

EXECUTIVE SUMMARY

BUILDING SCHOOLS FOR THE FUTURE: VISION

Background and Corporate Vision

Liverpool's transformation over the past five years ensures it will succeed in its vision to create a modern, cosmopolitan and confident premier European City with the benefits shared by all its citizens. The award of European Capital of Culture 2008 and designation as a World Heritage Site all demonstrate its national and international recognition and are key events in the urban regeneration of the City and wider region. The City Council recognises that despite the large scale urban regeneration activity much remains to be done to combat the significant socio-economic problems which many still face. Education is seen to be central to tackling many of these problems by broadening the horizons and lifting the achievement and aspirations of its young people.

The partnership between the City Council and other partners in the public, private and voluntary sectors has been effectively led by the Liverpool Strategic Partnership. The creative cross-agency working which has resulted has been a major factor in the success which the City as a whole has enjoyed. It has provided a solid platform to develop the integrated Children's Services and has always had the raising of aspirations and achievement as major aims.

Liverpool is committed to delivering a transformational vision for education which is underpinned by the Children Act and the five outcomes of Every Child Matters. Through a coherent and integrated service approach to the key strands of Children's Services, families, particularly those most at risk, will be effectively supported. A major focus will continue to be the provision of high quality, challenging education that promotes attainment, raises aspirations embeds inclusive practice, values diversity and has an international reputation for excellence.

There has been a continuous improvement in terms of the achievement of schools demonstrated with pass rates (5A* - C) which have risen from 33% in 1999 to 45% in 2004. The strategies already in place to support school improvement alongside Building Schools for the Future will accelerate this improvement to ensure that Liverpool achieves 60% by 2012 with an ambition to perform within the top quartile.

Current Education Provision

The City has 32 secondary schools. The pattern of provision is varied including:

- 1 Girls Community Comprehensive School
- 1 Boys Community Comprehensive School
- 12 mixed Community Comprehensive schools
- 1 Church of England Boys Comprehensive School

2 Church of England Girls Comprehensive School

5 Catholic Girls Schools

4 Catholic Boys Schools

4 mixed Catholic Schools

1 Jewish School

1 Voluntary Aided Selective School for boys of girls.

Of these 1 mixed Catholic Comprehensive and 2 mixed community comprehensives will close in 2005 and 2006 when two new Academies open.

Within the secondary special school sector there are currently:

3 schools for children with Complex Learning Difficulties

2 schools for children with Severe Learning Difficulties

1 school for children with physical disabilities

3 schools for children with social, emotional and behaviour difficulties including a residential school

1 school for children with severe autism

The condition of the school stock is variable. Two secondary schools have been rebuilt under PFI and 3 others have been extensively refurbished, 3 other schools have had substantial investment in new build and refurbishment. A programme of single-siting has resulted in some new build on some school sites this is often intermixed with buildings in poor condition. A number of secondary school buildings are in very poor condition and will require complete replacement. There are some schools, particularly those belonging to a religious order which have been well maintained but in some cases, despite the maintenance work, the buildings are poor and unable to support the effective delivery of a 21st Century curriculum.

There are four City Learning Centres built through the Excellence in Cities programme and these are all located on school sites but serve a group of schools. They provide innovative ICT provision and are able to support the professional development of school staff.

The Authority has an Asset Management Plan agreed with the Asset Management Group comprising head teacher representative from each phase. The plan provides the basis for an on-going maintenance programme in both the primary and secondary phase. The Council's own programme has recently been supplemented by development using Big Lottery Funding and Space for Sports and Arts.

Education Vision

A number of strategies are already in place to achieve a transformation in educational achievement and these will be strengthened through the BSF programme.

