeneration of the Borough all leading to an improved quality of life for residents in and around Brent. Critical to the delivery of these action plans is the need for the Borough to capitalise on the major physical regeneration opportunities, ensuring that the Council plays a full a pro-active role in both creating and bringing forward these opportunities in such a way as to maximise the positive impact on local people's quality of life.

Regeneration and renewal in Brent may impact on the demand for school places. Recently, as a direct result of the increasing linkages across the Council, C&F has secured a site for a new 2FE Primary School in the North East part of the Borough – referred to as Oriental City. PCP will further enable those linkages to take place thus ensuring the twin improvements in primary school provision and other Borough wide improvements. The continually evolving plans for PCP will inform and be informed by these corporate initiatives.

DCSF specific grant alone, to support PCP investment in Brent, is insufficient to bring about the transformational change to Brent's primary schools and we are currently developing proposals for gap funding Brent's PCP.

The PCP in Brent will be developed in conjunction with existing capital resources available for investment in primary schools and where necessary explore additional sources of funding to enable the investment to create transformational change. It is anticipated that investment will be targeted at not just enabling the Authority to respond to demographic pressures but also to address the impact of deprivation and the worst of defects in the condition of school buildings. This investment programme

will thus also contribute to the raising of educational achievement of all primary schools as the programme supports the education vision.

The Council has been successful in securing funding for a number of capital schemes that will deliver new primary places and improvements to individual primary schools. These include the new build of St. Marry Magdalene Catholic Junior School and Wembley Primary School, both due to be completed in September 2008; funding has also recently secured for primary provision (2FE) at the new The Wembley Park Academy.

These recent investments need to be seen against the very considerable needs of Brent's primary estate; £18 million is required to meet the current condition backlog alone and a further £10 million is required to fund suitability works. To support the development of the PCP in Brent, high level new build, remodel or refurbishment investment options have been identified for each of the Borough's 60 primary schools. This work found that in order to ensure all primary schools have fit for purpose learning and teaching facilities an estimated £350 million is required between 2008/2009 and 2021/2022.

3.5 Prioritisation of Projects

As part of this development work for the PCP, an initial draft priority list for investment was shaped up which is currently being consulted on with schools. To produce this initial priority list, all primary schools in Brent were scored using data from visual inspections only against three criteria using a prioritisation matrix. The three criteria were:

- Building Need (Condition, Sufficiency and Suitability);
- Deprivation (Free School Meals, Family Tax Credits and Indices of Deprivation) and;
- Educational Attainment (Outcomes at KS1 and KS2 and Value Added at KS2).

Given the critical need to increase the number of primary places in Brent, projects that provide additional capacity to the primary estate have been accelerated.

In shaping up the prioritisation matrix account was taken of the DCSF target for Brent of rebuilding the 10% of the Borough's schools in the worst physical condition and/or in the most deprived areas and improving the condition of 40% of schools.

It is important to note that the finer detail of this will not be agreed until full consultation with schools, partners and the wider community has taken place.

Brent's main aims are to meet the needs of sufficiency of places and replacement of poor accommodation prioritising schools in areas of multiple deprivation. However the needs for places occur in other areas within the borough which need addressing for the Council to meet its statutory duty on school places. Extensive consultation has taken place or is taking place several of the proposals, the Wembley Park Academy, Stonebridge Primary School, and Our Lady of Lourdes. There is agreement with the Governors of Sudbury Primary and Preston Park Primary Schools for their expansion and remodelling. Initial discussions have also been held with the Planning Service and other statutory authorities in furtherance of the schemes.

Our first level of need is outlined in the table below; the projects below would need to be further prioritised to fit within the available funds:

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School	Indicative Investment Type	Problems addressed	Funding streams	Within 30% most disadvantaged Super Output Areas	Funding gap and target date
Carlton Vale Infant	New build on new site	Poor condition and suitability. Increase by 1FE. Projected deficit of school places 2012	Local development/neighbourhood renewal/PCP	Yes	£5m 2010
Kilburn Park Junior School	New build on new site	Poor condition and suitability. Increase by 1FE.	Local development/neighbourhood renewal/PCP	Yes	£5m 2010
Wembley Park Academy all through - 2FE primary	New school	Projected deficit of school places 2012	Academy Status (proposed opening of Primary school 2008)	No	£n/a 2010
Stonebridge Primary School	New build on new site	Poor condition and suitability.	Land swap with Housing Action Trust/PCP	Yes	£3.5 - £7m 2012 (combined funding SP & OLL)
Our Lady of Lourdes	New build on new site	Poor condition and suitability.	Land swap with Housing Action Trust/PCP	Yes	As above 2010
Oriental City School 2FE	New school	Meet need of school places	Part funding by local development/PCP	No	£2.5 -£4m At 2006 prices 2010
Expansion of Sudbury Primary School by 1FE	Partial new build and refurb	Suitability issues and need for school places	PCP/Council?	No	To be costed
Expansion of Elsley Primary School by 1FE	Partial new build and refurb	Suitability issues and need for school places	PCP/Council?	No	To be costed
Islamia Primary School	New build	Suitability, condition and need for school places	TCF/PCP	No	£5.5m

