

Cabinet	Date: 11 June 2008	Classification Unrestricted	Report No.	Agenda Item No.
Report of: Corporate Director, Children's Services Originating Officer(s): Pat Watson Head of Building Development		Title: Primary Strategy for Change and Primary Capital Programme Ward(s)..... All		

1. SUMMARY

- 1.1 This report informs Members about the national programme for investment in primary schools and recommends agreement to the Tower Hamlets Primary Strategy for Change.

2. RECOMMENDATIONS

Cabinet is recommended to:

- 2.1 note the contents of this report;
- 2.2 approve the draft Primary Strategy for Change attached as Appendix A for submission to the Department for Children, Schools & Families.

**Local Government Act 1972 (as amended) Section 100D
List of 'Background papers' used in the preparation of this report**

Brief description of "Background Paper"	Name and telephone number of holder and Address where open to inspection
PCP guidance issued by DCSF; Consultation paper	Pat Watson 020 7364 4328 Town Hall, Mulberry Place

3. BACKGROUND

National context

- 3.1 The Primary Capital Programme (PCP) has been established by the DCSF (Department for Children, Schools & Families) as a national, long term strategic programme of investment in primary education over a period of 15 years. The initial phase of investment announced is £1,900 million nationally in 2008-11.
- 3.2 Nationally the PCP aims to support the delivery of the Children's Plan by:
- creating primary schools equipped for 21st century learning, at the heart of the community, with a range of children's services in reach of every family;
 - delivering a strategic approach to capital investment - supporting national policy aims, delivering world class standards, access to joined-up services for children and families; and addressing local needs and priorities;
 - rebuilding, remodelling or refurbishing at least half of all primary schools, including rebuilding or taking out of use at least 5 per cent of school buildings in the worst physical condition (higher for the most deprived communities);
 - focusing resources on deprivation nationally and in every authority; and
 - reconfiguring the primary capital stock to account for demographic change.
- 3.3 All LAs are required to prepare a Primary Strategy for Change (PSfC) which has to be submitted to the DCSF by 16 June 2008. The strategy has to be approved by the DCSF in order to allow each LA to proceed with the initial capital investment allocation.
- 3.4 Initial funding allocations have been given for 2009/10 and 2010/11. This is in addition to funding allocated for providing additional school places and some other ongoing schools programmes.

4. PRIMARY STRATEGY FOR CHANGE

- 4.1 The DCSF has issued guidance for the preparation of the strategy. The strategy should set out local circumstances and set the framework for planning the strategic investment.
- 4.2 The Tower Hamlets PSfC has been developed to reflect existing developments and programmes so that new investment will be a way to further what is already in place. The PCP will support the continuation and acceleration of the significant progress that has been made by Tower Hamlets primary schools in recent years. In 1997 46% of 11 year olds achieved the expected level in English at Key Stage 2. By 2007 this had risen to 81% and exceeds the national average.
- 4.3 As the first stage in developing and consulting on the PSfC we set out our 5 key principles for the PSfC and published this for consultation. (For further details on consultation, see paragraph 4.10 below). The consultation document is attached as Appendix B. The key principles are:

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|--|
| <ul style="list-style-type: none">• Excellent progress and achievement for every child• Strong Communities and Partnerships |
|--|

- Accessible Local Services for Children and Families
- Improving health, well-being and safety
- Developing ICT for personalised learning

- 4.4 The strategy brings together existing priorities and developments, including working with schools to raise attainment; the provision of additional school places to meet the rising local need; the children’s centres programme; extended schools; and the play strategy (linking to the successful bid for Play Pathfinder funding). Our aim in the strategy is to show how access to a range of services can be provided for families within localities.
- 4.5 The strategy is consistent with the education vision and strategy for change that has been developed for secondary schools as part of our Building Schools for the Future programme.

Data analysis

- 4.6 A baseline analysis is required to support the strategy. This includes a range of data on school performance, provision of extended services, the physical condition and suitability of the accommodation. The national programme is aiming for the 5% of the worst condition schools to be rebuilt or taken out of use. LAs with the highest levels of deprivation (which includes Tower Hamlets) have a higher target for the overall programme which is to plan for 20% of schools in the worst physical condition to be rebuilt or taken out of use and 30% of schools to be improved.
- 4.7 Our analysis of the condition of school buildings shows that there are no schools in a condition which would in itself merit the school being taken out of use or rebuilt. There are, however, some schools with significant problems with suitability of accommodation. These are well known to the LA and VA authorities and generally where significant problems remain it is because difficult site and accommodation problems have to date prevented cost-effective solutions being adopted within funding available.
- 4.8 The longer term framework set by the PCP will allow better opportunities to seek to develop strategies with our partners to resolve some of these long-standing problems whilst aiming to make the best use of assets. It may be possible to include rebuilding of a school where the outcome would be to increase places or the ability to provide a wider range of services.
- 4.9 Our data does not show any straightforward correlation between levels of attainment and the physical condition of a school. However, there are schools where improvements to the accommodation (eg. provision of additional group space, improved and linked foundation stage areas) would support curriculum delivery and flexibility in teaching methods.

Consultation

- 4.10 The consultation included in developing the PSfC is as follows:

Director’s meeting with headteachers	5 March
Director’s meeting with chairs of governors	22 January
Public consultation on 5 key principles	21 March – 4 April
Parents focus groups	11 March – 4 April
Pupil focus groups	10 March – 4 April
LAP 1 & 2 meeting	11 March – 4 April
Meeting with Diocesan representatives	2 April

Conference for Headteachers, governors and others	24 April
Formal consultation with Diocesan bodies	21 May – 30 May

- 4.11 The public consultation was advertised in East End Life, and notification sent to all headteachers and chairs of governors, and to community groups via the Partnership Support Team.
- 4.12 Appendix 10 of the draft PSfC shows a summary of the consultation and the groups engaged. The draft PSfC was discussed at the 24 April conference for headteachers and other school leaders and the feedback from that has been used in the drafting of the strategy.

Funding

- 4.13 The indicative funding allocation for Tower Hamlets in 2009-11 is £15.5m. This is subject to the approval of the PSfC by DCSF. The funding is for both community schools and VA schools.
- 4.14 In order to ensure the best use of funding, we will be considering how to join up funding sources. These will include funding separately allocated by DCSF for providing additional places (£14.9m 2008-2011) and other schools programmes, developer contributions secured for providing additional school places, schools' own capital allocations and children's centre funding. The Children's Services Capital Programme report elsewhere on this agenda refers.

Investment Priorities

- 4.15 The PSfC has to indicate the investment priorities for the first 4 years of the programme and show how these will contribute to the long term aims. The highest priority for our investment in primary schools will remain the provision of sufficient places to meet local need.
- 4.16 The PSfC shows the initial investment priorities as:

- Ensuring sufficient school places
- Improving Foundation Stage accommodation in support of early intervention
- Promoting parental choice for children with LDD, which will include accessibility of buildings, access to services and improvements to suitability of school accommodation
- Increasing community access and space for family learning
- Creating and developing space for sport and physical activity
- Creating centres of excellence and specialisms
- Investment for sustainable buildings

- 4.17 The medium to long term programme (subject to further DCSF funding allocations) will continue on the basis of ensuring availability for families of a range of services of easily accessible services in their own localities. We will work with our partners (Diocesan bodies, RSLs, the PCT and potentially commercial developers) to seek solutions for the schools and sites where these have not been successful in the past. We will be seeking to investigate options which maintain or increase choice for parents and, where suitable, increase places. Some solutions may be in the longer term as we need to ensure sufficient overall capacity before we can rationalise provision.

- 4.18 We will continue to plan for improvements to the physical accessibility of school buildings. Investment to date has ensured accessible schools within each locality, but we will aim to continue a wider programme of accessibility improvements as schemes to provide improvements to existing schools are implemented.
- 4.19 The schemes to be considered for inclusion in the first 4 years of the programme are shown in Appendix C. Following submission of the PSfC, work will continue to develop details of the schemes to be implemented in 2009 – 2011. Although priority themes are shown in the PSfC, there is some overlap at a number of schools and this will be taken into account in developing details. A further report will be submitted to Cabinet on the outcome of the DCSF evaluation of the strategy and to seek approval of the schemes to be implemented when the funding is released for 2009/10.

Approval of the Primary Strategy for Change

- 4.20 The PSfC has to be submitted to the DCSF by 16 June 2008. The DCSF will then be appraising the submissions from all LAs and aims to issue approvals by September 2008. Approval will confirm the indicative funding allocations and allow LAs to proceed with implementation.
- 4.21 The draft PSfC is attached as Appendix A. Cabinet is asked to approve this for submission to DCSF.

5. IMPLEMENTATION OF THE PRIMARY CAPITAL PROGRAMME

- 5.1 The funding allocated in the PCP is for both community and VA schools. Projects at VA schools will be implemented by the relevant Diocesan bodies and governors will be required to make the usual contribution of 10% of the capital costs.
- 5.2 For community schools, schemes will be implemented as part of the Children's Services capital programme. Major schemes will be considered for procurement via the LEP (local education partnership, the strategic partner which is being procured for the Building Schools for the Future programme).

6. COMMENTS OF THE CHIEF FINANCIAL OFFICER

- 6.1 An indicative allocation of capital funding has been given by DCSF. When this has been confirmed, the funding will be adopted into the capital programme.
- 6.2 The indicative funding allocation of £15.5 million to date is for 2008 – 2011. The programme for 2011/12 and beyond will depend on further funding allocations.

7. CONCURRENT REPORT OF THE ASSISTANT CHIEF EXECUTIVE (LEGAL SERVICES)

- 7.1 The provisions and requirements set out in the Education Act 2005 must be considered prior to the establishment, discontinuance, expansion and other changes to schools in particular where a new school is to be established.

8. EQUAL OPPORTUNITY IMPLICATIONS

- 8.1 Equal opportunity is an important theme of the PSfC. The importance of primary education, including the foundation stage, is recognised in ensuring students' success through the rest of their education experience.

9. ANTI POVERTY IMPLICATIONS

9.1 Ensuring the best outcomes for primary education supports individuals in securing qualifications and employment.

10. RISK MANAGEMENT IMPLICATIONS

10.1 The capital funding allocated will be released by the DCSF on satisfactory appraisal of the PSfC. The implementations of capital investment programmes will be managed as part of the overall Children’s Services capital programme and be part of the monitoring arrangements.

11. EFFICIENCY STATEMENT

11.1 Capital investment will seek to reduce ongoing maintenance liabilities. Where appropriate, larger scale investment can be procured through the LEP, the strategic partner now being procured for the BSF programme.

12. SUSTAINABLE ACTION FOR A GREEN ENVIRONMENT

12.1 The proposed capital works aim to improve and preserve the quality of the building stock. Sustainability considerations are applied as far as possible to design and materials used.

