Kingstone and Holgate
ALC
Barnsley

Design and Access Statement

18 March 2009

PREPARED BY

GL Hearn

Property Consultants

20 Soho Square
London
W1D 3QW

Tel: +44 (0)20 7851 4900
Fax: +44 (0)20 7851 4910
Email: info@glhearn.com
www.glhearn.com

Date: 18 March 2009
Ref: J:\Planning\Job Files\J021151 - Holgate & Kingstone School, Barnsley\Reports\Design & Access Statement V5 (18 March 09).doc

Contents

Section		Page No.
1	INTRODUCTION	3
2	BACKGROUND	3
3	SITE AND SURROUNDING AREA	6
4	CONSIDERATION OF ALTERNATIVES	9
5	THE PROPOSAL	13
6	PLANNING POLICY	14
7	DESIGN MATTERS	19
8	ACCESS MATTERS	21
9	COMMUNITY CONSULTATION	24
10	ASSESSMENT OF SPORT ENGLAND REQUIREMENTS	25
11	CONCLUSIONS	27

Appendices

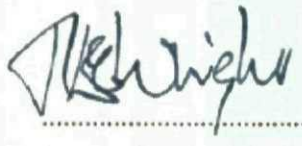
A	Barnsley Metropolitan Borough Council Education Vision	29

Quality Standards Control

The signatories below verify that this document has been prepared in accordance with our quality control requirements. These procedures do not affect the content and views expressed by the originator.

This document must only be treated as a draft unless it is has been signed by the Originators and approved by a Business or Associate Director.

DATE	ORIGINATORS	APPROVED
18 March 2009	Schandel Jefferys Senior Planner	Michael Lee-Wright Environmental Planning Director



Limitations

This document has been prepared for the stated objective and should not be used for any other purpose without the prior written authority of GL Hearn; we accept no responsibility or liability for the consequences of this document being used for a purpose other than for which it was commissioned.

1 INTRODUCTION

1.1 This Design and Access Statement has been prepared by GL Hearn on behalf of Barnsley Metropolitan Borough Council Directorate of Children, Young People and Families. The planning application seeks outline planning permission for the demolition of the existing Holgate School site and development of a new Advanced Leaning Centre (ALC) as part of the Building Schools for the Future (BSF) programme.

1.2 This Design and Access Statement is intended to meet the following objectives:

i. Provide a review of the site's immediate and wider context,
ii. Provide a rational for the scheme's design;
iii. Explain and illustrate the design principles in terms of the development's layout, density, scale, landscape, and visual appearance;
iv. Explain how future users of the ALC will be able to access the development from the existing transport network and why the main access points to the site and the layout of access have been chosen.

2 BACKGROUND

2.1 Full details of the Background to Building Schools for the Future and the authority's vision are included in Barnsley Metropolitan Borough Council's Educational Vision, see Appendix A.

2.2 The performance of Barnsley's secondary schools compares unfavourably with the average level throughout the UK. There is an urgent need to provide existing and future pupils with facilities and conditions that will give them the best opportunity to fulfil their potential. The authority have embraced Government policy under the Building Schools for the Future initiative and are proposing to replace all traditional secondary schools with new ALCs throughout the borough.

2.3 The number and location of the new ALCs is a response to meeting educational and community needs. Each ALC will provide facilities for:

- Pupils aged 11 to 19 years to gain a wide range of qualifications and skills.
- Full service provision, support for children and their families.
- Special Educational Needs
- Adult learning of vocational and non-vocational skills
- Community learning and leisure activities.

2.4 The secondary school framework in Barnsley is currently unsatisfactory; one of the reasons for this is the number of surplus places. The pupils on roll at secondary schools maintained by the Council by 2012 will be 11,499 with 2164 surplus places. This is almost 16% of the total secondary school capacity.

2.5 The Council is required to manage the supply of school places so that the total level of surplus capacity does not exceed 10%. The effect of current trends for some schools is for the roll number to fall to a level well below the school capacity. The *primary goal of the authority is to improve educational achievements in Barnsley.* There is evidence to suggest that the current learning environments i.e. the existing school buildings may have a detrimental effect on children's education throughout the borough. In an effort to meet the authority's primary goal it is imperative that pupils are given the best opportunities to learn in a safe, comfortable and purpose built environment.

2.6 With these objectives and policies in mind, the authority have identified that there is an urgent need to replace the current school buildings at Kingstone and Holgate High Schools with an up to date, fit for purpose building. The principle is to establish a community facility that will serve the wider community and include educational facilities for children and adults as well as include (in some cases) related facilities such as libraries, health centres etc. This is in line with central government thinking, particularly the ability to integrate efficiently the governments income flows for various functions within the council.

2.7 The proposed distribution of ALCs throughout the borough will result in an ALC within each Area Forum, creating an opportunity to integrate other existing learning provisions into a single establishment.

2.8 Each ALC would provide each area forum with:

- A wide range of pathways to further education, training and employment and the flexibility to combine work-based training with learning in a centre of college
- An integrated Youth Service provision, allowing young people early access to personal advice and support as well as leisure activities.
- A Full Service provision, ensuring an easy access to support services for students and their families.
- A school that offers students the opportunity to specialise and collaborate closely with Barnsley College and other training providers.

- Enhanced sport and leisure facilities
- An opportunity to provide an extended provision to young people who may access some or all of their daytime learning elsewhere.

2.9 The authority is proposing to create nine ALCs to replace the remaining thirteen secondary schools after Elmhirst has been replaced by a new academy. There will be three new sites accommodating the three new ALCs that are replacing six of the existing schools and six ALCs on existing school sites, of which Kingstone & Holgate is one. In addition there will be a new Special School, formerly The Springwell Centre and major refurbishment to the remaining Special school, Greenacre.

2.10 The decision to amalgamate Kingstone and Holgate High Schools was borne from a need to rationalise the secondary school estate, provide the best opportunity for our 11 to 19 year old children, falling roll numbers locally and particularly in this case the geographical location of the two schools.

2.11 The majority of the school's pupils reside in and around the town centre; others travel from Worsborough, Ward Green, Dodworth and Wilthorpe. Predominantly the transferring primary schools for Kingstone High are Longcar, Keresforth,Ward Green, Summer Lane, Doncaster Road, St Mary's CE, Worsborough Common, Wilthorpe Junior, Dodworth St John's CE, Shawlands, Gawber, and 12 other schools. For Holgate: Burton Road, Wilthorpe Junior, Longcar, Grove Street, Ward Green, Shawlands, Worsborough Bank End and 18 other primary schools.

2.12 These factors have influenced the decision for the ALC to occupy one of the existing school sites and are critical in terms of ensuring the most sustainable location for transport access and to ensure the social and community links are not lost through the re-location of the school to an area outside that the population perceives as their local area.

2.13 The school roll for the new ALC is expected to be 2,200 by the time it opens. This includes 200 sixth form pupils.

2.14 The Department for Education and Skills have provided Building Bulletin 98: A Briefing Framework for Secondary School Projects (BB98) as a design guide. Interrogation of both this document and the predicted capacity for 11 to 19 year olds provided by the Local Education Department has allowed for an accurate prediction of the overall size. There is an inclusion of 10% above the standard secondary school size to allow for the additional facilities expected in an ALC. These facilities

are not given an allowance within BB98 but are an all important factor of these new community schools.

3 SITE AND SURROUNDING AREA

3.1 Kingstone School is on the fringe of the town, to the south west of the centre. A public right of way and Greenacre Special School lie to its southern boundary, agricultural land to its western boundary, private residential to its northern boundary and a public highway, Broadway, on its eastern boundary. The main vehicular access and other pedestrian access to the school are from Broadway.

3.2 The existing school site includes buildings, playing fields and a hard surfaced games court area. It measures 91,236sqm which is insufficient, using BB98, for the new ALC.