Section 4: Approach to Change

Brent is a 3 star Council. In its 2007 Annual Performance Assessment (APA) C&F, was assessed as having a good capacity to improve. It noted that its senior leadership is effective and corporate support for improving provision is good.

In November 2006 the Council agreed to set aside £500,000 to deliver the vision and project management capacity to build towards the PCP strategy and the BSF strategy.

4.1 Governance, staffing and resourcing

Senior managers in schools and the Council have an excellent record of managing change and improving outcomes for children. Schools recognise the time, energy and resources they will need to commit to ensure the success of our Primary Capital programme. They are supportive of the plans being developed by the Council to further develop and embed the necessary capacity to successfully deliver PCP both at LA and individual school levels

The project owner for Primary Capital, Head of Asset Management Children and Families, has substantial and relevant qualitative experience of identifying projects, formulating plans for the successful development and delivery of large and complex capital schemes always taking account of the need to ensure learning environments are relevant and meaningful in the overall drive to raise education standards and transforming the role of schools in resourceful civic hubs in local communities. We have robust officer and member mechanisms to control projects. The Primary Capital programme will report into the Member Strategic Board for the Development of School Places.

In order to deliver the PCP the Council proposes to develop a project team from the existing structure in the C&F Asset Management Service (AMS). AMS increasingly and almost exclusively deals with strategic investment and development initiatives with close co-operative and collaborative arrangements with both the private sector and other Council departments. This will be aligned to the new BSF Unit and will enjoy dedicated and ring-fenced resource for the delivery of BSF and PCP. By running these programmes together we will be able to achieve a more effective delivery across the whole school estate.

This Unit would have close working relationships with the Council's corporate ICT, Communication (including consultation), Town Planning service, Property & Asset Management services. Within C&F it would have an extremely close working relationship with the School Improvement Service, Strategy & Partnerships (particularly in respect of the Extended School Programme and Early

Specialist internal support will also be available. C&F has a history of working with other departments to deliver major projects. This is exemplified by the arrangements put in place to deliver the Wembley Park Academy through the National Framework.

These arrangements have ensured that the project is moving forward to programme and the recently submitted OBC was commended by PfS for its high quality.

This support will include input from Finance, Legal, and Corporate Procurement. The costs for these will be borne by the Council. The Council will make good use of the newly created Framework Agreements which includes MACE and Turner & Townsend. The Council is also able to draw from the technical support available from Navigant currently employed on the delivery of the new Wembley Park Academy.

4.2 Collaborative Working

The authority has a track record of collaborative working with other partners.

There are examples of collaborative working by Children & Families with schools within the VA sector with one major rebuild of St Mary Magdalen's RC Primary School in construction presently; a Multi use games area being developed with St Mary's CE School which has involved complex land swaps and developments with the diocesan board and housing trusts.

There is also close working with Foundation Schools as part of Brent's strategy for educational diversity.

The Council has been successful in negotiating the funding of a 1FE primary school as part of a housing development by the developer.

There has been close collaboration between the Council and Brent tPCt in the siting of two phase 2 Children's Centres in Centres for Health and Care.

4.3 Joined up Funding

The Council has an investment plan aimed at developing a programme as follows. The first capital programme published for 2007/11:

- £28 million for development in 2008-2011, including:
- £3.7m for primary school modernisation
- £14 m primary and secondary schools' devolved formula capital
- Islamia (£3.4m)
- St Mary Magdalen's RC Primary School (£4.4m),
- all through Academy (£2.5m)
- Wembley Primary (£9.4m)

Brent has a track record for delivery resources for educational provision through Section 106 monies, additional resources from housing developments, housing developers and Housing Trusts.

It is in the interests of all schools and the local community that the Council looks at joining up funding across the Borough with a view to maximizing benefit for all.