APPENDICES

Appendix A	Primary Strategy for Change (PSfC)
Appendix B	Consultation paper – 5 key principles
Appendix c	PCP – initial priorities



THE LONDON BOROUGH OF TOWER HAMLETS PRIMARY CAPITAL PROGRAMME

PRIMARY STRATEGY FOR CHANGE

DRAFT



2007 - 2008
School Improvement
2003 - 2007
Winner of 5 previous
Beacon Awards



INVESTOR IN PEOPLE



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Forward

In 2007 the government launched the Primary Capital Programme, making a commitment to long term capital investment in primary schools.

The aim of the programme is to support Local Authorities in developing primary schools that are at the heart of the community, creating easy access to a range of services for all children and families. The programme will support national policy aims of raising standards; tackling deprivation and inequalities, and developing personalised services.

The Primary Strategy for Change provides us with an exciting opportunity to accelerate achievements in our primary schools, ensuring world class early education equips our children with skills appropriate for successful futures in our international environment.

Our strategy has been developed in consultation with schools and a range of partners and stakeholders including children, parents, local communities and elected members of Council. The Primary Strategy for Change is based on five key principles:

- Excellent progress and achievement for every child
- Strong communities and partnerships
- Accessible services for children, families and the community
- Improving health, wellbeing and safety
- Developing ICT for personalised learning

Summary

The Primary Strategy for Change (PSfC) sets out our Local Authority's vision for primary education and describes the priorities for the primary capital programme PCP in Tower Hamlets. This strategy is not just about buildings, but about transforming education and the role of schools in their communities, over the next fourteen years.

Guidelines from the Department for Children, Schools and Families (DCSF) require the Local Authority (LA) to consult widely and to address specific issues. This strategy is based on baseline analysis and consultation. The consultation process included meetings with headteachers and governors and Diocesan bodies; focus groups with parents and children; public consultation through local media and Local Area Partnership networks.

To reflect reflects DCSF requirements the Strategy is structured as follows:

1. The Local Perspective - contextual information about Tower Hamlets
2. Baseline Analysis - a review of what is working now, what needs to improve, and what our main priorities are
3. Long Term Aims - aims and aspirations for primary education and how the PCP will support education transformation
4. Approach to Change - how the programme will be consulted on, managed, supported and evaluated

1. The local perspective

Five Outcomes – one child

We want the children and young people of Tower Hamlets to get off to a flying start and continue to learn in a safe, healthy and stimulating environment. These foundations will give them the grounding they need for a happy, prosperous life so that they can shape their own futures and become creative, responsible adults.

Tower Hamlets Children and Young People’s Plan, 2006-09

We will use our Primary Strategy for Change to drive forward key ideas:

CHILDREN right from the start

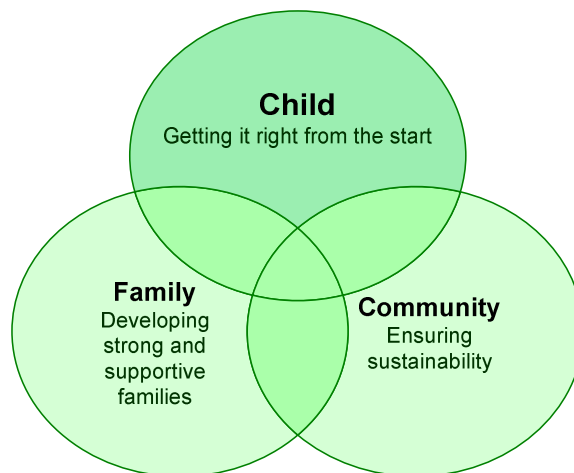
- Promote and foster high achievement for all our children by creating excellent provision for learning, at all stages of development

Strong and supportive FAMILIES

- Reduce inequalities for children and parents in educational attainment, health, personal wellbeing, and economic prosperity through an extended and integrated service offer through primary schools, nursery schools and children’s centres

Build COMMUNITIES for excellence

- Help build strong, sustainable and cohesive communities by developing primary schools as community hubs and centres of community engagement and regeneration.



In developing our Primary Strategy for Change we are seeking to respond to a challenging local context, where we recognise improving educational and other outcomes for children demands that we work in partnership with families and communities

2. Baseline Analysis

2.1. Context

- 2.1.1. Tower Hamlets has a population of approximately 235,555¹, made up of 117,664 males and 117,891 females from a variety of ethnic backgrounds. At the time of the 2001 census, 48²% of the population was from non-white British ethnic groups. A third of the population were Bangladeshi, 6.5% came from African/Caribbean backgrounds and 3% were from Chinese or other ethnic groups. We have an unusually young population: children and young people aged 0 -19 account for 28.42³% of the population, in comparison to a London average of 22.58%. Children aged 0 - 5 constitute 9% of the population. Increases of over 7000 under fives and over 10,000 5-19 year olds are predicted by 2021⁴ across the borough. **Refer Error!** Reference source not found.
- 2.1.2. The borough has a track record of delivering excellent public services and achieving success against the odds. As a result of significant growth in the financial and other service industries the borough has the highest working income, but the lowest living income, in London. Sixty one percent of Tower Hamlets households have an annual income below £9,000. Only 11% of adults have higher education qualifications. Forty seven percent of our children live in households in receipt of benefit. Over 52% of our nursery and primary age children are entitled to free school meals, compared with 25.2% in London, and 35.9 in inner London. Our reception age children have the third highest obesity levels nationally⁵. Seventy six percent of our children in primary schools have English as a second language. **Refer Error!** Reference source not found.
- 2.1.3. We see these challenges as a spur to excellence, not as an excuse for failure. A strong, ambitious vision for improving the quality of life for our community is shared across our public service, business and third sector partners. We have a relentless focus on accelerating progress and improving outcomes for children and young people. We aim to achieve results that are as good as or better than national averages. We have achieved some of the fastest improving results in the country and our end of Key Stage (KS) 2 level 4 results are already above national average but there is still more to do to raise the achievement of all children. Our capacity to deliver this vision is demonstrated by the consistently high performance of Children's Services within the borough. Since our last Corporate Performance Assessment (CPA) in 2002, and more recently in our Annual Performance Assessment (APA) in 2007, our Children's Services has been rated outstanding, and amongst the best in the country. **Refer Error!** Reference source not found.
- 2.1.4. We work in a challenging local environment which is experiencing a significant growth in new housing, and other major redevelopment. Land values are high and space is limited for the development of new community services assets or for the expansion of existing facilities. To meet the needs of our growing population we need creative and innovative approaches to developing the necessary social and community infrastructure, joining up existing local assets, and maximising the value and impact of individual services through effective partnership working. As part of our strategy for change we will explore new models of school organisation and

¹ GLA 2007 Round Population Projections

² 2001 Census: Ethnic Group - Percentages (UV09P)

³ 2001 Census: Age (UV04)

⁴ GLA 2007 Round Population Projections

⁵ National Child Measurement Programme:2006/07

leadership, including cross-phase institutions, federations and partnerships. **Refer** Error! Reference source not found. and *Error! Reference source not found.*

2.1.5. We want to build the capacity of our school communities to drive and sustain improvement across the five Every Child Matters (ECM) outcomes. Our vision is to raise achievement by offering outstanding educational provision in all our settings and schools, and to enhance this offer by creating access to a network of other services for children and families. We know investment in the early years is the starting point for making a difference to children’s long term achievement and quality of life.

2.1.6. In enhancing buildings for primary education, our key priority is maintaining a relentless focus on improving pupil achievement and raising standards, and this is reflected in the golden thread of our strategy. **Refer Table 1 below**

Table 1: PRIMARY STRATEGY FOR CHANGE - GOLDEN THREAD



2.2. The Children’s Plan

The Government’s Children’s Plan was published in December 2007. The objectives of the Children’s Plan are echoed in Tower Hamlets Community Plan and our Children and Young People’s Plan and we are already making steady progress towards achieving Children’s Plan goals for 2020. **Refer** Error! Reference source not found.

2.3. Standards

- 2.3.1. At the end of Foundation Stage we have reduced the gap between local and national outcomes, but much remains to be done to close the gap further, particularly in personal, social and emotional development, and communication, language and literacy. The achievement of boys and summer born children is a significant issue. Improving Foundation Stage outcomes is a priority. Key to this will be ensuring our early years providers are equipped to deliver the Early Years Foundation Stage (EYFS) to an excellent standard, and increasing engagement of families with Children's Centres and other 0-5 provision and services. **Refer Error! Reference source not found.**
- 2.3.2. In 2007 our KS 2 level 4 results were just above national averages in English and mathematics, as was the percentage of pupils achieving level 4 in both English and mathematics. Our priority is to continue to raise standards in English and mathematics, and to increase the percentage of pupils making two levels of progress from KS 1 to KS 2 from the current baseline of 88% in English, 79% in mathematics. Part of our strategy to raise standards by the end of primary school is to increase the number of children achieving level 2B across reading, writing and mathematics at the end of KS 1 to levels that are at, and then above the national average.
- 2.3.3. In 2007, 4 schools were below the floor target of 65% in both English and mathematics; 1 in English only and 4 in mathematics only. This was a reduction in the number of schools from 2006. No schools perform consistently below the floor target in all subjects. We have rigorous intervention programmes in place for schools currently below floor target, and robust systems for identifying and supporting schools at risk of performing below floor target; our objective is no schools below floor target.
- 2.3.4. Our framework and strategy for school improvement has resulted in no schools being in a formal OFSTED category since June 2007 and a reduction in the number of schools identified as causing concern by the LA's internal monitoring systems.
- 2.3.5. In OFSTED inspections carried out since September 2005, 83% of our primary schools were judged to have good or outstanding capacity to improve, 17% satisfactory capacity.

2.4. Every Child Matters

Deprivation

- 2.4.1. Tower Hamlets is ranked as the 3rd most deprived Local Authority in the country. The percentage of all pupils eligible for Free School Meals is 52% compared to 16% nationally. In fifty six of our primary schools the percentage of pupils eligible for free school meals exceeds 50% and no school has less than 25% of pupils eligible. **Refer Error! Reference source not found.**

Healthy Schools

- 2.4.2. Forty one (60%) of our primary schools have achieved Healthy Schools Status and all are working towards achieving this. Fifty nine (84%) of children in primary schools participate in 2 hours of physical activity per week. Fifty two (74%) of our schools have achieved Activemark award status.
- 2.4.3. Breakfast clubs are available in 40 schools, providing a healthy start to the school day. There are partnership arrangements in place in some schools, so children from a number of schools have access to a single breakfast club
- 2.4.4. All our primary schools offer a choice of hot meals at dinnertime. These are prepared in or near the school and nutritional standards are considered high.

Extended Services

- 2.4.5. Tower Hamlets Extended Services works with schools, other local authority teams and key agencies to ensure that all schools are providing, either on site or signposting within the local community, a full core offer of extended services by September 2009, a year ahead of the government target date of 2010. This ensures we are building on our successful Children's Centres and extending our offer of the full range of core services into schools.
- 2.4.6. Four extended schools clusters linked to Local Area Partnerships (LAPs) bringing together schools, local authority services, other key agencies and third sector providers, are now established as a structure for the development and delivery of extended services. Each cluster is supported by a co-ordinator whose main function is to facilitate partnerships between the schools, key agencies and third sector organisations operating in the local area to ensure services are in place.