3.3 Holgate School is also on the fringe of the town, although closer to the centre than the Kingstone site. There is a public highway, Shaw Lane, to its north eastern boundary, a cricket and rugby club to its south eastern boundary factories to its south western boundary and a residential estate to its northern boundary.

3.4 The existing school site includes buildings, playing fields and a hard surfaced games court area. It measures 107,079sqm which is insufficient, using BB98, for the new ALC.

3.5 The number of pupils currently on roll at Kingstone is 1,398, at Holgate it is 974. The anticipated roll number of the ALC forecasted at the opening date in 2011 will be 2,200. The majority of these pupils reside in Worsborough, Ward Green, Dodworth and Wilthorpe. Because of the geographical location of the two current schools and that of the proposed ALC in relation to other proposed ALCs the catchment area is unlikely to alter.

General Condition of Exiting Schools

Kingstone

3.6 The school is made up of five blocks, two of which are two storeys, accommodation for music and drama is restricted and there are insufficient student social areas. Other suitability issues are:

- 23 (out of 27) general classrooms are undersized

- Staff facilities are small and inappropriate
- Sports facilities are poor and undersized

OfSTED comment

3.7 Despite the best endeavors of the school, many of the specialist facilities are unsatisfactory and have been so for a considerable period. Several science laboratories require refurbishment and the indoor facilities for physical education are unsatisfactory. Those for dance are poor. Accommodation for music is unsatisfactory. Teaching rooms for modern foreign languages and religious education are not located in one area. This can result in the inefficient use of resources. There are limited indoor social areas.

Condition

3.8 The school is in poor condition requiring £1.87m expenditure at 2008 prices to rectify condition issues.

Image 1: Kingstone School

Holgate

3.9 The school is made up of three blocks with the main one being two storeys there is no lift and the school is difficult for anyone with mobility problems. Ventilation throughout the school is poor and causes problems. Other suitability issues are:

- Playing fields are inadequate
- Site access is poor and car parking restricted
- Out of 20 general teaching bases 11 are undersized
- Corridors and circulation route are narrow and cause congestion

OfSTED comment

3.10 The school occupies one compact site and has benefited from recent additions such as the new sports hall and technology block. There has been some refurbishment of other rooms by the school but much of the accommodation dates back to early grammar school days. Playground and social space are in short supply and access too many areas of the school are difficult for those who are not fully mobile. Most subjects now have their own suited accommodation although some rooms are too small for the large classes they are required to hold. There are extensive security arrangements which keep pupils and employees safe during the school day. However the difficulties with overcrowding, lack of social and play areas for pupils and congested corridors reported in the previous inspection remain largely unresolved.

Condition

3.11 The school is in poor condition requiring £1.62m expenditure at 2003 prices to rectify condition issues.

Image 2: Aerial view of application site and existing schools
Source: Google Earth (accessed 18.03.09)

4 CONSIDERATION OF ALTERNATIVES

4.1 One of the major considerations for using one of the existing sites is that schools have operated on these sites since around 1920 in the case of Holgate and 1945 in the case of Kingstone, and as such they have an established relationship with the local community. They are well placed in terms of their catchment areas which cover: the town centre, Worsborough, Ward Green, Dodworth and Wilthorpe. Other factors in favour of using one of the existing sites are:

- It is suitable for its purpose.
- This area of the town is a semi-rural, is on the edge of the Greenbelt and there are no other sites available outside the Greenbelt that would facilitate the ALC in terms of physical and/or operational aspects.
- The authority owns existing sites.

4.2 Consideration of alternative sites was undertaken in the overall Re-making Learning strategy for education in Barnsley. An alternative site for the new Kingstone & Holgate ALC would be problematic in terms of:

- Finding a large enough site outside the Greenbelt.
- Land acquisition in terms of CPO issues, i.e. legislation suggests that if there is an option that reduces the risk of CPO's then that should be given priority above one that does.
- A high percentage of students reside in the surrounding areas, within walking distance of the existing school. The possibilities of finding a suitable local site are minimal therefore there would be transportation issues and highways issues to consider on another site.
- The existing school has links to the existing community and its facilities; these are at risk of being severed if the school were to move from that site to another more remote location.
- The new ALC will be providing community facilities therefore its existing relationship with the community will be strengthened. It is doubtful a different site would offer this ability.

4.3 The Kingstone site was considered for the new ALC. This site is under the requirements of BB98 with its current boundaries. The authority does not own sufficient land adjacent to the site to allow the existing boundaries to extend and due to the geographical location it would be problematic in CPO terms to add other land from other agencies.

Site Selection Criteria

4.4 A study of the existing asset base was undertaken in order to inform the decision making process. This involved providing a high level assessment of the Asset Management Plan data held by the Council. Each block in each school was categorised in terms of the necessary investment work, not only to achieve a good standard of repair but to meet a consistent level of suitability. This study was also used to construct a high level refurbishment scheme for consideration during our level options appraisal exercise. Appendix 40 of the Barnsley Metropolitan Borough Council's Educational Vision contains the summary outputs for this assessment.

4.5 The Authority recognised the need to develop a strategy for reducing the capacity of those schools which showed a developing surplus above 25%.

4.6 The 2005 update to the School Organisation Plan 2003 shows that in September 2006, following the establishment of the Academy the number of pupils on roll at secondary schools maintained by the Authority will be 13,131 with 482 surplus places which are 3.5% of capacity. By 2012 the number on roll will have declined to 11,449 a reduction of 1,682 pupils creating a surplus capacity of 2,164 places which is 15.9% of the Authority's total secondary school capacity.

4.7 The decline in the secondary school population will continue beyond 2012 and will impact on all secondary schools to the extent that the projected number on roll at some schools will fall to a level which suggests that they may not be sustainable in the long term. It is also proposed that the size range of the new ALCs be between a minimum of 900 places to a maximum of around 2000 places. In developing proposals for the number of ALCs required by 2012, their size and location the following factors were taken into consideration:

- the projected number on roll at each secondary school
- the size range of the new ALCs to be between 900 and 2000 pupils
- long term sustainability taking account of planned housing developments within the current Unitary Development Plan and the proposed Local Development Framework
- location of existing school sites, availability of new sites and location within the existing public transport network
- distribution of ALCs across the Borough
- service to the community beyond the statutory school age
- deliverability within the funding provided through Building Schools for the Future

4.8 The Authority considered and discussed with Members the circumstances of each school against the above criteria. The results are tabulated in Table 8 below.

Table 1 Option Appraisal Matrix

School	Sustainable NOR	Optimum Size (900 – 2000 places)	Long term sustainability (Link to housing developments in UDP)	Location in community and access to transport links	Distribution fit within LA area	Ability to serve the community	Retain or Replace?
Dalton High	✓	✓	✓	✓	✓	✓	Retain on existing site
Kirk Balk	✓	✓	✓	✓	✓	✓	Retain on existing site
Penistone Grammar	✓	✓	✓	✓	✓	✓	Retain on existing site
The Dearne High	✓	✓	✓	✓	✓	✓	Retain on existing site
The Kingstone	✓	✓	✓	✓	✓	✓	Consider Amalgamation with Holgate
Holgate	X	X	X	✓	✓	✓	Consider Amalgamation with Kingstone
St Michael's Catholic and COE High	X	X	X	✓	✓	✓	Retain on existing site and expand in size to 900
Edward Sheerien	X	X	X	X	X	X	Consider Amalgamation with Royston High
Wombwell High	X	X	X	X	X	X	Consider Amalgamation with Foulstone
Royston High	X	X	X	X	X	X	Consider Amalgamation with Edward Sheerien
Priory School and Sports College	X	X	X	X	X	X	Consider Amalgamation with Willowgarth High
Willowgarth High	X	X	X	X	X	X	Consider Amalgamation with Priory
The Foulstone	X	X	X	X	X	X	Consider Amalgation with Wombwell High

4.9 The above assessment established the fixed points in terms of the institutions that have a long term sustainable future. The Schools where the long term future is in doubt were further reviewed in the context of the Authority's vision to establish a network of ALCs.