4.4 Consultation, Communication and Stakeholder Engagement

Brent has a track record of thorough consultation with Head teachers, Governing Bodies, schools, pupils, the local community, relevant diocesan boards on planning and design of large new build schemes. With a track record in delivering complex capital projects on time and to cost

- We are currently building one new primary schools, funded from TCF, that are progressing on time and within budget.
- We are currently in construction for a 4FE primary school the first purpose built one in the country.
- In addition we are working with partners on a City Academy and a new Islamic VA
- Our Phase 1 Children's Centre programme has been delivered on time and our performance compares well with other authorities.
- We are geared to a significant capital development and firmly believe that we have the resources to manage effectively any extra funding from 2008-so that projects are delivered to a high quality, on time and within budget
- Close involvement with major neighborhood renewal project in the South of the Borough to provide enhanced early years provision and future planning for new school places through rebuilding and expanding current provision

Primary Head Teachers and other stakeholders have been fully involved in developing Brent's draft PSfC. The Council has established a Strategy Board for School Places, chaired by the Lead Member for Children & Families and including Members from all political parties, Head Teachers and officers from the Council's Children & Families Service.

All primary Head Teachers were invited to a Stakeholder Workshop in March 2008, where the overall aims of the PCP in Brent and factors for prioritisation in Brent were discussed. A copy of the workshop report is available from the office of the Director of C&F. It is proposed to hold a further workshop with Headteachers in May 2008 to seek their approval of Brent's PSfC.

Extensive consultation through Governing Bodies, has taken place with respect to the draft PSfC including initial illustrative proposals in the first four years of Brent's PCP. The response, broadly supportive, received (17 in total) can be categorised into the following themes:

- The need better to reflect the Council's SEN/Disability/Inclusion agenda;
- The need to establish locally established development priorities in line with individual schools' School Development Plans;
- The perception that PCP does not seem to affect some schools and therefore they felt no need to comment;
- Opposition by one school to it identified as a priority for transformation (potential amalgamation with a neighbouring Junior school to create an expanded – by 1FE – primary school) on the basis that it did not wish to change its school organisation;

- The need for the Authority to be transparent in the decision making process and in allocating resources to priorities;
- The need for the Authority to consider carefully its position on the optimal size of school with some Headteachers pointing to a 4FE sized school as “undesirable”.

The Council has recently carried out a Borough wide consultation over its Strategy for Developing School Places. The survey identified strong support for our educational vision and plans for extending schools. Around half of the participants, (51%) stated they felt the provision of school places in Brent was not adequate. The main factors participants felt should be taken into account when considering the expansion of existing schools, were:

- The success of a current school (81% agree);
- Parental choice (79% agree);
- The impact on local residents (77% agree);
- Linking with regeneration projects (67% agree).

Three quarters, (76%) of participants agree that opening school facilities up to the local community ‘out-of-school hours’ has had a positive impact in their area.

Dialogue has taken place with C&F’s colleagues on the VA forum – an opportunity regularly to consult on matters relating to school organisation and investment plans with the VA schools’ representative which include membership from CofE, RC, Jewish and Islamic.

An initial draft priority list for investment has been shaped up which is the subject of consultation with schools in the summer term leading up to the submission of Brent’s PSfC.

The Project Owner will be responsible for ensuring the development of an internal and external communications plan with our corporate communications team. Internal communications will be through the staff intranet, email, face to face briefings and a regular newsletter.

As part of the wider schools programme the Council has a commitment to involving young people through the Brent Youth Parliament which was established in 2007. It took part in the decision for siting the second Academy Members participate in the work of the Council’s Overview and Scrutiny Committee and the co-chairs of the Youth Parliament are members of the Children and Young Persons Strategic Partnership Board.

We will also carry out local consultation with children attending primary schools as well as their parents and carers.

We will build on existing communication activity to hold consultations with residents and relevant interest groups. It is standard practice for the AMS to undertake pre-planning consultation exercises before submission of major planning applications.

Engagement with the wider community will be through our corporate web and communications team. We also plan articles in the Brent Magazine which is distributed to all households and businesses in the borough.

Schools will be responsible for communications to staff, parents, pupils and governors and the Council will support schools in this.

4.5 Prioritisation

Project for inclusion in the programme will be prioritised based on the following criteria:

- Building Need (Condition, Sufficiency and Suitability);
- Deprivation (Free School Meals, Family Tax Credits and Indices of Deprivation) and;
- Educational Attainment (Outcomes at KS1 and KS2 and Value Added at KS2).