Inclusion for children with Special Education Needs (SEN) and disabilities

- 2.4.7. Tower Hamlets has a rich heritage in providing a broad range of inclusive SEN services and support that responds to the needs of pupils in the borough. This has been achieved through consultation with local schools and governing bodies and through joined up, multi-agency working. The attainment gap between all pupils and those with SEN is lower than national by as much as 10% at KS 2, but we aim to reduce this. Our primary schools work to meet the needs of all children and school OFSTED judgments are well above national and statistical neighbours in this area.
- 2.4.8. Our overarching Inclusion (SEN) strategy seeks to go beyond simply meeting statutory obligations and reflects our commitment to removing barriers in the environment rather than individual intervention alone. A key focus of our equalities work is to ensure that the Every Disabled Child Matters agenda is fully embedded in our service planning and delivery.
- 2.4.9. In recent years, we have seen enhanced access to the curriculum and information by our SEN pupils through the focused and specialist use of ICT, with one of our Special Schools, Stephen Hawking School providing an outreach assistive technology base.
- 2.4.10. Current provision demonstrates progress to date by virtue of a continuum of provision, (including mainstream and special school provision) has been safeguarded and enhanced. Participation has been increased in mainstream schools through the inclusion training for all schools combined with specialist support spaces on site (such as the hearing impaired units at Overland Children's Centre and Culloden and Hague Schools) as well as Special Schools which also offer outreach.

The current SEN estate includes mainstream provision but further significant change to the way in which SEN can be delivered has been constrained by the lack of appropriate space involving size, function and access. Our plans for the delivery of further SEN outcomes and benefits will be greatly enhanced by Primary Capital investment.

2.5. Diversity Choice and Responsiveness to Parents

2.5.1. Partnership with parents is a high priority. Our parental engagement and family support strategy ensures parents are consulted and given the opportunity to contribute to key decisions on services. We aim to ensure every parent is confident that their local school offers the choice and excellence they want for their child. Our schools are responsive to parents' views and work actively with them so children grow up in families that help them develop resilience and ambition.

Summary of existing schools

Nursery Schools (Community)	Infant (Community)	Junior (Community)	Primary (Community)	Primary (Church of England) VA	Primary (Roman Catholic) VA	Special (Community)
6	4	4	43	9	9	2

2.5.2. Tower Hamlets is at present dealing with a period of growth for primary school places. The birth rate is increasing and there is significant new residential development. An average of 3,000 new homes a year have been developed in the recent past and development will continue at this rate for the foreseeable future.
Refer Error! Reference source not found.

2.5.3. The highest concentrations of new development are in the central and eastern areas. In the west of the borough there are a small number of schools which have over 25% of places unfilled. In planning provision to meet projected need, the LA has taken the view that it would not be prudent to close or reduce the size of these schools when growth is projected. In the very long term, there may be scope to rationalise provision to more closely meet the changed concentrations of population.

2.5.4. Tower Hamlets has had previous experience of rapid population growth and the need to expand primary school provision to meet this need. This means that a number of the school sites have already been expanded and so opportunities available now are limited.

2.5.5. The overall projections show that up to 9FE (forms of entry) of additional primary school provision will be needed by 2015.

Asset Strategy, buildings and ICT

2.5.6. Tower Hamlets has maintained and delivered an asset strategy for schools over many years. We maintain our Asset Management Plan by regular updates of our condition and suitability surveys. We are combining the other Children's Services assets in our service and corporate asset management planning.

2.5.7. The schools capital programme has delivered substantial investment in the overall estate. The programme includes both planned maintenance and replacement works (e.g. windows, heating systems), schemes to improve school accommodation and facilities (e.g. sports facilities, modernisation of toilet areas, refurbishment of

classrooms, improvement of external recreation areas, site rationalisation). Investment has taken place to support the implementation of inclusive education, both in small works (such as accessible toilet provision or acoustic treatments) and in major works to improve the accessibility of mainstream schools following the closure of a special school. Schemes to increase the number of places are in various stages of implementation and planning. The LA's programme has substantially dealt with community schools and there has been a parallel programme of investment in voluntary aided schools to improve and maintain the accommodation.

2.5.8. Our analysis of the condition of school buildings shows that there are no schools in a condition which would in itself merit the school being taken out of use or rebuilt. There are, however, some schools with significant suitability problems. These are well known to the LA and (VA) authorities and generally where significant problems remain it is because difficult site and accommodation problems have to date prevented suitable solutions being adopted within available funding.

2.5.9. The highest priority in the asset strategy is sufficient school places to meet the needs of the local population for statutory school provision. To increase the number of school places the Council will look at the best use of its existing assets by expanding where possible, before considering the need to open a new school.

2.5.10. Our data analysis has shown that there is no simple correlation between reported end of key stage attainment and the quality of school accommodation. In developing accommodation to improve outcomes we want to broaden the focus beyond key skills to include all areas of learning. We have identified that our aim to base successful primary education on ensuring good foundation stage outcomes may be hindered in some cases by lack of facilities, including access to outdoor areas. We therefore propose to include in our early priorities for PCP investment schemes to improve deficient foundation stage accommodation. **Refer** Error! Reference source not found.

2.5.11. Where schools are being expanded, we are looking at the whole school, so expansion schemes include improved accommodation and accessibility, condition and services and compliance with current Building Regulation standards.

Primary School Kitchens

2.5.12. 80% of primary and nursery schools operate their school meals from their own kitchens on site. The majority of the sites without kitchens are the small nursery schools and children centres. We have a high take up of meals and the service is highly regarded by parents. We have a small number of kitchens in poor condition and in need of investment.

Children's Centre Strategy

2.5.13. Tower Hamlets has implemented two phases of Children's Centre developments, and now 21 Centres are designated. The sites for these Centres ensured reasonable geographical coverage across the Borough, so services are accessible to parents and children under five wherever in the Borough they live. **Refer** Error! Reference source not found.

Children's Centres provide, as core services:

- Childcare integrated with early education, suitable for working parents, and including a qualified early years teacher
- Family support and outreach work

- Health Services
- Links to Job Centre Plus

2.5.14. There are strong links with day care providers ensuring quality of education provision, as judged by OfSTED, is continually improving.

2.5.15. There is a close partnership working with the Primary Care Trust, which results in an increasing range of health services available either in Children's Centres or closely linked to them.

Funding

The LA has a strong record on being able to join up funding. The LA and schools have worked together to jointly fund projects and make bids for external funding, such as Lottery funds. *Refer 4.4*

ICT

There are a variety of building types across the LA, which vary in their suitability for the development of ICT provision. The majority of schools have an ICT suite that can accommodate a whole class, and interactive whiteboards in all classrooms. Many are investing in and developing the use of laptops in class. Our Community Plan includes a commitment to creating a wireless borough.

Travel

Tower Hamlets is eight square miles and well-served by public transport, making all areas of the borough accessible. However our parents want primary school places within a short walking distance of their homes and there is some evidence that attendance at school is affected by distance of school from home.

3. Long-term Aims

3.1. Children's Plan

3.1.1. Our Primary Strategy for Change has five overarching principles which reflect the aims of the Government's Children's Plan, published in December 2007.

- Excellent Progress and Achievement for Every Child
- Strong Communities and Partnerships
- Accessible Local Services for Children and Families
- Improving Health, Wellbeing and Safety
- Developing ICT for Personalised Learning

3.1.2. Our principles incorporate a commitment to

- building prosperous, sustainable communities, reducing worklessness and child poverty
- improving levels of achievement, health and personal wellbeing by providing accessible, integrated services which our residents see as user-friendly
- Creating spaces and places where people feel safe, have a sense of belonging and are able to make a positive contribution to their community

3.1.3. The above principles and commitment underpinned our consultation process on the strategy, and have been endorsed by our key stakeholders, including pupils, parents, school staff, governors, diocesan bodies and the wider community. **Refer** Error! Reference source not found.

3.2. Standards

3.2.1. Our aim is to ensure Tower Hamlets will be a place where most children are achieving at least as well as or better than the national average, where education is valued, and families have high aspirations for their children.

3.2.2. We aim to:

- Increase the percentage achieving 78+ across all scales and 6+ in Personal Social and Emotional Development and Communication, Language and Literacy at the end of Foundation Stage
- Work to ensure that at least 80% of pupils achieve level 4 or above in both English and mathematics by 2015 and 85% achieve this by 2020
- Enable the majority of pupils to achieve two levels of progress in English and mathematics by the end of KS2
- Ensure all children enjoy a rich and stimulating curriculum which supports development and high achievement in all areas and which helps them develop their individual interests, skills and talents
- Ensure provision for Personal Development and Wellbeing, and Care Guidance and Support is good or better as judged by OFSTED in all our primary schools
- Ensure progress, high achievement and enjoyment of learning is sustained in transition from KS2 to KS3

3.2.3. Our overall strategy is to continue to develop excellent universal provision and to offer an increasingly personalised curriculum that is responsive to children's learning needs, regardless of ethnicity, disability, stage of development or previous educational experience. We will build on our existing good practice in Early

Intervention to ensure that the right targeted and specialist services reach children and families with additional needs. Our aim is to close the gap between the median and lowest 20% in Personal, Social and Emotional Development (PSED), at the end of Foundation Stage. In primary schools we will target interventions towards our underachieving groups, including white U.K boys and Somali girls.

- 3.2.4. Baseline analysis has not established a strong correlation between quality of building and end of KS2 attainment. However some of our schools performing below or close to the floor target are very small schools. We will consider amalgamation or federation of small schools to enhance provision and raise attainment in these schools.
- 3.2.5. To make “personalised learning” a reality, schools are expected to embrace the possibilities presented by ICT to not only transform what is taught, but also when, where and how it is taught. Access to up-to-date digital resources will support and enhance traditional resources across the curriculum. Teaching and learning technologies (including Interactive Whiteboards, computers and digital imaging equipment) will ensure that ICT supports flexibility of teaching and learning strategies and approaches. Learning opportunities will be tailored to the individual using a range of teaching and learning technologies, both static and mobile.
- 3.2.6. The curriculum will be enriched by accessing experts, specialists and media-rich resources, using virtual tools such as video conferencing and online simulations and games. Creative tools will be available to all, to create, edit, publish and share work in a variety of multimedia forms, including film, music and web-publishing. Technology will provide access and communication opportunities for those who might otherwise find it impossible, e.g. by the provision of voice output communication aids (VOCA).
- 3.2.7. Pupil progress and achievement will be tracked more easily using ICT, and shared with parents and families using learning platforms and Managed Learning Environments (MLEs). This will support transition by facilitating transfer of pupil electronic portfolios from primary to secondary school.
- 3.2.8. Schools will continually assess their ICT capacity and the impact it is having on teaching and learning
- 3.2.9. In order to achieve this, school buildings will provide flexible, sustainable and secure ICT infrastructure with robust technical support. Targeted Continuing Professional Development Opportunities (CPD) and monitoring and evaluation will ensure practitioners understand the role of technology in learning and have the confidence to choose to use it appropriately and effectively.
- 3.2.10. Digital technology will be exploited to reach and engage with children and families who may be traditionally excluded, and resources targeted where they will support social inclusion and benefit disadvantaged groups.
- 3.2.11. We will seek to create centres of excellence in a range of areas, including the curriculum and in specialisms to support targeted provision e.g. effective learning intervention to accelerate progress; Behavioural, Emotional and Social Development; speech and language. We will overcome space limitations in some schools by developing specialist spaces and resources which all schools can access.