4.10 The resulting secondary provision in Barnsley would comprise of:

School	Proposal	Planned NOR
Dalton High	ALC on existing site	1200
Kirk Balk	ALC on existing site	1200
Penistone Grammar	ALC on existing site	1700
The Dearne High	ALC on existing site	1200
St Michael's Catholic and Church of England High	ALC on existing site	900
Edward Sheerien and Royston High	Combine Schools to form ALC on new site	1100
Priory and Willowgarth	Combine Schools to form ALC on new site	1500
The Foulstone and Wombwell	Combine Schools to form ALC on new site	1800
The Kingstone and Holgate	Combined Schools to form ALC using all or part of existing sites	1800

4.11 The Authority has therefore initiated formal proposals which have been the subject of Statutory Consultation, for Kingstone and Holgate the resolution was: Provide a combined ALC to match the forecasted capacity.

4.12 The Consultation period ended on 31st January 2006 and statutory notices were published on 21 April 2006 to effect the above changes.

5 THE PROPOSAL

5.1 The proposed scheme comprises demolition of the existing Holgate School site and development of a new ALC as part of the Building Schools for the Future (BSF) programme.

5.2 The purpose built ALC will consist of two and three storey blocks working with the existing contours to facilitate access to all areas of the site. The buildings footprint will be limited to the amount of floor area required under BB98. There is scope to keep the footprint to a minimum dependant on the number of storeys included in the detailed design which will be submitted with the full plans submission.

5.3 The specification of the existing playing field and sports pitches are below Sport England standards.

5.4 The new ALC will provide state of the art facilities for learners beyond eleven years of age. It will also provide facilities for:

- Learners aged sixteen to nineteen years.
- Adults to learn basic skills, gain qualifications and participate in non-vocational activities.
- Youth services, and
- Full service provision.

5.5 Both schools jointly have 2,372 students on roll. The projected number on roll at the anticipated opening date of the new ALC is expected to be 2,200. Although the roll number that was used to generate the size of buildings and site using BB98 was 2,000, within BB98 this covers a range of approximately plus or minus 75 students. The authority is proposing to introduce a sixth form to the new ALC and the number of pupils anticipated is 200 (number included in the 2,200). The space allocation worked out with BB98 formulae is sufficient to accommodate these pupils.

5.6 It is intended that there will be some element of the facilities open to adult usage during the normal school day, but this will be minimal. The majority of adult and community use will be out of school hours.

6 PLANNING POLICY

6.1 Section 38 of the Planning and Compulsory Purchase Act 2004 requires that the determination of an application for planning permission or an appeal must be made in accordance with the plan, unless material considerations indicate otherwise. Conversely, applications which are not in accordance with relevant policies in the plan should not be allowed unless material considerations justify a grant of planning permission.

6.2 Under Section 54A of the Town and Country Planning Act, the development plan is the primary consideration in the determination of planning applications. The Statutory Development Plan is the adopted Barnsley Unitary Development Plan (UDP), dated December 2000.

Site Designations

6.3 On the Barnsley UDP the site is designated as an Existing Community Facility.

Greenspace and Playing Fields

6.4 The implications on the Greenspace of the proposed development have been considered in accordance with the UDP and LDF policy.

6.5 From a planning point of view part of the site, its central area, functions as Greenspace. UDP Policy GS35 should be taken into account as it states that when assessing proposals on land which although not designated urban green space, does in fact serve, or has recently served, one or more of the purposes of urban green space in Policy GS34, the Council will seek to retain or promote that use and will be assessed against the criteria in that policy.

6.6 Policy GS34 states that areas designated as urban green space will normally remain open and undeveloped. The proposed development must be assessed for its effect on the present and potential formal and informal function of the areas as:

a) a facility for recreation,
b) an area of amenity value,
c) an area of nature conservation value, and
d) a link between adjacent areas.

6.7 A proposal likely to have a significant adverse effect on the function of the area in any such respect will not normally be permitted.

6.8 National Planning Policy Guidance Note 17 (PPG 17) reaffirms this position by stating that open space must not be built on unless an assessment has been undertaken to show that the open space is surplus to requirements. Until the Council completes an up-to-date Urban Green Space Survey, any land, whether it is designated as a piece of green space in the UDP or performs a function as a piece of green space, will not be suitable for development.

6.9 The policy principle set out in PPG17 and UDP Policies GS34 and GS35 is that Greenspace should be protected from development. If the current function of this area of Greenspace is 'surplus', then consideration must first be given to other Greenspace uses on this site to overcome any deficiency of other types of Greenspace in the locality. If there is no deficiency, the adverse effects on urban green space must be offset by compensatory improvements or additions within or outside the development site, including where appropriate, through planning conditions or obligations.

6.10 No formal assessment has been undertaken in this case, as it is considered there is a betterment of Greenspace on the existing site. The following points should be considered:

- The existing building stock is predominantly single and two storey and sprawls across the site. The new development will include a building more suited to its purpose. It will be more considered and condensed in terms of its footprint and will more than likely be three storeys. This will allow a greater amount of green space on the existing site (see attached drawing).
- The current site area alone is 161,038sqm. BB98 requires the site to be 168,970sqm for a school of this size. Formula in BB98 states that the area of an All Weather Pitch (AWP) can be counted twice because it will be used more than seven hours per week. An AWP of 16,838sqm is to be included within this site. See breakdown:

Size of site:	161,038sqm
Size of site required:	168,970sqm
Shortfall:	7,932sqm
Size of All Weather Pitch:	
16,838sqm ((x2; BB98) = 33,676sqm)	
Therefore Size of site with AWP (counted twice) =	
	177,876sqm
Size of site required:	168,970sqm
Excess:	8,906sqm

- From the breakdown provided above the site area is larger than the required site area by 8,9006sqm

- Sport England has been consulted with in respect of the proposals for the re-development of the site and they support the proposal.