- ❖ ICT is already recognised as essential to the development of personalised learning and opportunities for every child to operate within a learning style which suits them best. The change in focus from the ICT infrastructure to use of ICT as a tool for curriculum delivery and the effective use of data in teaching and learning is already underway in many schools. The additional investment in ICT with an effective managed service together with the construction of schools which can provide more flexible learning environments will facilitate and accelerate this change.
- ❖ The 14-19 agenda is crucial to the City's development as well as to the individual student. Retention of students' post 16 is presently increasing at the rate of 8% per year but much remains to be done, particularly to engage young people who presently leave school without a destination in education, employment or training. A major focus for BSF is to develop further the work of the 14-19 collaboratives which together with the Community College and work based learning providers are already offering a broader curriculum for students. BSF will in particular be able to develop opportunities for vocational education.
- ❖ The City Council through its Special Educational Needs Strategy is committed to the inclusion of young people wherever possible within their neighbourhood school. BSF will provide the opportunity to ensure that all schools are DDA compliant. Where separate special schools are still required their co-location through BSF on a mainstream site will ensure that young people have access to high quality specialist facilities and opportunities to work alongside students in the mainstream school wherever possible.
- ❖ The City Council believes that schools are an important resource for their community but too often the design of the school makes it unattractive or inappropriate for extensive community use out of school hours. The first regeneration PFI in the country provided Liverpool with the opportunity to construct a campus which includes a secondary school, library, sports centre, youth and community centre, nursery, one stop shop and city learning centre. The project has demonstrated the value of this inter-agency development in more effectively meeting the needs of this whole community and the learning from it will support further developments which will result from the BSF investment.
- ❖ The health agenda remains particularly important in Liverpool where there are still huge health inequalities. Major initiatives are already underway with joint working between health and education to tackle some of the major issues, particularly in relation to diet and physical activity. BSF will provide the opportunity to co-locate some schools with City Council Sports Centres. This will enable the schools to have access to high quality provision in a cost effective manner. For a great number of young people their life chances are significantly affected by factors which affect their emotional well being. Lessons which have been learned through activities such as Healthy Schools Awards, BEST teams, Child and Adolescent Mental Health Service and learning

mentors will be drawn upon in developing BSF. Opportunities exist for the co-location on some sites of health provision, and access for young people to a range of other professionals who can support their emotional well-being.

- ❖ The City has had to deal with a significant decline in its population over the past twenty years. Strategies are now in place to halt this decline and grow the population and 2004 saw the first increase in the population for many years. To manage the population decline, which varies in extent in different parts of the City, the Council has undertaken a series of school reorganisations. In the past 10 years 11,734 places have been removed across primary and secondary schools. This has resulted in the same period in the closure of 3 secondary schools. Despite this level of activity more places need to be removed and this will be undertaken as part of the BSF programme. The diversity in the secondary provision means that it is unlikely that many more schools will be subject to closure since the distribution of schools is now appropriate to the size of the City.

The delivery of the Vision for Secondary Education through the Building Schools for the Future programme will result in:

- ❖ A transformation of the school building stock ensuring that it is able to support 21st Century education
- ❖ ICT designed with the building ensuring it can be used effectively across the curriculum, for data analysis, management and security systems.
- ❖ Flexible learning spaces which can support personalised learning for all students to ensure that they can operate in their preferred learning style and thereby achieve their full potential.
- ❖ Attractive buildings and engaging learning opportunities which reduce exclusions and improve attendance
- ❖ Well designed and resourced specialist provision in Specialist Colleges offering enhanced opportunities to a range of schools.
- ❖ A better range of curriculum opportunities post 14 across the collaboratives ensuring young people stay on for further education and training
- ❖ Inclusive learning environments ensuring better choice and opportunities to access specialist curriculum facilities for young people with particular learning needs.
- ❖ Schools which are a resource for their communities and capable of providing a base for a range of professionals to deliver the outcomes of Every Child Matters.
- ❖ Effective use within schools of a range of support staff to maximise the effectiveness of teachers and ensure the diversity of need experienced by young people, particularly those who are most vulnerable, is effectively met.

- ❖ Opportunities for young people and the wider community to access high quality and diverse sporting activities and a range of other learning opportunities.

Liverpool City Council is committed to supporting and enabling its young people to be global citizens, confident in operating in a range of environments in the use of new technologies. Building Schools for the Future will support the achievement of this ambition.

Consultation to develop the Vision has included all secondary school head teachers and chairs of governors, the diocese and archdiocese, FE College, LSC and other partners. This process has included two visioning workshops as well as regular meetings with different stakeholder groups. There has been an initial workshop with the Schools Parliament which represents schools across the City. As a result of the workshop the comments of young people have been included in the SBC and they have also proposed the creation of a web-site and blog to enable them to have ready access to information and an opportunity to express their views. These are now in place.

Prioritising Groups of Schools

Modelling of the Secondary School population within the School Organisation Plans indicates a net loss of 4,100 pupils between 2005 and 2011. It is important to note that there are two major factors that will influence pupil forecasting over coming years, which cannot be quantified at this stage. Of particular importance is the potential impact of the HMRI programme and the City's Re-population and Regeneration Strategy. Also, wastage rates in the current forecasting model reflect historic trends of population movement, which are currently changing. The effects of the above factors will be taken into account during further development of the BSF programme in Liverpool.

The majority of the projected surplus places will be removed through some reductions in school sizes through BSF, increasing take-up of post-16 education, campus schemes, increasing inclusion of SEN pupils and the development of 2 City Academies that will close 3 existing schools.