3.3. Every Child Matters

Healthy and Safe Schools

- 3.3.1. The PCP, combined with our Play Pathfinder funding will support the implementation of the play strategy and our aim to give all children access to appropriate indoor and outdoor space for play and exercise, in or near schools. Play Pathfinder funding will be used to refurbish play areas across the borough and to create a training hub for play workers. Priorities for improving play areas in schools have been identified.
- 3.3.2. Our Schools Sports Partnerships will continue to work towards 100% of schools offering 2 hours or more physical activity per week. In addition the partnership will develop links with community sports organisations to extend the offer of 3 hours per week additional sport to all young people. The PCP will enable us to improve and extend sports facilities in the schools, for both school and community use.
- 3.3.3. We will align our PCP investment with our Children's Services Olympic Strategy with an aim to engage young people in the 2012 Games, and work towards a legacy of active participation in sport, the arts and the community.
- 3.3.4. We will work with our partners to embed robust safeguarding practices in schools and across all our services.
- 3.3.5. The LA has a comprehensive anti-bullying strategy and is working continually with schools to ensure their anti-bullying strategies are effective. In designing and refurbishing schools we will take account of the need to provide safe spaces and environments which support and promote positive behaviour
- 3.3.6. Our objectives for the future of the school meals service is to develop our production methods for healthier meals and ensure compliance with health and safety legislation. We have an annual improvement programme for our kitchens. The Council aims to meet or exceed the healthy eating targets by 2009 in line with DCSF requirements.
- 3.3.7. To address childhood obesity through early intervention with families, we will seek to develop kitchen and dining facilities which can be used flexibly for school meal preparation, and family learning activities linked to healthy food choices, as well as improvements to play areas.
- 3.3.8. Through extended schools and PCP we will develop facilities for community access while maintaining schools as safe places for children.

Extended Schools and Partnerships

- 3.3.9. A strength of our Local Strategic Partnership is we have an established structure for localised service planning and delivery. Through our 8 Local Area Partnerships (LAPs) residents contribute to shaping the delivery of mainstream services in their area, and have the opportunity to identify priorities for targeted services.
- 3.3.10. Our strategy for localisation does not depend on increasing the number of services available locally, but achieving greater coordination and integration of the significant investment already available. The LAPs are the underpinning mechanism for localising Children's Services. Extended School clusters which include Children's Centres, alongside Youth Services and PCT core provision, have all been organised on a LAP basis. They provide the main delivery vehicles for integrated service

planning; improving access to services locally, and better engagement with local communities on developing services which are responsive to changing local needs and priorities.

- 3.3.11. Our localisation strategy depends on working more closely across agencies on the ground, to provide timelier, more precise interventions to prevent escalation of need.
- 3.3.12. Local services will be brokered or commissioned, in partnership with a range of public service and third sector organisations, as well as the local community. Our partnership structures will support effective local networks of services and integrated working at both strategic and operational levels.
- 3.3.13. Across the borough extended services will provide access for everyone to excellent learning, study support, play, sport and recreational activities with sufficient high quality childcare to meet the requirements of working parents. The programme will be a central element of regeneration with educational renewal improving resources to enable our communities to flourish and, through the development of quality facilities and resources, the PSfC programme will be a key influence in enabling and broadening provision for schools, families and the wider community.

Inclusion and SEN

- 3.3.14. In order to embrace the future enhancements in inclusive Learning Difficulties and Disabilities (LDD) provision, capital investment is essential. Future LDD provision within our schools will need to respond to an increasing range of complex needs. Health trends show that children with birth defects are surviving longer due to medical advances and knowledge. In terms of building needs, schools will have to provide both flexible and specialist space, including medical need spaces to accommodate basic curriculum delivery and further suitable support space. This matches our commitment to continue to provide a flexible continuum of support to meet pupils' needs.
- 3.3.15. Tower Hamlets would like to maximise multi-agency working in much more appropriate space than is currently possible. An example of this is consulting rooms, which are an essential 'on-site' space in support of SEN. Of particular interest is supporting Child and Adolescent Mental Health clinics on site, which would help provide suitable and confidential support within an existing, familiar environment.
- 3.3.16. Our aim is to allow more mainstream schools to embrace the access and inclusion agenda by adaptation of their existing buildings, in terms of, for example, emotional and behavioural difficulties, or language and communication disorders. This could allow pupils to temporarily migrate to support space away from the mainstream environment allowing pupils to remain part of an overall consistent environment.

3.4. Diversity, Choice and Responsiveness to Parents

- 3.4.1. As stated in 1.1.4, the major challenge in Tower Hamlets is to ensure that sufficient school places are provided to meet the local need. **Refer** Error! Reference source not found.. This is taking place in an environment where:
- it is acknowledged that exact projections of population and school rolls are difficult to obtain, but a planning margin has to be allowed for;
 - existing school sites are typical inner city areas and many lack sufficient outdoor space;

- land prices are very high and so the Council has to consider the options of making the best use of existing assets before any new sites are acquired;
- the Council has to consider borough-wide strategic opportunities to work with its partners (PCT, Registered Social Landlords RSLs, etc) and developers to gain mutual benefit from land, services and infrastructure that can be created to meet local needs;
- the Council is seeking developer contributions to support the provision of community infrastructure;
- the major growth of new residential accommodation is in the central and eastern areas of the borough.

3.4.2. A small number of schools have had over 25% of unfilled places in recent years. These schools are in the western part of the borough. Schools are now operating at capacity for Reception class admissions with very little excess margin. The overall projections show that additional capacity of up to 9 Forms of Entry (FE) will be required by 2015. In the longer term there may be potential to rationalise the distribution of schools to more closely meet the areas of greatest concentration of homes. However, this cannot be done unless there is sufficient provision overall with capacity to reduce excess.

3.4.3. Plans for expanding existing schools have been developed taking account of:

- the physical capacity of the existing site and buildings to be expanded;
- the location of the school – is it in an area where the need is rising;
- the practical implications of the scheme – can it be implemented with an acceptable level of disruption to the school;

In addition, in taking the decision to proceed with the proposals at any site, the LA will consider the strength of the individual school, its popularity and success, and its capacity to adapt to the increase in size.

3.4.4. The Council has a number of sites actively under consideration for new schools or new sites for existing schools to expand. One school will be able to expand from 1FE to 3FE as part of a wider regeneration strategy for the estate and its surroundings which the Council is developing with partners, including English Partnerships and other landowners. A further 3 sites have been identified by the Local Development Framework (LDF) as potential school sites and we are working with Thames Gateway Urban Development Corporation (LTGUDC) on site assembly. The aim is the provision of a new school within the overall development framework for each opportunity. This involves innovative design solutions to make the best use of restricted inner city sites for a school and the wider community. Refer 4.8

3.4.5. The LA is at the early stages of investigating the possibility of a 0-19 school as part of the Building Schools for the Future (BSF) strategy. However, this is a longer term aim as the likely site is part of the Olympic legacy.

3.4.6. Expansion proposals always include consultation with parents and governors at the pre-statutory stage (and earlier) to ensure the considerations of the changing nature of the school can be fully explored. Any new school will be subject to the requirements of competition. Parents' greatest concern is obtaining a school place near their home and that all siblings in the family will be able to attend the same school. The proposals to meet rising numbers aim to address this.

3.4.7. Tower Hamlets has a range of schools and has considered fully the options for different governance arrangements, including academies and Trusts. We are currently consulting with schools and elected members.

4. Approach to Change

4.1. Overview

- 4.1.1. Tower Hamlets Council acts as commissioner of local services and is responsible for the development and implementation of the PSfC. The final strategy is submitted following a process of consultation with the Authority's partners, stakeholders and the wider community, and after endorsement by the Elected Members of the Council.
- 4.1.2. A strong framework of governance is already in place to deliver the PSfC and the PCP. This sits within the Local Strategic Partnership's existing structure to deliver the Children and Young People's Plan. The PSfC will be aligned with and reflect key commitments in the Tower Hamlets Community Plan, endorsed and signed off by all partners, through the Tower Hamlets Partnership. Accountability for financial management, service delivery and development will be through existing Council structures, including Cabinet processes for approving capital investment.
- 4.1.3. Proposals for priorities for the PCP will be informed by the Children's Services Asset Management Plan, school suitability surveys and linked priorities in other capital development programmes.

4.2. Capacity Building and Change Management

- 4.2.1. Our vision for the future of schools in Tower Hamlets recognises they will differ from the schools of today. Serving as centres of community life, means change for those who work in schools in the future. We are committed to an extensive, multidisciplinary professional development and change-management programme to ensure our workforce has the necessary skills, expertise and capacity for building new, innovative models for integrated service delivery and effective engagement with children and families. Using our existing strong partnerships we will work in collaboration with stakeholders, including schools, Diocese and other faith groups, community organisations and our business partners, to promote our shared vision and support all partners in building capacity to achieve the objectives of our strategy.
- 4.2.2. Children's Services (formerly as the Local Education Authority) has historically delivered major capital programmes annually over many years. Recently we have procured and ensured effective delivery of two schools PFI contracts, overcoming major and unprecedented difficulties with the grouped schools contract. Our programme at present includes schemes to ensure sufficient primary school places, completing the implementation of the phase 3 children's centres and a range of investment in school accommodation and improvements.
- 4.2.3. Within the LA we have extensive client experience in delivery of capital schemes and recognise the importance of properly resourcing the client team.
- 4.2.4. A number of schools have experienced the planning and implementation of major works whilst the school remained in occupation. This means we have a pool of experienced senior school leaders who are able to reflect on lessons learnt and to support other schools embarking on major programmes.

Managing the Development and on-going delivery of the Programme (Planning, monitoring and evaluation)

4.2.5. Change management will be guided by core principles and robust processes for monitoring and evaluation:

- ensuring a clear focus on transforming education and improved outcomes for children and families
- alignment with existing partnership, governance and strategic planning and monitoring structures, including the Children and Young People's Strategic Partnership Group, Children and Young People's Plan Theme groups, and relevant sub-groups
- through the role of the Children's Services Asset Management Board in co-ordinating asset management and development for the delivery of Children's Services
- through the role of the Primary Strategy Project Management Board in securing on-going commitment; consultation; communication and capacity building to deliver the strategy
- through the role of the Schools Forum in identifying, assessing and consulting on priorities for the PCP
- through the role of school Governing Bodies in prioritising investment through devolved capital funding
- through ongoing engagement with the school workforce, children, parents and community

4.3. **Achieving educational transformation**

4.3.1. The continued involvement of schools in designing and planning specific projects will ensure the vision for transforming educational provision and improving outcomes will underpin new investment in accommodation.