6.11 Please see the Figure 1 and 2 below which assess the existing and proposed Greenspace on the existing site.

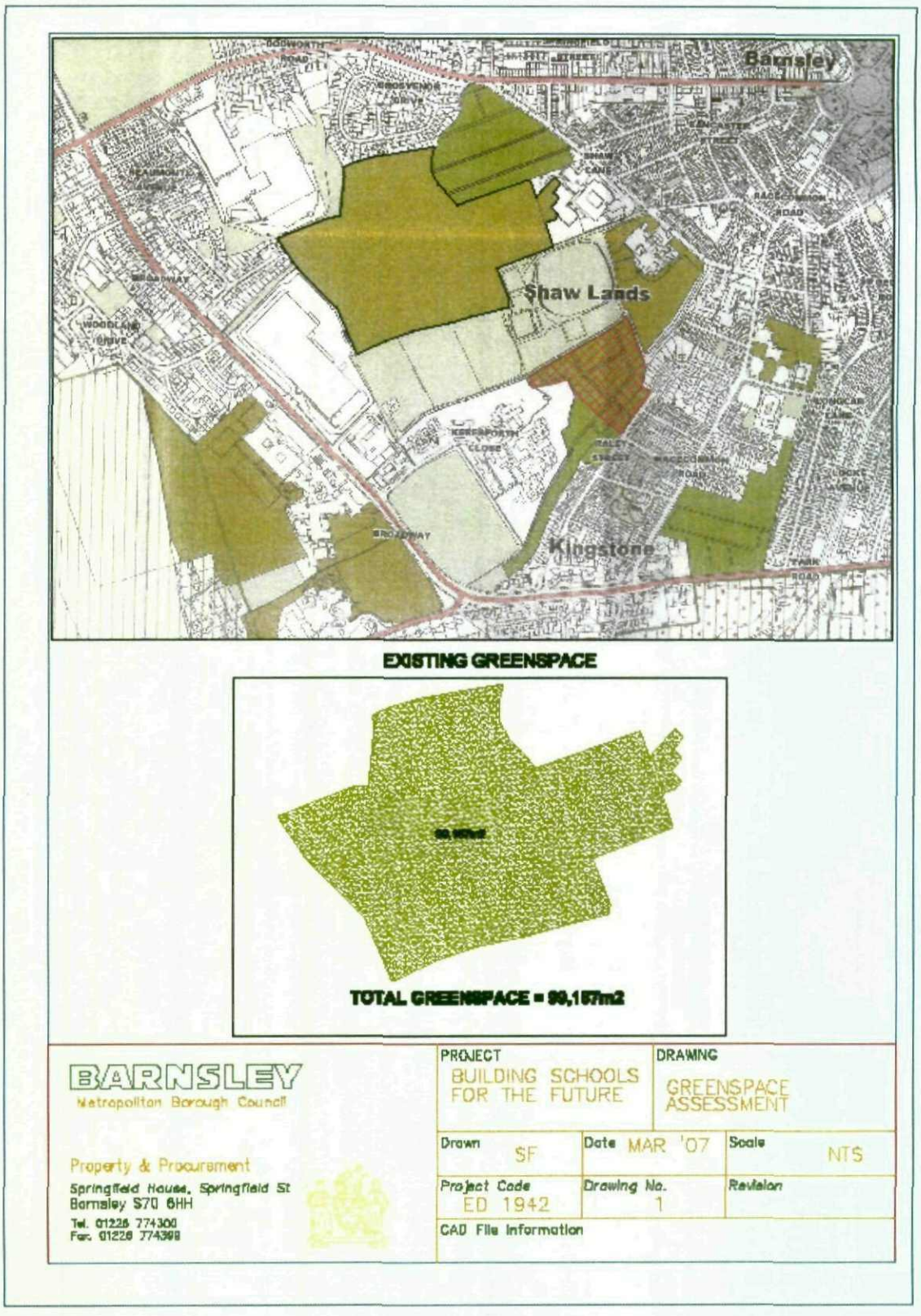


Figure 1: Greenspace Assessment

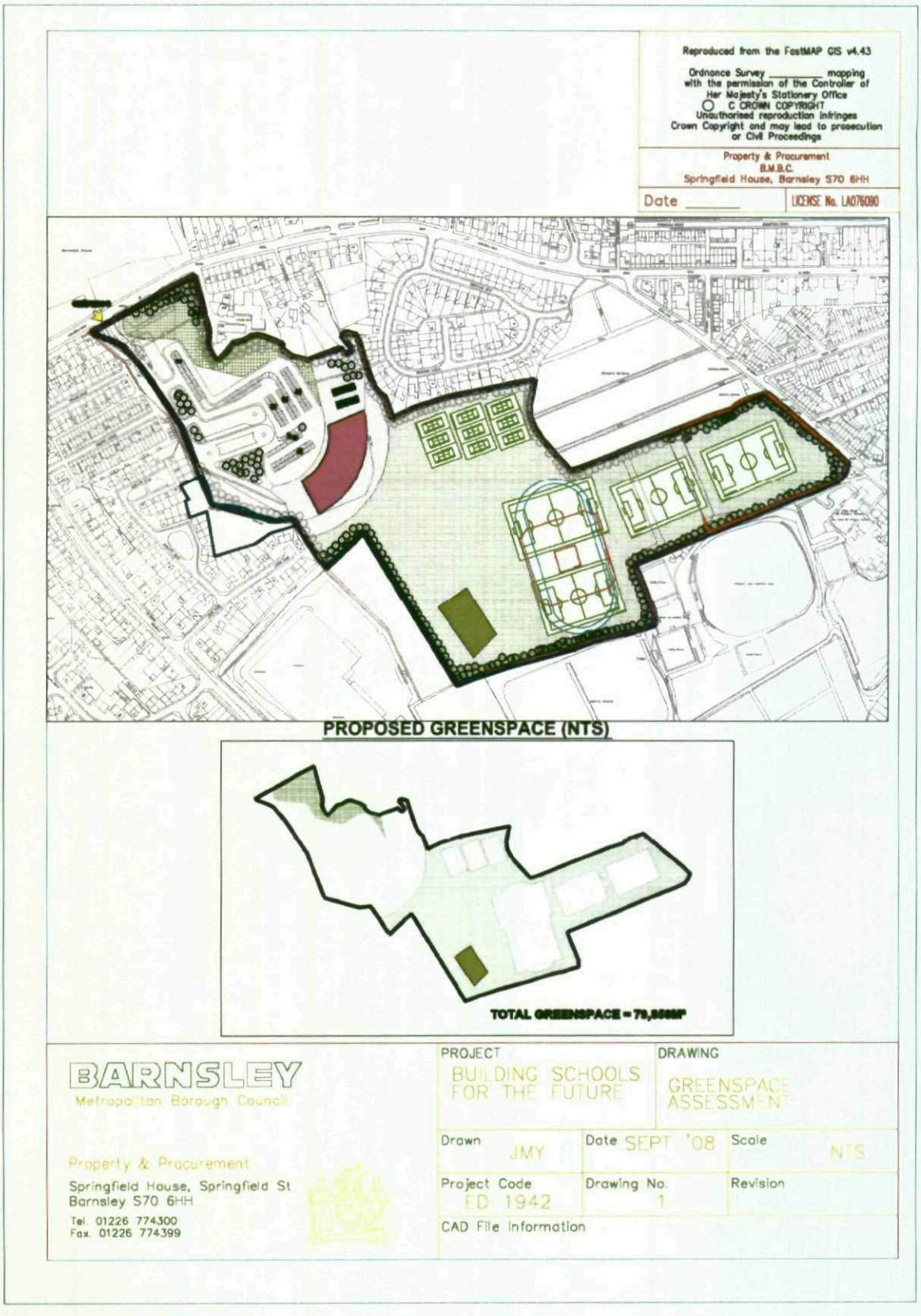


Figure 2: Proposed Greenspace

7 DESIGN MATTERS

Response to context

7.1 Since the planning application is in outline only, it is not possible to comment in any detail on the form and appearance of the proposed buildings. However, it is anticipated that these will be carefully modelled to be cohesive with neighbouring development.

7.2 The appearance of the building will also be considered in terms of its setting within the wider landscape. The colour of the external materials will not be determined until the detailed design stage of the project.

Amount

7.3 The proposal is to build a new secondary school on the Holgate existing site for 2,200 11 to 19 year olds. This will be funded via Partnerships For Schools from the DFES. The funding is based on the area requirements for secondary schools in Building Bulletin 98: Briefing Framework for Secondary School Projects. There is a formula within BB98 to calculate the amount of building and other areas required for a secondary school using the roll number. Using this formula the likely gross floor area of the building will be 17,650sqm.

7.4 The overall size of the site required is 168,970sqm and the existing site is 107,079sqm, therefore the site itself is insufficient in area. However the authority own land adjacent to the site and close by it.

7.5 It is the intention of the authority to bring this land under the control of the school and thus provide a site totalling 169,471sqm. It would seem that the authority has enough land to accommodate the new school and it would seem wise to be above the BB98 recommendations in order that:

- In an attempt to reduce any disruption to education it is the authority's intention to construct the new building before any demolition of the existing. Allowing the school to operate as normally as possible during the construction phase. Additional site area is required to enable this to happen.
- The existing topography of the site restricts the actual positioning of the new building in terms of accessibility. The purchase of additional adjacent land will facilitate a more considered position for the new building in terms of vehicular and pedestrian access.

- A new vehicular access point is proposed after consultation with BMBC Highways department. It would seem that the existing entrance to the site is problematic and the proposed access is seen as an effort to better the existing transport conditions around the town.
- The purchase of additional land allows the new building to have a more considered position in terms of existing landscaping, pitches and habitat areas.