In prioritising schools for inclusion in the BSF programme, particular attention has been given to the condition of the school building, achievement levels and the social and economic disadvantage experienced by the community served by the school. However, it is important to note that these factors have been consistently used in prioritising schools for capital investment and as a result some more highly achieving schools are accommodated in buildings which will inhibit their further development. Table 3 illustrates the Capital Needs Analysis and Section 4.2 sets out a range of other factors which have been considered and accounted for in prioritising schools. These take account of the current efforts and willingness of schools to implement improvement strategies.

The capacity for BSF to create multi-use campus developments has been an important factor. This is not only cost effective in that it ensures that specialist facilities are not duplicated within an area but it is also an important support for neighbourhood regeneration. Opportunities to co-locate schools with existing sports provision is a cost effective use of capital resources whilst at the same time providing the school with high quality sports provision.

The City is under going major regeneration initiatives and some schemes have had to be prioritised to link with other programmes such as HMRI.

The schools which are in the latter end of the programme are generally in good condition and many are popular schools. The City is benefiting from inclusion in Waves 2 and Waves 4-6 which means that there can be continuous programme of development over the next 10 years. There are a limited number of schemes which have been delayed because of on going school organisation issues which still have to be resolved. The prioritisation of a small number of schemes is influenced by the timescales required to assemble new sites.

Scoping a Wave

Liverpool City Council's allocation for Wave 2, including a 2.9% uplift for inflation to the first quarter of 2007, is £143.5 Million. This includes the £14.6 Million, which has not been inflated for ICT. A priority order for schools is included in Appendix 10, which ensures that it remains within the cost envelope for Wave 2. This priority order also ensures that the guidelines for numbers of pupils in new or refurbished accommodation are adhered to. The developments are being planned to make best use of co-located facilities and discussions are ongoing with the Strategic Health Authority regarding co-located health facilities.

Option appraisals have been carried out on each school that is intended to be included in Wave 2. The appraisal process assesses the merits of five options, which are;

- 1.) Do Nothing
- 2.) Minor Refurbishment (to minimum standards of condition & suitability)
- 3.) Major Refurbishment (including an element of New Build and remodelling of existing school)
- 4.) New Build (replacement on existing site)
- 5.) New Build (replacement on alternative site)

The robust appraisal process demonstrates the solution for each school that is likely to provide the Best Value, in terms of the investment. It also ensures that the preferred option can effectively deliver the strategic vision for Secondary Education in the City and the schools will be sustainable in the future.

The schemes in Wave 2 have been split into a number of phases to ensure a relatively even flow of capital throughout the Wave and that the projects can be constructed efficiently. This information is shown in Appendix 10.

Procurement and Delivery

The City Council has developed a number of successful and innovative joint venture initiatives to ensure effective programme delivery. This is achieved through partnership working to drive change, improve front line services and bring in & develop skills within the City. The City has extensive experience of delivering education schemes and has recently completed the procurement of a PFI scheme to rebuild or refurbish 18 primary and secondary schools.

The Authority proposes to establish a Local Education Partnership (LEP) based on the PFS model, provided that this provides the best Value for Money option. The LEP model will take into account some existing partnership arrangements which overlap with activities in the LEP. This is likely to involve setting up interface agreements with Liverpool Direct Ltd (LDL) and “2020 Liverpool” to confirm the scope and structure of the delivery of services related to BSF. Detail on the relationship between the City, LDL and “2020 Liverpool” is contained in Section 6.1. Further work will be conducted during the development of the Outline Business Case to obtain detailed agreements with LDL and “2020 Liverpool”.

Extensions to the remit of the LEP to cover non-BSF services will be considered, but opportunities are likely to be limited, in order to protect the integrity and viability of the existing framework agreements. The City will also consider a Joint Authority LEP, but it is not considered possible at this time as neighbouring Authority, Knowsley Borough Council, are not using a LEP model.

Two sample schemes, West Derby Comprehensive and The Alsop High School, will be put forward as sample schemes for the procurement of the Private Sector Partner for the LEP. These schemes encompass a complete New Build Scheme and a complex refurbishment scheme that will give a sound basis for assessing the submissions resulting from the ITN.

The City will utilise its extensive experience gained through the management of recent PFI schemes, to provide a robust Client Management Structure for the LEP. The Strategic Management Team will retain overall responsibility for managing the performance of the LEP. “2020 Liverpool” and the LEA’s Technical and Strategic Implementation Team (TaSIT) will also provide support to the Core Team.

With a 10% equity share in the LEP, The City will play an important part of decision making at Board Level. The City wishes to fully exploit the benefits of a Partnering relationship and will develop a more active role on a day to day basis. A monitoring and reporting structure is proposed that operates on 3 levels. This is outlined in Section 6.2 and is based upon successful regimes already in place for the existing Joint Venture companies. The proposed forums will also provide appropriate opportunities to share knowledge and skills gathered through the wide variety of schools and partners in Liverpool.