4.3.2. Building on our strong and successful partnerships will be key to effective delivery. Our current arrangements for integrated service planning, involving localised, multi-disciplinary teams, will support our commitment to providing an extended service offer through all primary schools, and making them centres of community life.

4.3.3. We will develop our Integrated Transition Strategy to strengthen current links between early years providers, primary schools and secondary schools, including service or project delivery partnerships or formal governance structures, e.g. federations.

4.4. **Finance**

4.4.1. The PCP funding indicative allocation for 2009 – 2011 is £15.4 million. In the current spending period we have an allocation of £14.9 million for basic need, in addition to modernisation, devolved capital and other DCSF capital funding.

4.4.2. All these funds are taken together for planning our investment programmes. We have for a number of years worked in partnership with schools to ensure the best use of Devolved Formula Capital (DFC) and other capital funds, including modernisation and schools access initiative funding streams. This involved the LA and schools jointly funding projects from DFC and modernisation or other programmes. We have had successful New Opportunities Fund/Big Lottery Fund (NOF/BLF) schemes which have provided excellent new facilities in schools.

4.4.3. A further funding source is from developer contributions towards the provision of additional school places. The Council is seeking contributions from new residential developments and will pool these into the funding programme for expanding school

places. However, there can be some considerable time lag between completion of a s.106 agreement and the contribution being received. The Council has the potential to explore options of securing new school sites by creative solutions with developers to endeavour to overcome the very restricted availability of land in the area and high land values. This may involve “air rights” proposals to create value, but always with the priority being given to good school design.

4.4.4. Schemes currently in progress to increase school places are being funded principally from basic need and modernisation funds, with some developer contributions. We will continue this approach and will seek innovative site solutions where we can improve building conditions, solve suitability issues and increase places by making better use of accommodation and site areas. Such options are being considered with Diocesan partners which will lead to a funding strategy potentially involving funds from PCP, basic need, developer contributions, VA governors, DFC and other available sources.

4.5. Design

4.5.1. The Capital Programme will help us provide stimulating, flexible learning environments which are adaptable to changing needs, suitable for shared and multiple uses and linked to the development of personalised learning.

4.5.2. Achieving sustainability and efficient use of energy, while also protecting the architectural heritage of the borough, will underpin our approach to design.

4.6. Procurement

4.6.1. The LA is procuring a London Education Partnership (LEP) for delivery of the BSF programme. Our aim is for the LEP to be the procurement vehicle for other major capital works as well as secondary schools. The LEP will be in place from January 2009 and will be the LA’s partner for procurement of major capital investment.

4.6.2. Schools will have access both to corporate procurement frameworks and ICT products and services available through the LEP, the London Group for Learning (LGfL) and the BSF managed service provider.

4.7. Potential initial investment priorities:

- Ensuring sufficient school places
- Improving Foundation Stage accommodation in support of early intervention
- Promoting parental choice for children with LDD, including accessible buildings, access to services and improvements to suitability of school accommodation
- Increasing community access and space for family learning
- Creating and developing space for sport and physical activity
- Creating centres of excellence and specialisms
- Investment for sustainable buildings

4.8. Developing innovative solutions to problems

4.8.1. The pressure on land to create the necessary community infrastructure is a challenge for the LA and requires innovative design solutions to deliver this (ref 3.4.4). We have a rich heritage of Victorian buildings which have proved a flexible asset however these buildings represent a challenge, particularly on restricted sites. We will continue to seek innovative design solutions in the adaptation of these

buildings to improve access, meet the needs of a modern teaching practices and standards and improve sustainability. This is a priority to gain satisfactory BREEAM ratings and ensure our buildings comply with Part L of the Building Regulations. An example of our design approach is a current expansion for a Victorian School which includes a boldly designed extension to deliver appropriate modern spaces. It includes a full size hall at first floor level, without encroaching on the existing external recreation area, and also an atrium joining old and new allowing passive ventilation to create a light and airy environment. Such developments are aimed at creating buildings which are valued local assets, responsive to changing curriculum and social needs, and a focal point for community interaction.

4.9. Sustainable Buildings

4.9.1. We consider the scope for improving sustainability when approaching the design of major adaptations and extensions schemes for our existing schools. As stated in 4.8 some sites represent a challenge in particular Victorian and 50s/60s buildings which do not always lend themselves to meeting the green agenda. The benefits of a regular planned maintained programme over the years, providing new energy efficient boilers, double glazed windows and roofs with adequate ventilation etc has improved energy efficiency. However, compliance with changes to the Building Regulations and more recently the requirements to meet satisfactory BREEAM standards proves a challenge when joining new to older buildings. Our in-house architects keep abreast of the latest developments in the technologies designed to overcome such the problems and seek to incorporate all available measures into new design schemes. We also consider the latest thinking on the impact of the built environment on performance and pupil behaviour, and seek ways to address issues identified such as poor acoustics, improved ventilation and lighting⁶.

4.10. Medium to long-term plan and aims

4.10.1. The priority in our investment in primary schools will continue to be ensuring there are sufficient places.

4.10.2. The analysis of our education assets has confirmed that whilst no schools are in serious disrepair, there are a number of schools (both community and VA) which have some long term suitability issues. which cannot easily be solved within the existing constraints of the site and/or buildings. The PCP gives us the opportunity to work with our partners to seek solutions for these sites, whether within the existing site or involves some form of rationalisation or site release. Our partners will include the Diocesan bodies, RSLs, the PCT and potentially commercial developers. We will investigate options which maintain or increase choice for parents and, where suitable, increase places. Some solutions may be longer term as we need to ensure sufficient overall capacity before we can rationalise provision. The PCP over a period of years provides a planning framework to develop proposals to deal with long standing difficult site and accommodation problems.

4.10.3. We will continue to plan for improvements to the physical accessibility of school buildings. Investment to date has ensured accessible schools within each locality, but we will aim to continue a wider programme of accessibility improvement schemes to existing schools.

4.10.4. Our planning will continue on the basis of securing access for families to a range of easily accessible services in their own localities.

⁶ Primary Review research Briefings 6/1 - Primary Schools: The Built Environment

- 4.10.5. Our medium and long term plans will, insofar as possible, take account priorities identified by stakeholders during the consultation process to date, including community access; family learning, and space for physical activity and sport.

5. Appendices

Appendix 1: Population

Table 1: Total Population Aged 0 to 11 years

Age	Males	Females	Total	% of Total Population
0 to 4	9139	9020	18159	8.1%
5 to 7	4385	4328	8713	3.9%
8 to 9	2728	2688	5416	2.4%
0 to 11	2592	2647	5240	2.3%
0 to 11	18845	18683	37528	16.7%

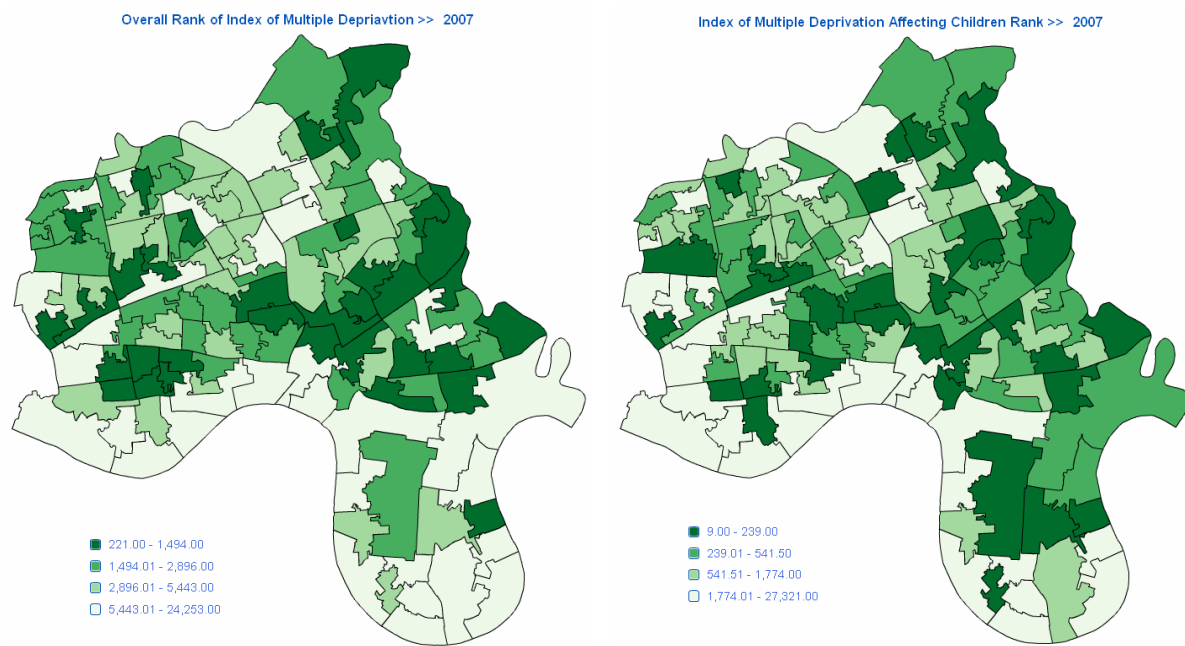
Source: GLA Ward Projections, 2007

Table 2: Total Population Aged 0 to 11 years

	All People	Total White	% of Total	Total Mixed	% of Total	Total Asian or British	% of Total	Total Black or British	% of Total	Total Chinese or Other	% of Total
All People	196,100	100,800	51%	4,868	2%	71,807	37%	12,738	6%	5,887	3%
0 to 4	15,177	3,898	26%	731	5%	9,251	61%	1,021	7%	276	2%
5 to 7	8,137	1,908	23%	333	4%	5,158	63%	560	7%	178	2%
8 to 9	5,228	1,412	27%	207	4%	3,124	60%	361	7%	124	2%
10 to 14	13,708	3,528	26%	506	4%	8,409	61%	976	7%	289	2%
0 to 14	42,250	10,746	25%	1,777	4%	25,942	61%	2,918	7%	867	2%

Source: 2001 Census, Table ST101

Appendix 2: Indices of Deprivation



Map 1: Overall Rank and Rank of Deprivation affecting children, DLCS 2007

Indices of Deprivation Notes:

- The above maps show the ranking of each Lower Layer Super Output Area (LSOA) in England
- In total there are 32,482 LSOA
- In Tower Hamlets the Overall Rank of Deprivation ranges from 221 to 24253.
- Income Deprivation Affecting Children represents children aged 0-15 living in income deprived households. These are defined as those households receiving DWP Benefits including Working Tax Credits and Child Tax Credits with an equivalised income below 60% of the national median
- In Tower Hamlets Income Deprivation Affecting Children ranges from 9 most deprived area in the country to 27,321 least deprived in the country

Appendix 3: Corporate Performance Assessment

Summary

The Comprehensive Performance Assessment (CPA) measures how well councils are delivering services for local people and communities. It looks at performance from a range of perspectives and combines a set of judgements to provide both a simply understood rating and a more complex picture of where to focus activity to ensure improvement.