As detailed above we have undergone an initial exercise to review our options and are consulting with stakeholders on the outcomes of this. This approach will be used throughout the life of the programme for prioritisation and will be reviewed on a regular basis to ensure that it still meets the needs and strategic priorities of the borough.

The Children & Families Asset Management Plan 2005/09 states that all Asset Management Plan works should lead to improving standards of education and remains the highest priority for the Department. The provision of good quality school premises is seen as a key driver in the achievement of this priority. Consequently, the Council intends to target its capital resources towards:

- meeting the Council's statutory duty in terms of providing sufficient school places;
- ensuring that all schools are safe, secure, weather tight, and appropriately lit and heated; and, once this has been achieved,
- where they will have the greatest impact on raising educational standards;
- national and local priorities

4.6 Procurement, Building, Design and Sustainability

Brent Council has a commitment to Best Practice Procurement, performance Management and Project Management. Procurement and Project Management are part of the Council's Core Competencies and Senior Managers as part of their Management Development Programme receive training. Many managers have advanced project management and performance management qualifications. Our Corporate Procurement Department is a highly skilled team which has vast experience in construction and facilities type contracts. These skills are key to our vision of providing good services to all of our communities.

Brent has a 20 year Regeneration Strategy, supported by 3 year Action Plans, which sets a clear corporate agenda for the regeneration of the Borough. Critical to the delivery of these action plans is the need for the Borough to capitalise on the major physical regeneration opportunities, ensuring that the Council plays a full a pro-active

role in both creating and bringing forward these opportunities in such a way as to maximise the positive impact on local people's quality of life.

The Council has recently set up a number of Framework Agreements which cover the areas of expertise in design and construction which will be required to deliver this complex programme.

The department will be employing professional consultants to help it deliver this exciting and ambitious programme.

4.7 Risk Management

We have a robust approach to risk management within the Council which is embedded within the organisation with clear Corporate Guidelines which the programme will follow. Brent also belongs to a benchmarking club where we keep up to date with Best Practice.

The Council's corporate approach will require a PCP risk register to be created, managed and then regularly reviewed. The register will record an assessment of the potential impact and likelihood of the risk with the current levels of control in place. It then looks at what actions could be taken to reduce or manage the risks further. The risk is then reassessed and a named officer is nominated with responsibility for implementing the agreed action. Key risks identified that have wider departmental and corporate implications will be advised to the PCP Project Board. The PCP risk management will follow corporate guidelines and timescales with regard to monitoring and review.

Early on in the programme the Council will hold risk management workshops. Risks and controls will be identified, options considered and costed into the programme. The Council has undertaken an initial appraisal of the key risks associated with its PCP programme. A risk register will also be developed for each individual project.

Risk/ Issue Identified	Current Position/Control Measure
Failure to secure DCSF funding	<i>To be further developed</i>
Failure to agree scope of early schemes with partners	Significant consultation has already been undertaken with key stakeholders and an ongoing programme of activity is being developed for taking the project forward once we have confirmation of entry
Failure to agree funding and implementation linkage across competing funding programmes for early schemes	Work already underway to develop a strategic approach to funding across capital programmes
Phasing of funding from DCSF does not meet programme of funding requirements	Where possible additional funding will be sought through capital receipts and school contributions.
Overall funding available insufficient to meet stated aims and aspirations	Where possible additional funding will be sought through capital receipts and school contributions.
Educational aspects - Need to develop transformational approach to Primary education with school/stakeholder support.	There is a close working relationship with schools and other key stakeholders. There is support for the prioritisation of projects. Structures in place to maintain this engagement
Stakeholder issues (PFI, prioritisation) Need to establish stakeholder support for programme and key aspects e.g. use of LEP, PFI, eventual priorities	There is a close working relationship with schools and other key stakeholders. There is support for the prioritisation of projects. Structures in place to maintain this engagement
School organisation arrangements. Requirement to formally close/open new schools and expand. Statutory process subject to objections and approval of Schools Commissioner.	The Council will work with governing bodies to ensure the school organisation guidance is adhered to.
Planning permission - major developments. Will require planning permission. Listed buildings, conservation, UDP implications etc.	We are working closely with planners on all schools capital projects across the council and will continue the ongoing dialogue for primary capital. We have confidence that the schemes can be delivered

Section 5: Initial Investment Priorities

See 3.5 Prioritisation of Projects. Following tranches of schools are being developed before final submission.