Layout

7.6 The outline application shows an indicative layout and takes the form of a parameters drawing, as seen in Figure 3 below. This drawing shows the area within which the buildings will be sited which is to the western part of the site. The playing fields will be located to the east of the site. The development proposes to retain the existing access to the former SR Gent site which will serve the staff and visitor car park as well as the bus stop drop off/pick up areas. The access will undergo improvements which will be agreed with BMBC.

7.7 Crime prevention measures will be achieved within the development scheme. The car parking areas are highly visible and not hidden behind any high walls or tall structures. Crime prevention will be considered with regard to new landscape plantings to ensure that views are not obscured and a high level of visibility is maintained.

Scale

7.8 The size or amount of the proposed building has been described above. The height of the proposed building will be maximum 18 metres or 2 to 3 storeys. The proposed scheme will be in keeping with the local character.

Landscaping

7.9 The site holds a few trees; around the edge of the northern half of the demolished factory area, adjacent to the Shell garage and on a bank separating the playing fields from Holgate School.

7.10 Species recorded within the survey area included: silver birch (*Betula pendula*), sycamore (*Acer pseudoplatanus*), cherry (*Prunus* sp.) oak (*Quercus* sp.), willow (*Salix* sp.), cypress (Cupressaceae taxa.), pine (*Pinus* sp.) and ash (*Fraxinus excelsior*).

7.11 The trees were either young or semi-mature and in good condition offering no identifiable roosting opportunities for bats and limited potential for nesting birds. The trees were in small groups and not connected to any significant woodland habitat. The ecological assessment, which is also submitted with this planning application, reveals that trees within the survey area are considered to be of low ecological value in their current condition.

7.12 Decisions regarding the proposed landscape design have been considered concurrently with the layout and development parameters along with the siting of the building.

7.13 The form of landscaped areas will integrate the building complex within the wider landscape. All of the planting will be chosen to make it as self-maintaining as possible but will also remain committed to ensuring that the highest standard of landscape maintenance is undertaken commensurate with the needs of the new plant material.

Appearance

7.14 From an examination of the site and surrounding area there are no obvious urban design references that should influence the design of the new building. This is because there are no buildings of a similar use, footprint, bulk and scale to the proposed development in the surrounding area. Such buildings that exist beyond the immediate area are generally not of any great architectural merit.

7.15 It is considered that the design of the new school building should be most influenced by two factors. One is the topography along with the landscape setting of the site and the other is the role that the building will play in terms of serving its educational functions.

7.16 Architecture, materials, decoration, lighting, colour and texture will be chosen to compliment the site, surrounding buildings and landscape rather than to dominate the site.

8 ACCESS MATTERS

Access to the site

8.1 The development site will retain vehicular access from the southern kerb line of the A628 Dodworth Road, however this access will be upgraded. The current access off

the A628 Dodworth Road will serve both the staff car park and the parent drop off / pick up area. Discussions will be held with Barnsley Metropolitan Borough Council Highway Department with regard to the form of an acceptable site access onto the A628 Dodworth Road.

Image 3: Access from Dodworth Road

8.2 The existing Holgate School access connecting to the western kerb line of Shaw Lane will remain as a cyclist and pedestrian access only. The existing public footpaths at the south of the site link the site with Shaw Lane, Harvey Street and Broadway and at the north of the site with Grosvenor Drive. These footpaths will be surfaced where required and provided with gated access to the school so they are of sufficient standard to be used as cycle and pedestrian routes to the school.

8.3 The proposed development site is to be situated in close proximity to existing public transport access. There are existing bus stops on both sides of A628 Dodworth Road and Broadway. The closest of which are on both sides of the A628 Dodworth Road, the stop on the south side is approximately 15 metres from the site access off Dodworth Road and the stop on the north side approximately 40 metres. The route from the proposed development site to the bus stops is fully lit with adequate footways and for those not wishing to cross the A628 Dodworth Road unaided there

are signalised pedestrian crossings present at the A628 Dodworth Road / Pogmoor Road / Broadway Junction. Further details are found the Transport Assessment also submitted with the planning application.

8.4 The A628 Dodworth Road is served by numbers 23, 24 and X12 and the stops on Broadway by the number 43 and 44. All of these services stop at Barnsley Interchange. The nearest bus stop to the site is approximately 0.2 miles from the proposed access onto Hermitage Lane. There are also 4 other bus stops within a 0.6 mile radius of the site.

8.5 Specific school bus services will serve the site, thus providing sustainable convenient and a safe way for pupils to travel to school.

8.6 It is considered that the application site is very well located being within recommended walking distance of existing bus stops Barnsley Interchange and will thereby encourage staff and pupils of the ALC to chose alternative modes of transport to the private car.

8.7 A Travel Plan has also been prepared for the ALC and is be submitted with the planning application.

Access around the site

8.8 As part of the development scheme pedestrian and cycle connections are to be provided. The existing network of footways around the site provides good access to the facilities. Pedestrian movement within the new development scheme will be helped through the provision of generous and direct footways and cycle routes.

Access And Disability Discrimination Act 1995

8.9 The new building and facilities at Holgate for Kingstone & Holgate ALC will be situated on site with due consideration to the ease of access for all. A holistic design approach will be adopted that does not discriminate between users of the site and its buildings in terms of their physical abilities.

8.10 Level access and alighting points from the boundary of the site to all areas of the site will be an inclusive part of the hard and soft landscaping scheme.

8.11 Approval of Building Control will be sought ensuring that all Building Regulations are met in terms of Access and the DDA.

9 COMMUNITY CONSULTATION

9.1 Public consultation was undertaken on the amalgamation of the schools and the possible location of the actual site. Consultation has been undertaken with the following groups:

- Heads of school
- School governors
- Parents of secondary children and parents of children attending primary feeder schools
- Staff employed at secondary and primary schools
- School forums

9.2 Consultation meetings have been held at the school and the above groups were all invited. Additional invitations were sent to all Councillors, the Diocese, Trade Unions and MP's. Notices were also displayed in Nurseries (both private and voluntary) and in playgroups.

9.3 The following consultation has also taken place:

- Voluntary and Community Sector, including Community Partnerships and Local Area Partnerships were invited to a meeting 27th March 2005 where the BSF proposals were presented. Almost one thousand invitations were sent out.
- Tom Storey of the Local Education Authority has presented the proposals to Area Forums.
- Initial meetings with the LSC took place in August 2005. The LSC is represented on the BSF Programme Board and as such is kept up to date on the proposals.
- Members of the BSF team have met with local members on an individual basis to discuss issues as they have arisen. An all members seminar took place in February 2004, where the remaking learning presentation was delivered, and
- Representatives from the BSF team have attended Schools Forum to present the proposals and raise specific items for consideration as necessary.

9.4 In addition to the above consultation the following reports have been submitted to Cabinet:

- 27th April 2005 Remaking Learning
- 20th July 2005 BSF School Reorganisations
- 15th March 2006 Outcome of Consultations.

9.5 The BSF project has a page on the BMBC web site, which all stakeholders have access to. The proposals are updated on a regular basis.

9.6 The consultation has taken place in the form of organised meetings attended by invitation and or individual meetings. Feedback from these meetings has informed the design process to date as has the consultation with statutory authorities. A Community and Voluntary Reference group is being set up as a result of the consultations as a means of keeping community group stakeholders informed and to encourage involvement in the design.

9.7 This represents a wide range of groups that may have an interest in the site, however it is not conclusive and if there are any particular groups it is believed we should consult with we are more than willing to do so.