The main elements of the CPA process are:

- Corporate assessment
- Use of resources
- Service assessments

For each area the Audit Commission rates the Council on a score of 0-4. Our current scores 2002 are:

Corporate Assessment	3
Children's Services	4
Adult Services	4
Use of Resources	3
Housing	3
Environment	2
Culture	3
Benefits	4

All of the above come together into an overall rating for the Council of 3 stars.

There is also a Direction of Travel that is based on the service scores, Best Value Performance Indicators and a self-assessment. Our present rating is at the top level: Improving Strongly.

The Corporate Assessment specifically contributes to this by focusing the analysis on how well the Council engages with and leads its communities, how well the Council delivers community priorities in partnership with others and how well the Council ensures continuous improvement across the authority.

Each council makes its own assessment of its overall ability, which is then challenged and checked through a two-week corporate assessment inspection by a team of five, including a member and an officer peer from another council.

Our Corporate Assessment took place in the beginning of April 2008 with the final CA report to be published 22 July 2008.

The corporate assessment examines how the council is working corporately, and with its partners, to improve services and deliver improved outcomes for local people. It:

- examines the political, managerial and community leadership of the council
- measures how well councils understand their local communities
- assesses how well this understanding translates into councils' ambitions and priorities
- judges councils' capacity to deliver these ambitions and priorities, and their achievements.

It does this by looking to answer three headline questions through detailed analysis of a number of themes. These are:

- What is the council, together with its partners, trying to achieve?
- What is the capacity of the council, including its work with partners, to deliver what it is trying to achieve?
- What has been achieved?

Since our inspection in 2002, Children's Services has been rated as among the best performing in the country, we have continued to achieve ambitious and stretching performance indicator targets and we have received external recognition through Beacon Awards for Early Intervention (children at risk) and School Improvement. There is however, still a great deal to do and we continue to be ambitious and seize the borough's many opportunities so that we can deliver for local communities.

Appendix 4: Primary Pupil Projections 2008

YOB	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Birth projections	3521	3541	3646	3845	3940	4086	3968	4178	4134	4109	4249	4270	4385	4236	4287	4261	4266	4270	4274	4278	4282	4286
Age	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
4 Year Olds	2918	2837	2859	2895	2928	3064	2987	3145	3137	3118	3223	3239	3297	3186	3224	3204	3207	3210	3205	3208	3211	3215
5 Year Olds	2929	2938	2821	2839	2898	2964	3067	2990	3180	3172	3153	3258	3237	3295	3184	3222	3202	3206	3198	3192	3196	3199
6 Year Olds	2839	2916	2898	2802	2869	2852	2970	3072	3029	3218	3210	3192	3259	3238	3296	3185	3223	3204	3196	3188	3183	3186
7 Year Olds	2782	2803	2877	2859	2742	2731	2821	2937	3071	3028	3214	3206	3151	3217	3197	3254	3145	3182	3153	3145	3137	3132
8 Year Olds	2693	2758	2739	2843	2841	2695	2704	2794	2941	3072	3030	3213	3169	3115	3180	3160	3216	3109	3135	3105	3098	3090
9 Year Olds	2574	2645	2699	2709	2829	2778	2672	2681	2802	2947	3076	3035	3179	3135	3082	3146	3126	3182	3065	3091	3062	3054
10 Year Olds	2629	2548	2615	2695	2674	2790	2779	2674	2716	2836	2980	3108	3030	3174	3130	3078	3142	3122	3166	3050	3075	3047
All	19364	19445	19508	19642	19781	19873	20000	20293	20874	21390	21886	22250	22322	22360	22293	22249	22262	22215	22117	21979	21962	21922

Projections are reviewed annually and are based on actual and projected birth data (actual data to 2007 shown above); actual January roll information (actual 2008 data shown above); cohort survival ratios; and projected housing completions. The projections are subject to annual movement although the need trend continues upwards. The actual births in 2007 were slightly lower than projected which has slowed the trend in the current projections. Based on 2007 projections, the growth was anticipated to require up to 9FE of additional need by 2015; the projections based for 2008 (using the 2007 actual birth data) show a maximum additional need of 6FE by 2015. However, the projections are kept under review to ensure the accuracy. There is no additional margin built into the model, so the figures are regarded as cautious.

Appendix 5: Map Tower Hamlets Primary Schools

Primary Schools



Appendix 6: Tower Hamlets Children and Young People's Plan: Annual Review and Update 2007

Introduction

In April 2006 we published our first Children and Young People's Plan (CYPP) which set an ambitious agenda for the next three years. Twelve months on and that ambition has paid dividends. For the first time ever our 11 year olds are achieving higher than the national average in English and mathematics, we are performing in the top quartile of authorities on a range of other measures including adoptions and reducing teenage conceptions, and we were awarded the top performance rating two years running in our Annual Performance Assessment (APA).

The success we have enjoyed through the Annual Performance Assessments, and as a Beacon Council for both School Improvement and Early Intervention, has given us confidence in the core elements of our approach and has provided a platform to aim for greater improvements in the future. But we know that despite this success there remain areas where we haven't yet made the impact that our children and young people deserve.

This review is an opportunity to learn from the first year of delivering the CYPP, to reflect on our successes and areas where further improvement is needed, and to analyse the factors that have contributed to our performance. However, this review does not just look backwards. Tower Hamlets is a place where the pace of change, in terms of economic growth, redevelopment associated with the Olympics and Canary Wharf, and population mobility means that it is impossible to stand still.

Unless you move forward you find yourself going backwards. This places a premium on innovation and flexibility. We have therefore taken what we have learnt through our self-review

and feedback from external inspection, audit and challenge to refine our objectives, activities and targets to respond to the new priorities which have emerged over the last year. We are poised at a critical moment in the delivery of Children's Services. Now we have embedded the new Children's Services structure we have an opportunity to make a step change in outcomes for children and young people by transforming the way services are delivered. This will require deeper partnership working, integration across different professional disciplines, and more meaningful engagement with the community and users around how services are designed and delivered.

These themes recur throughout this document and provide some unifying principles across all five outcomes. However, working in this way is more demanding and depends on growing our organisational strength. The measures that we are putting in place to ensure that in this increasingly complex environment we remain focused on the priorities, on achieving the right outcomes in a cost effective and efficient way, are set out in the new section to the CYPP entitled 'excellent children's services.'

A full copy of the Tower Hamlets Children and Young People's Strategic Plan: Annual Review and Update 2007 is available on the London Borough of Tower Hamlet website. www.towerhamlets.gov.uk

Appendix 7: Attainment Outcomes

Table 1 – FSP Outcomes 2007

% of children achieving 78+ points, and scoring at least 6 on all PSED and CLL scales	39.2%
% gap between the median and mean scores for the 20% lowest performers	40.6%
Key Points <ul style="list-style-type: none"> • Rise in overall attainment • Gap narrowed • Both continue trend from 2005-6 • CLL 6+ increase by 2.7% • PSED 6+ decrease by 2.9%: emotional development is lower than other two PSED scales • Boys' attainment lags behind girls' - % scoring 78 and 6+ in PSED and CLL: girls 47.7, boys 30.8 • Summer born children achieve significantly below older children: autumn 52.4%, spring 40.7%, summer 26.8% 	

Table 2 – Key Stage 1 – 2007 Outcomes

Level 2+	Level 2b	Level 3
Reading 82% (National 84%)	Reading 66% (National 71%)	Reading 16% (National 26%)
Writing 79% (National 80%)	Writing 54% (National 59%)	Writing 9% (National 13%)
Mathematics 89% (National 90%)	Mathematics 69% (National 74%)	Mathematics 14% (National 22%)
Key points <ul style="list-style-type: none"> • The gap between national and local averages has been reduced in writing, mathematics and science at Level 2c+ • Improvements in Speaking and Listening at Level 2+ by 2.3 ppts • Improvements in mathematics at Level 2+ by 1.1% and Level 2b+ by 2.7 ppts 		

Table 3 – Key Stage 2 – 2007 Outcomes

Key Stage 2 Level 4+	Key Stage 2 Level 5	% of pupils making two levels of progress from KS1 to KS2 in:
English 81% (National 80%)	English 81% (National 80%)	English 88% (National 83%)
Reading 84% (National 84%)	Reading 84% (National 84%)	
Writing 70% (National 67%)	Writing 70% (National 67%)	
Mathematics 78% (National 77%)	Mathematics 78% (National 77%)	Mathematics 79% (National 76%)
English and Mathematics 72% (National 71%)	English and Mathematics 10% (National 22%)	
Science 87% (National 88%)	Science 87% (National 88%)	
Key points <ul style="list-style-type: none"> • Above national averages for English and mathematics at Level 4+ • Consolidated improvement gains over last 3 years, 		

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- Percentage of pupils achieving L4+ in both English and maths is 71% (above national average)
- Significant improvements at writing at both L4+ and L5+
- Significant increases at L5+ in English and science

Currently we have no schools deemed by Ofsted to require Special Measures or in receipt of a Notice to improve.

Table 4 - Schools below the floor target in at least one subject in 2007 at end of Key Stage 2:

	Key interventions for 2007 / 2008:	Ofsted judgements on capacity to improve since Sept 2005
4 schools below floor target in both English and mathematics (2006 3 schools)	Improving schools programme – 10 schools	(new Section 5 inspections) 54 Section 5 inspections have been carried out of which the following were judged to be:
4 schools below floor target in both English and mathematics (2006 3 schools)	Every Child a Reader – 25 schools	0% Inadequate capacity to improve
1 school below floor target for English only (2006 5 schools)	Numeracy Recovery – 6 schools	17% Satisfactory capacity to improve
4 schools below floor target for mathematics only (2006 7 schools)	Tower Hamlets EAL programme – 5 schools	57% Good capacity to improve
5 schools below floor target in English in total (2006 8 schools)	CLLDp – 22 schools	26% Outstanding capacity to improve
	CAME project – 20 schools	83% Good and above capacity to improve
	SEAL project – 69 schools	

Appendix 8: Baseline Analysis – PSfC Themes

School Primaries & Nurseries	KEY	Top 20% of schools with issues		Next 30% of schools with issues		Next 50% of schools			Ofsted Judgement PDWB April 08	Ofsted Judgement CGS April 08	Ofsted judgement before Sept 05
		Summary Condition & Suitability	Summary Foundation Stage Attainment	EYFS Access summary	Accessibility	External Recreation Areas - Size	Community Assess & learning				
Alice Model	3	79	0	ODS - small	100	40	80	1	1		
Arnhem Wharf	8	69.5	56	EYFS	60	60	60	2	2		
Bangabandhu	2	67	56		100	60	80	2	2		
Ben Jonson	3	93	50	Y v-small	100	80	100	2	3		
Bigland Green	4	68	30	EYFS	100	60	80	2	2		
Blue Gate Fields Infant	4	74	52		100	60	80	1	2		
Blue Gate Fields Junior	4	63	0		100	60	80	1	1		
Bonner	1	95	68		100	60	80	1	1		
Bygrove	7	54	58		60	60	60	2	2		
Canon Barnett	2	47	68	No R access	20	20	60			good overall	
Cayley	3	62	20		20	60	80	1	1		
Cherry Trees	6	77	0		20	80	80	1	1		
Children's House	6	80	0	Y - using stairs	100	60	40			good overall	
Chisenhale	5	62	56	R v-Small	100	60	60	2	2		
Christ Church	2	51	30		20	40	100	2	1		
Clara Grant	6	73	42	ODS - v small	20	60	60			very good overall	