10 ASSESSMENT OF SPORT ENGLAND REQUIREMENTS

10.1 Sport England has been consulted on the proposed development prior to the submission of the outline application. Their feedback and guidance has informed the outline proposals.

a) Current facilities

- Kingston currently has 37,285sqm of playing field area which includes their marked out pitches, Holgate has 82,888sqm. Based on the projected roll number of the new ALC and BB98 recommendations the new ALC should have 80,000sqm, re-developing the site will allow 112,605sqm to be managed by the school for pitch space. The authority intends to retain the pitch area at Kingstone (37,285sqm) as a community facility.
- The current sports facilities at both schools are used regularly out of school hours by the community. To allow these activities to continue during the development process the authority will endeavour to seek alternative provision for those groups affected. The phasing of the construction programme will take due consideration of those groups using the existing facilities in the existing buildings. Sport England have advised that a temporary arrangement can be applied for to manage the disruption of existing facilities.

b) Impact from Development

- There will be no loss of sports facilities. There will be new external facilities a four court sports hall and an activity studio (this could be dance studio, gym etc.) will be incorporated in the new ALC design, to Sport England design standards.

- In terms of the Playing Pitch Strategy: the school have provided us with details of community and out of school usage of their sports facilities and pitches. The proposals will accommodate the existing usage and indeed seek to enhance it.
- It is the intention of the LA in conjunction with Leisure Services and Neighbourhood Services to encourage community use of the new ALC facilities. This will be in accordance with the current Playing Pitch Strategy (this runs until March 2007, but an update has been commissioned), and Sport and Leisure Strategies.
- Changing facilities for community users and school users will be available; the details of these, marked out pitches and full sports provision will be submitted with the Full Plans Submission.
- Maintenance and management arrangements will be agreed before the Full Plans Submission. It is the intention of the LA to develop the site using a PFI contract, or a similar contract in terms of site maintenance and management which will be an essential part of the construction contract and likely to cover the next twenty five years.
- Details of primary sports to be accommodated will be submitted with The Full Plans Submission after further consultations with the school and community user groups.

c) Discussion with Leisure Department

- Consultation has taken place with BMBC's Sport & Active Recreation section and with Strategic Leisure, the agency charged with developing the authorities Sport and Leisure Strategy and Playing Pitch Strategy. This has been undertaken in an effort to inform and interlink all the relevant strategies and ensure coherence between them.
- Please see the list of consultees below as evidence of public/community consultation:
    - Heads of school
    - School governors
    - Parents of secondary children and parents of children attending primary feeder schools
    - Staff employed at secondary and primary schools
    - School forums
    - Association of Community Partnerships
    - Local area partnerships
    - Trade unions
    - Diocese
    - LSC

- Local elected members
- BMBC cabinet, and
- Senior officers BMBC.

d) Facilities Design

- The authority is in the process of facilitating design workshops with the existing schools and their stakeholders organised and run by external consultants and their specialists. The outcomes so far have informed the outline application and proposed site layout. The consultation will continue right through the design process to ensure the needs of the school and community users are met.
- All sports and leisure facilities within the site will be designed using BB98, Sport England and other relevant guidelines. Minimum requirements are expected to be exceeded.
- The detail design aspects such as: circulation routes, buildings, pitches, services, flood lighting, landscaping, reception area's, heating, walls, floors, dimensions, disabled provision, changing and showering facilities etc. will be submitted with the full plans application.

10.2 From these consultations with Sport England it is understood that they could support the proposals for the site. The sports facilities proposed for Kingstone & Holgate ALC will enhance the existing provision and promote community use.

11 CONCLUSIONS

11.1 The proposed ALC development is designed and configured to modern best practice standards of accessibility and inclusiveness.

11.2 The scheme proposes educational floorspace in line with national, regional and local planning policies.

11.3 The siting of the building, playing fields, carparking, landscaping and servicing areas has been considered in order to minimise any overall visual impact of the scheme. Generous landscaped areas are located throughout the entire site.

11.4 The scheme has been designed to ensure pedestrian, cycle and traffic flow throughout the site as well as connection with the local road network.

11.5 The accessibility level is high to all areas of the proposed scheme.

11.6 This design and access statement has demonstrated the proposal is acceptable upon design, access and amenity grounds. This statement supports the proposed scheme and provides details of the main features of the design philosophy for the scheme.

Appendix A

Barnsley Metropolitan Borough Council Education Vision

REMAKING LEARNING

Building Schools for the Future

Barnsley's Education Vision

This document sets out how Building Schools for the Future will help us to achieve our aspirations for education in Barnsley.

It is derived from our Remaking Learning strategy which has been the subject of widespread consultation within the community.

Our aim is to help break the cycle of economic deprivation, low level skills and social exclusion and this requires a step change in how learning is designed and delivered. This need to transform the learning process is as central to the successful regeneration of the Borough as it is to raising levels of attainment.

The vision is radical in its scope in response to the challenges we face in Barnsley. We recognise that to achieve all we have set out in this document will take a number of years and will require us to engage in an organic process whereby the key elements of the vision, its values, principles and planned outcomes are secured, while continual adjustment will be needed in terms of responsive processes and details.

Version as at 9.5.06

Table of Contents

1		The Case for Change	4
	1.1	The Pattern of Deprivation	4
	1.2	Inspections of Barnsley LEA 2003-4	6
2		Barnsley's Corporate Vision	7
	2.1	The Community Plan	7
	2.2	The Local Area Agreement	9
3		The Current Position	11
	3.1	Pupil Population	11
	3.2	Educational Outcomes	12
	3.3	Networks and Alliances	15
	3.4	Post Sixteen Provision	17
	3.5	Specialist Provision	18
	3.6	Building Stock	18
	3.7	The LEA's Restructure and Recovery	19
	3.8	Remaking Learning	20
4		The Education Vision: Remaking Learning – Advanced Learning Centres as the Hubs of Learning and Caring Communities	22
	4.1	The Challenges for Barnsley	22
	4.2	Key Principles for Development	22
	4.3	Delivering the Remaking Learning Vision	23
	4.4	What BSF will provide	27
	4.5	The Experience of Stakeholders	32
	4.6	Support for the Management of Change	33
5		Raising Standards through Personalised Learning	35
	5.1	The Challenges for Barnsley	35
	5.2	Key Principles for Development	35
	5.3	Our Vision for Learning	36
	5.4	Current Developments	37
	5.5	What BSF will Provide	42
	5.6	The Experience of Stakeholders	46
	5.7	Support for the Management of Change	46
6		Raising Standards by Removing Barriers to Learning	48
	6.1	The Challenges for Barnsley	48
	6.2	Key Principles for Development	48
	6.3	Our Vision for Inclusion and Extended Learning	49
	6.4	Current Developments	52
	6.5	What BSF will Provide	62
	6.6	The Experience of Stakeholders	65
	6.7	Support for the Management of Change	65

7		School Organisation and Diversity	67
	7.1	**The Challenges for Barnsley**	**67**
	7.2	**Key Principles for Development**	**68**
	7.3	**Our Vision for School Organisation and Diversity**	**69**
	7.4	**Current Developments**	**72**
	7.5	**What BSF will Provide**	**73**
	7.6	**The Experience of Stakeholders**	**74**
	7.7	**Support for the Management of Change**	**74**
8		Developing the Children and Young People's Workforce	75
	8.1	**The Challenges for Barnsley**	**75**
	8.2	**Key Principles for Development**	**75**
	8.3	**Our Vision for the Children and Young People's Workforce**	**76**
	8.4	**Current Developments**	**76**
	8.5	**What BSF will Provide**	**80**
	8.6	**The Experience of Stakeholders**	**81**
	8.7	**Support for the Management of Change**	**82**
9		ICT	83
	9.1	**The Challenges for Barnsley**	**83**
	9.2	**Key Principles for Development**	**84**
	9.3	**Our Vision for ICT**	**85**
	9.4	**Current Developments**	**86**
	9.5	**What BSF will Provide**	**86**
	9.6	**The Experience of Stakeholders**	**87**
	9.7	**Support for the Management of Change**	**91**
10		The Management and Governance of the BSF Programme	92
11		Engagement with Stakeholders	96
	11.1	**Involving Young People**	**96**
	11.2	**Key Stakeholders**	**97**
	11.3	**Communications and Consultation Arrangements**	**97**

1 The Case for Change

The 1980's marked a watershed in the history of Barnsley. For decades life in the settlements and communities of the borough had been built around its major industry – the coalfields. For most families work in the mines determined the skills needed for working life, from adolescence until retirement. The rigours of this demanding work helped shape community values, sense of purpose and the pattern of social relationships. Livelihoods largely depended on this industry and its associated off-shoots, though there was much more than coal in the livelihood and cultural traditions of the borough.

The closure of the Barnsley coalfields, following the miners' strike in response to national decisions to scale down the coal industry, had major effects on the economic and social life of the borough. Barnsley still retains massive issues in respect of poverty and deprivation

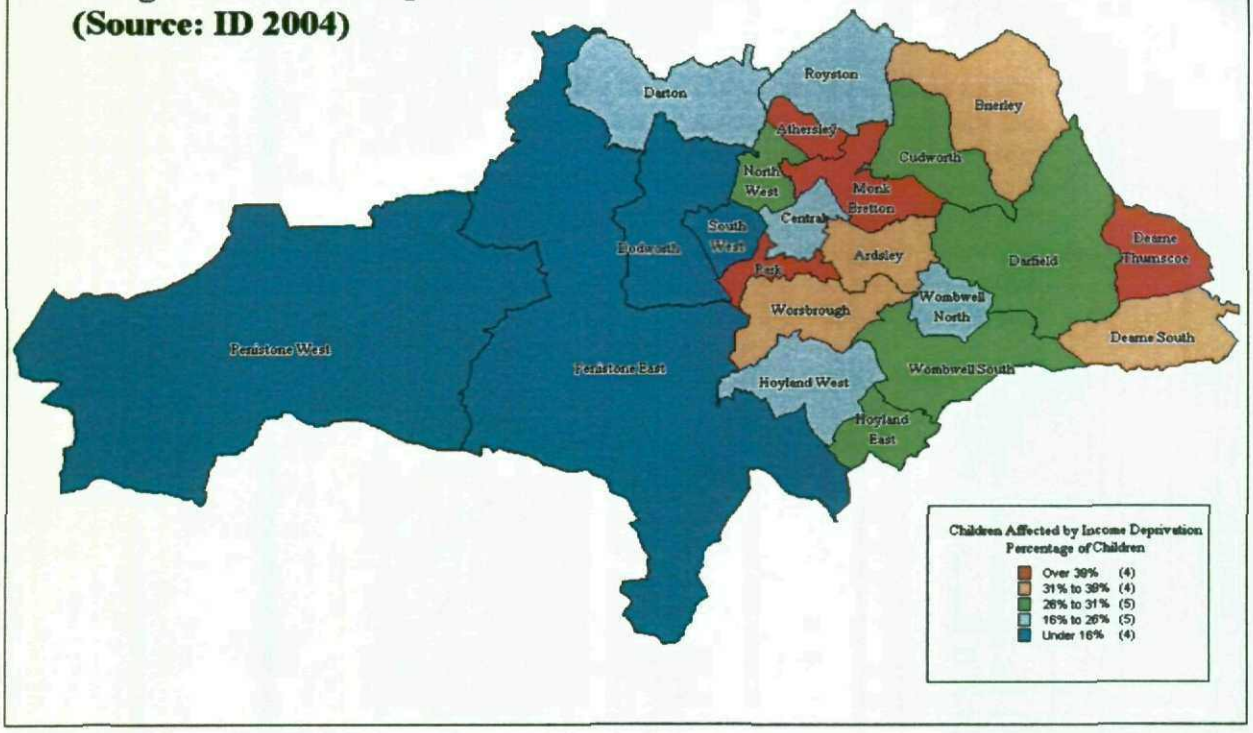
1.1 The Pattern of Deprivation

Within Barnsley we have worrying statistics that demonstrate that:

- 27% of children in Barnsley are dependent on workless adults
- 25% of all children live in a lone parent household.
- 58% of lone parents are not employed and are on Income Support
- 39% of children live in low waged households (Child Tax Credit)
- 47,000 adults and 12,800 children are at risk of financial exclusion
- 41% of the population aged 16 – 74 had no qualifications in 2001
- Key Stage 2- level 4 or above: English 71%, Maths 68% Science 82% (Barnsley results 2004). – well below the national average
- Key Stage 3 level 5 or above English 60%, Maths 60%,Science 58% (Barnsley results 2004) – well below the national average
- Key Stage 4 –40.4% 5 or more GCSEs at A* - C (Barnsley results 2004, comparing with English average 53.4%), – well below the national average
- 17,500 adults on incapacity benefit
- 11.3% of all 16 -19 year olds are not in employment, education or training
- Conception rates for girls aged 15 – 17 is 52.2 per 1,000

There is a direct link between deprivation and outcomes for children and young people. This is particularly prevalent in Barnsley where so many children and young people live in poverty.

Children Affected by Income Deprivation using Census Ward Quintiles (Source: ID 2004)

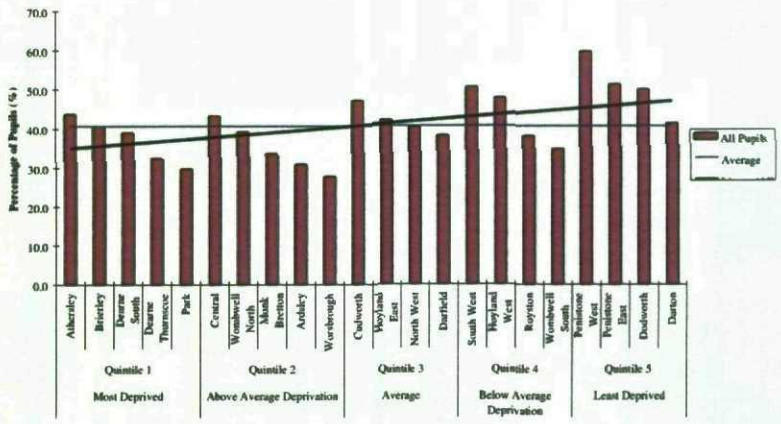


The chart above sets out the pattern of deprivation within Barnsley's wards - a borough where deprivation affects over a quarter of the children in 17 out of the 21 wards.

Deprivation within these wards can lead to immense issues of social exclusion, for example life expectancy differs by over ten years for males living in different parts of the borough.

This deprivation has a direct correlation with educational indices. For example, the table below demonstrates the relationship between the levels of poverty in Barnsley wards and the number of pupils gaining 5 A*-C grades in each of the wards.

Percentage of Pupils Which Achieved 5 or More A*-C's at GCSE in 2003 (Source: PLASC)



1.2 Inspections of Barnsley LEA 2003-4

During this period a number of inspections took place that set out the necessity for urgent action:

1.2.1 LEA Inspection by Ofsted and Audit Commission January 2004

The inspection report and the LEA's own self-evaluation highlighted significant weaknesses in our education services, as well as some strengths. The main finding of the report was that the effectiveness of Barnsley Local Education Authority (LEA) had declined since the last inspection in 2000 and it was now unsatisfactory. In relation to the five key judgments, the LEA was judged to be unsatisfactory in three major aspects of its work: corporate strategy and leadership; strategy for education and its improvement; and support to improve education in schools. However the LEA was found to be highly satisfactory in the key areas of special education needs and social inclusion.

1.2.2 Youth Service Inspection January 2004

Barnsley Youth Service was inspected by Ofsted in January 2004 and found to be "a satisfactory service that provides satisfactory value for money".

Ofsted made seven recommendations in its inspection report, emanating from what it perceived as current service weaknesses or areas for further development. The predominant weakness was a shortage of staffing at all levels of structure which, in turn, contributed to each of the other areas for development, eg service-wide consistency in planning and evaluation and the involvement of young people, performance management and supervision and the use of management information/data. A further recommendation focussed on the need for increased attention to promoting good race relations.

1.2.3 Area inspection of 14-19 learning provision: February and March 2004

The area inspection of 14 to 19 *education and training in the* Barnsley area by Ofsted and ALI covered the work of the LSC and the LEA and the provision of further education colleges and work-based learning providers, as well as school provision.