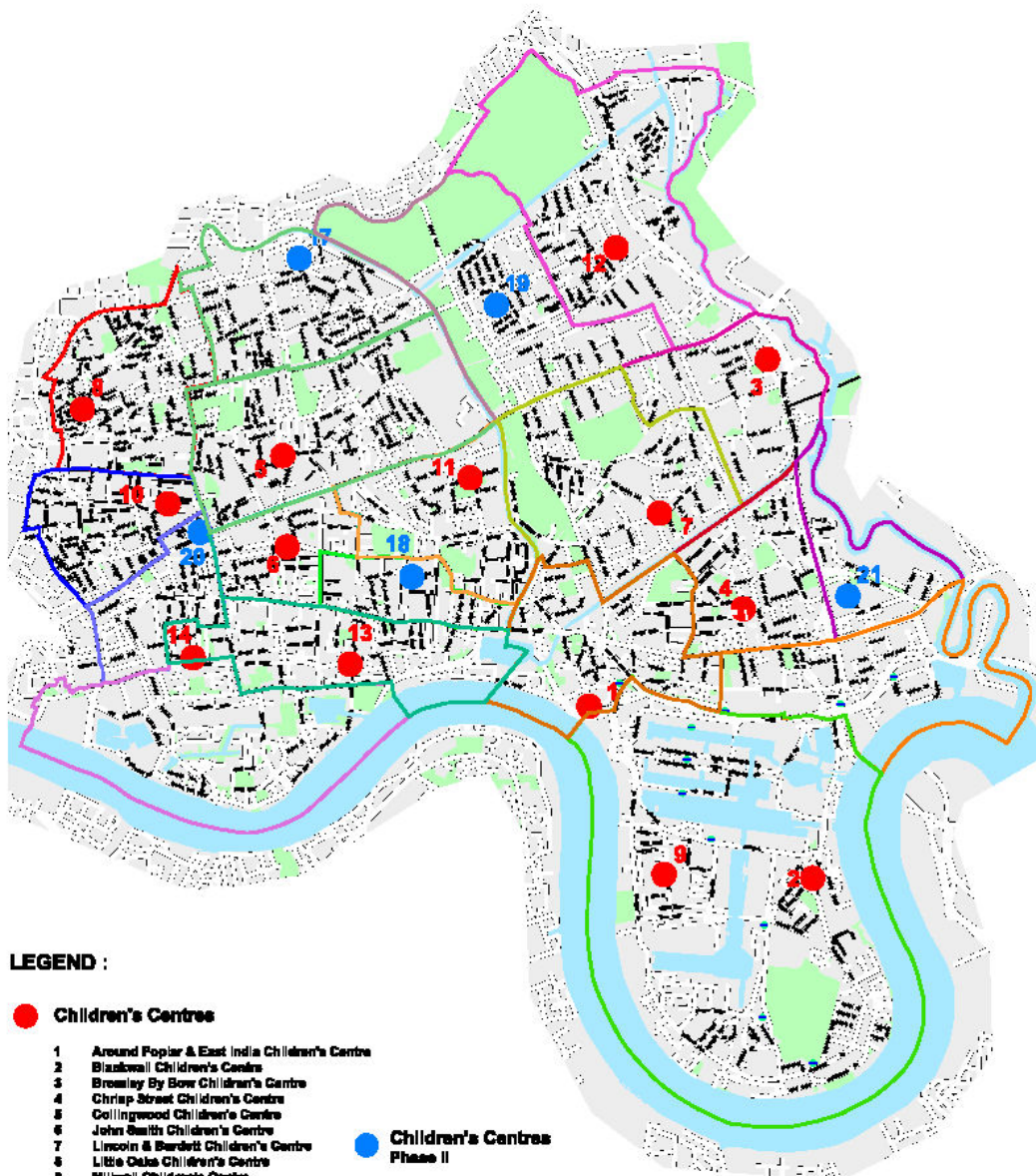
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Columbia	1	71	72	EYFS	20	40	40	1	2	
Columbia Market	1	86	0		100	60	80			very good overall
Cubitt Town Infant	8	70	54		100	80	60	2	2	
Cubitt Town Junior	8	65	0		20	60	60	1	1	
Culloden	7	84	40		100	80	20	3	3	
Cyril Jackson	7	69	68		100	80	80	2	2	
Elizabeth Selby	1	50	64	No R - EYFS	100	60	60	1	1	
English Martyrs	3	60	76		20	60	40	1	1	
Globe	1	42	52	No R access	20	20	80	1	2	
Guardian Angels	5	39	62	No R access	20	60	60	2	2	
Hague	2	69	58		20	40	40	2	2	
Halley	3	80	64	EYFS	100	40	80	1	1	
Harbinger	8	78	52		20	60	80	1	1	
Harry Gosling	3	76	64		40	60	60	2	3	
Harry Roberts	3	86	0		100	60	80	1	1	
Hermitage	4	71	40		60	60	60	2	1	
Holy Family	7	55	24	EYFS	20	60	60	3	3	
John Scurr	2	78	44	EYFS	60	60	60	2	2	
Kobi Nazrul	3	72	30	EYFS & small	100	60	60			very good overall
Lansbury Lawrence	7	84	64		20	60	100			satisfactory overall
Lawdale Junior	1	70	0		20	60	60	2	2	
Malmesbury	5			No N & R 1 class No - EYFS			80			
Manorfield	7	45	44		20	60		2	3	
Marion Richardson	3	69	48		40	60	60	2	2	
Marnier	6	74	54	No R - EYFS	20	60	80	1	1	
Mayflower	7	56.5	64		40	60	60	2	2	
Mayflower	7	44	76		20	40	60	1	1	
Mowlern	1	81	28		100	60	40	2	2	
Old Church	3	82	0		20	60	80	2	2	
Old Ford	5	76	40		60	60	60	2		good overall
Old Palace	6	72	36		20	50	60	2	1	
Olga	5	78	76		100	50	60	3	3	

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Osmani	2	74	48			20	40	100	2	2	
Our Lady's	7	40	58	No R - EYFS		40	20	20			good overall
Rachel Keeling	1	77	0			60	60	60			very effective overall
Redlands	3	59	50	No R 1 class - EYFS		20	60	60	3	3	
Seven Mills	8	74	64			100	60	60			good overall
Shapla	4	76	48	EYFS		100	60	80	1	1	
Sir William Burrough	7	64	68			20	60	60	1	1	
Smithy	3	66	76	R v-Small		20	60	60	1	1	
St Agnes	6	60	60	EYFS		100	60	40	1	2	
St Anne's	2	66	72	Y-not fenced		100	60	80	1	1	
St Edmund's	8	80	60			100	60	40			very good overall
St Elizabeth's	1	61	60	No R - EYFS		60	60	40	1	1	
St John's	1	42	68	No R access		20	40	100	2	3	
St Luke's	8	73	60			20	80	100	2	1	
St Mary and St Michael	4	76	58			100	60	80	2	3	
St Matthias	1	65	76	R & N v-Small		100	60	80	2	2	
St Paul's (Whitechapel)	4	43	52	No R access		20	60	80			effective/satisfactory overall
St Paul's with St Luke's	6	72	54			60	60	60			good overall
St Peter's London Docks CE	4	59	72	No R access		100	60	20	2	3	
St Saviour's	7	46	72	R v small		60	60	40	2	2	
Stebon	6	56	72	R v-Small		20	60	80	2	2	
Stephen Hawking	3	74	0			100	40	80	1	1	
Stepney Greencoat	7	65	72			100	60	20	3	3	
Stewart Headlam	2	71	64	No R access		20	60	60	2	2	
Thomas Buxton Infant	1	87	60			100	60	60	2	3	
Thomas Buxton Junior	1	81	0			100	60	60	2	3	
Virginia	1	69	64	No R - EYFS		20	60	40			good overall
Wellington	6	70	76	not all R classes		20	40	80	2	2	
William Davis	1	72	44			20	20	40	1	1	
Woolmore	8	70	52			20	70	60	2	1	

Appendix 9: Children's Centres



LEGEND :

● Children's Centres

- 1 Around Poplar & East India Children's Centre
- 2 Blaxhall Children's Centre
- 3 Bromley By Bow Children's Centre
- 4 Chisrip Street Children's Centre
- 5 Collingwood Children's Centre
- 6 John Smith Children's Centre
- 7 Lincoln & Bardett Children's Centre
- 8 Little Osha Children's Centre
- 9 Millwall Children's Centre
- 10 Northfleet Children's Centre
- 11 Ocean Children's Centre
- 12 Overland Children's Centre
- 13 Shadwell Children's Centre
- 14 Wapping Children's Centre

● Children's Centres Phase II

- 17 Newham Children's Centre
- 18 Old Church Children's Centre
- 19 Opa Children's Centre
- 20 Jaganari Children's Centre
- 21 Aberfeldy Children's Centre

Date: 28th February 2005
Source: Children's Information Service

Appendix 10: Consultation Process

Target Group	Medium	Number of Participants
Elected Members	LAB and Cabinet Meetings	51
Method: <ul style="list-style-type: none"> • 16 April a briefing paper was presented to the Cabinet for the elected members to make comment and recommendations. • 14 May submitted a draft cabinet report for further comment • 11 June submit PSfC for final approval 		
Headteachers and other school leaders	PSfC Conference 24 April	35 schools represented; 112 attended
Method: <p>The draft PSfC was presented to the conference. The focus was on the key drivers:</p> <ul style="list-style-type: none"> • Promote and foster high achievement for all children by creating excellent provisions for learning at all stages of development. • Reduce inequalities for children and parents, in educational attainment, health, personal wellbeing, and economic prosperity through an extended and integrated service offer through primary schools, nursery schools and children's centres • Help build strong, sustainable and cohesive communities by developing primary schools as community hubs and centres of community engagement and regeneration 		
Headteachers	Directors and Heads Meeting and Heads Bulletin	All schools invited to attend
Method: <ul style="list-style-type: none"> • Consultation paper presented at the Heads Executive Meeting 03 March 2008. Support given by the Heads. • At the Directors Heads Primary Consultative meeting 07 May 2008 heads were shown the results of the baseline analysis. There was an opportunity to discuss the results and the analysis was shown by theme – e.g. condition & suitability, foundation stage attainment etc. There was also an opportunity for heads to view the full breadth of analysis to understand clearly all the criteria used to assess each school's needs. • Updates published in the Heads' Bulletin. 		
Headteachers	School Self Assessment	All schools given the opportunity
Method: <ul style="list-style-type: none"> • Immediately after conference all schools were sent a self assessment form to complete. The information received from this has been used to verify the results of borough's baseline assessment process. • Because of a low uptake a further opportunity was given to schools on the 07.05.08 to complete the self assessment form. 		

Tower Hamlets Primary Strategy for Change

General Public & schools community	Internet 21 March – 4 April	24
<p>Method: The LBTH's PSfC "5 Key Principles" and related questionnaire were advertised on the internet. Notification via:</p> <ul style="list-style-type: none"> • East End Life • Home page of the LBTH website • Heads' Executive meeting with Corporate Director • Director's Briefing for Governors with Corporate Director • Diocesan bodies • Headteachers' Bulletin • LAP directors and managers notified and were requested to forward the invitation to all LAP members. 		
Parents	Focus Groups 11 March – 4 April	34
<p>Method: SMSR a social and market research company were commissioned to facilitate and report on a series of focus groups with parents of primary school children related to the Key Principles. In particular to gain views of parents about the borough's primary schools.</p>		
Pupils	Activity sessions 10 March – 4 April	64
<p>Method: 12 schools invited, 3 responded.</p> <ul style="list-style-type: none"> • St Saviours Year 5 (26 pupils) • Old palace Year 4 (27 pupils) • Kobi Nazrul School Council (10 pupils) <p>Children were given a set of activities related to the key principles. They were asked to discuss and rank each activity under each principle.</p>		
LAPs	Event 11 March	40
<p>Method: A LAP 1 & 2 event was held. As part of that event the PSfC was discussed and feedback given.</p>		
Diocesan bodies	Meetings	
<p>Method:</p> <ol style="list-style-type: none"> 1. Joint meeting held with officers of Westminster Diocese and London Diocese 2. Draft PSfC submitted to Westminster Diocese on 7 May for consideration at Diocesan Education Commission meeting 21 May 3. Draft PSfC submitted to London Diocese on 7 May for consideration 		

Primary Strategy for Change

Overview

In 2007 the government launched the Primary Capital Programme and announced that £1.9 billion would be available nationally to improve primary school buildings. The aim is to make school buildings more suitable for a 21st Century curriculum as well as putting schools at the heart of the community, by developing a whole range of services that families can access through schools.

In order to get these funds, local authorities have to prepare a **Primary Strategy for Change** setting out their vision and strategy for transforming primary schools. Tower Hamlets is well placed to do this as our Community Plan, and Children and Young People's Plan, already commit to a clear vision for improving opportunities and outcomes for children and families. This vision will underpin our strategy.

Primary Strategy for Change – Key Principles

We have five overarching principles which we think are fundamental to our Primary Strategy for Change:

- 1. Excellent progress and achievement for every child**
- 2. Strong Communities and Partnerships**
- 3. Accessible Local Services for Children and Families**
- 4. Improving health, well-being and safety**
- 5. Developing ICT for personalised learning**

1. Excellent progress and achievement for every child

We want to:

- Work to ensure that at least 80% of pupils achieve level 4 or above in both English and mathematics by 2015
- Enable nearly all pupils to achieve two levels of progress in English and mathematics by the end of KS2
- Ensure all children enjoy a rich and stimulating curriculum which supports their development in all areas and which helps them develop their individual interests, skills and talents

- Ensure that provision for Personal Development and Wellbeing, and Care Guidance and Support is good or better in all our primary schools
- Ensure good progress, high achievement and enjoyment of learning is sustained in transition from KS2 to KS3

We need buildings that:

- Promote an inclusive curriculum and support all children's full access to the curriculum, regardless of ethnicity, disability, stage of development or previous educational experience
- Provide flexible teaching environments that can be adapted to learners' needs, including flexible transition arrangements
- Provide appropriate space and resources for small and large group work; targeted intervention, and personalised learning programmes
- Provide facilities for children to engage in a wide variety of creative and cultural activities
- Support efficient and effective organisation and management of schools
- Reduce the number of school with half-forms of entry, whilst maintaining sufficient school places

2. Strong communities and partnerships

We want to:

- Provide opportunities for children to become involved in the life of their community
- Secure high levels of parental engagement with children's learning and school governance
- Achieve levels of attendance in primary schools that are at least as good as the national averages
- Achieve high levels of participation in 0-5 provision
- Build cohesive communities; promote appreciation of cultural diversity, and challenge prejudice and stereotyping

We need buildings that:

- Enable schools to work in partnerships and clusters, and to share spaces and facilities
- Facilitate networking and joint activities between child-care and education providers in all phases from 0-19
- Create spaces and opportunities that bring together different sections of the community
- Include suitable space for family learning and community involvement in delivering the curriculum
- Promote active community engagement by being accessible and welcoming, as well as supporting outreach work in the community

3. Accessible local services for children and families

We want to:

- Provide school places within reasonable walking distance of home for all children starting school in reception
- Provide access to primary school education to all children in the borough, without discrimination and regardless of disability
- Provide access to the full menu of extended services for all families, in their local area
- Offer diverse and excellent provision which supports parental choice

We need buildings that:

- Provide sufficient school places for our growing school population
- Enable access and are adaptable to children and families with a range of needs
- Provide space for family learning and support activities; out of hours care, and integrated service-working
- Provide suitable working and rest space for adults working in or using school premises
- Enable parents to make the best possible choices for their children's education and care

4. Improving Health, Wellbeing and Safety

We want to:

- Ensure that all children have access to appropriate indoor and outdoor space for play and exercise, in or near schools
- Secure early intervention (swift and easy referral)
- Provide access to health and social care services locally, co-locating services where appropriate
- Encourage healthy lifestyle choices and reduce childhood and adolescent obesity
- Offer two hours or more of high quality P.E every week to 5-16 year olds
- Encourage awareness of the environment and a developing sense of individual and collective responsibility for care of the environment
- Encourage good personal hygiene awareness and behaviour which help prevent the spread of minor illnesses in schools

We need buildings that:

- Provide for free-flow and safe access to outdoor play areas for all Foundation stage children
- Provide sufficient indoor and outdoor space for two hours of structured physical activity within curriculum time, and space for unstructured play activities

- Provide suitable space and a safe place to be for children and young people before and after school, and during school holidays
- Are open to community use while ensuring that children are safe in the buildings and grounds
- Provide good quality kitchen and dining facilities
- Provide good quality toilet and cloakroom facilities

5. Developing ICT for personalised learning

We want to:

- Use ICT for assessment which supports effective tracking of progress and achievement; target-setting and appropriate sharing of information
- Ensure learning resources are rich and varied with learning happening beyond the traditional school boundaries of time and place
- Enrich the curriculum through access to specialists and simulations
- Create the capability for shared access to school data through a single system

We need buildings that:

- Provide both wireless and hardwired facilities for learning with mobile devices
- Enable change by being flexible and adaptable in order to accommodate future developments
- Provide secure facilities for storage and re-charging of fixed and mobile devices.

You can tell us your views by:

- Completing the questionnaire Online [Primary Strategy for Change online questionnaire](#)
- Completing a paper copy of the questionnaire and posting it back to us. Simply download the [questionnaire](#) and Post to:

London Borough of Tower Hamlets
Primary Strategy for Change
Building and Development Section
Mulberry Place
5 Clove Crescent
London E14 2BG

For further information Margaret.libreri@towerhamlets.gov.uk
Monica.forty@towerhamlets.gov.uk

Primary Capital Programme Initial Priorities - Identified Project/Programmes of Improvement

The PSfC has to show our initial investment priorities for 2009/10 – 2010/11 and 2011/12 – 2012/13. We do not need to name all schemes, but show the programme areas and show how PCP funding will be joined up with other funding sources.

The tables below show our priorities for major schemes or programmes, which will have some funding elements from PCP. Other sources of funding will be used in addition to PCP funds for the priority themes shown in the PSfC. There will be elements of some schemes which cross the themes and therefore may be more complex/costly and require longer to plan. We have over-programmed as schemes are not yet scoped. All planned major schemes will consider sustainability improvements in addition to compliance with BREEM (Building Research Establishment Environmental Assessment Method) and Part L (Building Regs) requirements.

PCP 2009/10 – 2010/11

Expansion Programme: the following schemes will also deliver improved access and bring existing buildings up to satisfactory standards.

Schools;	Project:
Marners	Increase to 3FE + additional Nursery by extension
Arnhem Wharf	Increase to 3FE by extension
Ben Jonson	Increase to 3FE by extension

Foundation Stage Improvement Programme: the following schemes may comprise improvement to outside play access and rationalisation to improve links within early years settings where possible

Bigland Green
 Canon Barnett
 Elizabeth Selby
 Globe
 Kobi Nazrul
 Malmesbury
 Our Lady's
 Shapla
 St Elizabeth's
 St John's
 St Paul's (Whitechapel)

Promoting Choice/SEN Access: the following schemes may comprise provision of lift, SEN support and other access improvements subject to feasibility

Canon Barnett
Cayley
Christ Church
Cubitt Town Junior
Globe
Hague
Holy Family
Lawdale Junior
Malmesbury
Mayflower
Old Palace
Smithy
St John's
St Paul's (Whitechapel)
William Davis

Community Access Programme: the following schemes may comprise creation of additional provision for extended schools/community use either by rationalisation, addition or improved access where feasible

Bygrove
Canon Barnett
Chisenhale
Clara Grant
Cubitt Town Infant
Cubitt Town Junior
Elizabeth Selby
Guardian Angels
Hermitage
Holy Family
John Scurr
Kobi Nazrul
Lawdale Junior
Mayflower

Space for Sports and Physical Activities: the following schemes involve rationalising external space, improving quality of outside areas and where available incorporation and development of areas into school sites to maximise space.

Canon Barnett
Christ Church
Columbia
Globe
Mayflower
Marion Richardson
St John's
Stephen Hawking

PCP 20010/11 – 2011/12

Expansion Programme: the schemes will also deliver improved access and bring existing buildings up to satisfactory standards.

A number of options are under consideration at 6 sites, with potential to expand capacity by up to 6FE.

Foundation Stage Improvement Programme: the following schemes may comprise improvement to outside play access and rationalisation to improve links within early years settings where possible

Clara Grant
Columbia
Guardian Angels
Marion Richardson
Redlands
Halley
Holy Family
St Saviour's
Stewart Headlam
Virginia
St Peter's London Docks CE
Wellington

Promoting Choice/SEN Access: the following schemes may comprise provision of lift, SEN support and other access improvements subject to feasibility)

Columbia
Clara Grant
Harbinger
Lansbury Lawrence
Marion Richardson
Osmani
Redlands
Stewart Headlam
Virginia
Wellington
Stebon

Community Access Programme: the following schemes may comprise creation of additional provision for extended schools/community use either by rationalisation, addition or improved access where feasible.

Old Ford
Old Palace
Rachel Keeling
Redlands
Seven Mills
Sir William Burrough
Smithy
St Paul's with St Luke's
Stewart Headlam
Thomas Buxton Infant