The main finding of the inspection report was that the provision and strategy for young people aged 14 to 19 in Barnsley was not satisfactorily meeting the needs of all learners, employers or the community. However the report also stated that: 'The LEA, local LSC and other key partners have recognised the significance of these shortcomings and are beginning to take action to address them. The self evaluation report, produced for the inspection, clearly identified many of the weaknesses and required actions for improvement.'

1.2.4 Adult Learning inspection June 2003

In June 2003, the Adult Learning Inspectorate (ALI) inspected Barnsley LEA's adult learning provision. Prior to this a full self-assessment review (SAR) was produced. Much that ALI found and put in their report, strengths and weaknesses, had been identified in our SAR. However we had not identified the extent to which the quality of *teaching and learning* that we provide lagged overall behind that of the best of other LEAs. This called into question whether our quality assurance was really working – producing the results for learners that they deserve. In addition, ALI emphasised for us the need for our curriculum planning to be more coherent in order to widen participation, to attract learners from under-represented and hard to reach groups, and have an improved impact on the experience of existing learners.

2 Barnsley's Corporate Vision

2.1 Barnsley's Community Plan: The Framework for Change

The Community Plan, produced by One Barnsley, is a policy document which provides an umbrella framework for all other plans and strategies. It encapsulates the 'big picture' by describing Barnsley's ambitions and aspirations for the whole of the community. It is unique in that it is the one single plan into which all the main agencies in Barnsley link. This not only ensures that resources can be strategically targeted but it also ensures that agencies are committed to creating prosperity in Barnsley through shared priorities and joint action.

To improve the quality of life in Barnsley One Barnsley, the Local Strategic Partnership, has created the following 2020 vision for Barnsley:

A successful, uniquely distinctive 21st century market town at the centre of a borough that offers prosperity and opportunity for all:

- A vibrant residential, business and cultural community.
- A place of regional and national significance.
- Known for its economic, creative and cultural successes and its outstanding urban and rural environment and quality of life.

That vision is supported by three ambitions:

- A vibrant 21st century market town at the centre of a dynamic prosperous economy.
- A creative and enterprising 21st century workforce – skills, knowledge and qualifications for a dynamic prosperous economy.
- An outstanding 21st century quality of life – safe, healthy, caring and attractive communities for everyone.

Underpinning these high level ambitions are six key priority areas which have been identified as central to the regeneration of the borough. By successfully delivering against the key priority areas Barnsley will reduce many of the disparities that exist both within Barnsley as well as between Barnsley and the rest of the country. The six key priority areas that Barnsley has identified are:

Remaking Barnsley – transforming Barnsley Town Centre and rebuilding the local economy to secure long-term sustainable economic growth.

Remaking Learning – the radical and innovative programme to improve educational standards, raise attainment and transform the borough's learning culture.

Workforce development – equipping present, future and excluded members of the workforce with the skills, capacity and motivation to participate in a rapidly changing knowledge-based economy.

Reconnecting Barnsley – improving internal and external communications to strengthen links between communities and with other towns and cities, and to enable individual communities and business to fully exploit the potential of ICT.

Fit For The Future – promoting healthy lifestyles, making healthy choices easier and working with partners to address the root causes of ill health.

Community Safety – supporting the community to tackle crime, anti-social behaviour and drugs misuse.

The Community Plan places a clear emphasis on citizenship, equality of all and on becoming an inclusive borough. By building strong cohesive communities which can support a dynamic society and economy the life chances of people in Barnsley will be improved. A strong society relies on more than simply good individual life chances. Experience suggests that people also need a sense of common belonging and identity, forged through shared participation in education, work and social activities, and through mutual understanding of cultural difference. In order to achieve this, the Community Plan is underpinned by the following core principles:

- Equality of Opportunity – everyone able to access services and opportunities
- Equity – fair, reasonable and just treatment of everyone
- Diversity – recognition of the benefits stemming from a diversity of views, cultures and backgrounds
- Tolerance – respect for others with different views, cultures and backgrounds
- Inclusion – building a society of which everyone feels a part and has something to contribute
- Partnership – combining experiences and resources to meet challenges

Of greatest significance to the educational agenda is the Community Plan's second ambition "a creative and enterprising 21st century workforce – skills, knowledge and qualifications for a dynamic prosperous economy. This ambition is important because the economy is rapidly changing. Knowledge is being revolutionised and new skills, learning and attitudes are required:

- Information communication technology (ICT) is completely changing the way employers do business.
- Job specific skill need to be constantly brought up to date.
- Employability skills, such as problem solving and good personal skills, are now essential skills for most jobs.
- Jobs are no longer for life – we need to be flexible in our job aspirations.

Doing well at school is the best start a young person can get in life. School matters, learning matters, and so we have to make sure rewarding academic and vocational opportunities are available for all young people.

At the same time adults and families also must have the opportunity to improve their skills. Raising attainment is at the heart of building an inclusive society:

- It opens up new opportunities and expands choices
- It enables people to realise their potential
- It increases potential earning power.

A prosperous economy depends on a creative, adaptable and motivated workforce to:

- Apply new knowledge and new techniques
- Take greater responsibility for organising work and making things happen
- Remain competitive.

Moving forward

A lot of things are happening that are helping to improve standards and raise aspirations. We need to build on them and take them forward.

Attainment – our school attainment has improved significantly but we're still close to the bottom of the national educational tables. As we improve, so do other areas!

Staying on rates – they have improved but too few young people remain in education when they leave school. They miss out on opportunities to realise their potential.

Workforce skills – lack of basic skills (skills for life) is a barrier to employment prospects, lack of higher level skills a barrier to business growth.

Lifelong Learning – learning always has been a continuous process, but never more so than at present. With technology changing so quickly, existing skills rapidly become out of date and need to be continually refreshed and new ones acquired.

Attitudes – positive attitudes to learning yield real benefits for both employers and individuals. Learning pays but still not enough people get the message.

Aspirations – young people and their parents must never be afraid to aim high. The potential is there but they have to believe they can succeed.

Investment – building skills, like anything else that is worthwhile, takes time and effort but it is an investment that will repay itself. Over their working life a person with 'A' levels will earn £300,000 more than someone with no qualifications.

The following twelve headline initiatives give a flavour of the breadth of the Community Plan, and illustrate how we aim to achieve our ambitions for the borough. They are at various stages of development – some are still being developed, others are well advanced.

- Barnsley and the wider economy
- Remaking Barnsley
- Reconnecting Barnsley
- Remaking Learning
- Creativity, culture and leisure
- Children and young people
- Healthier Communities and Older People
- Safer and Stronger Communities
- Clean and Green Communities
- Reducing social exclusion
- Transforming Communities
- Citizenship

2.2 Barnsley's Local Area Agreement: The Driver for Change

Complementing and reflecting the priorities of the Community Plan, and serving as a delivery mechanism for some elements, the Local Area Agreement (LAA) is a framework which offers the potential to further transform central/local relationships while improving community relationships and understanding local contexts. The LAA was signed off in April 2005. Targeting local social, economic and environmental challenges, the LAA is structured around 3 themes:-

- Children and Young People.
- Healthier Communities and Older People.
- Safer and Stronger Communities.

The LAA is being used as a catalyst for accelerated change to release creativity, intelligent innovation, build community capacity and deliver outcomes. In Barnsley we want to raise aspiration, ambition and achievement through the development of personalised multi-agency provision delivered at local level, as work progresses during 2006/07 and beyond.

What we are setting out to do in Barnsley is very different.

Remaking Barnsley is about transforming the town centre- Remaking Learning is about transforming people
A new vision for education, new ideas, the new Advanced Learning Centres
We are about transforming the lives of our young people
A massive investment, a change in the way we learn - we think can transform our young people's lives and put them up there with the best that the country can offer

Councillor Steve Houghton
Leader, Barnsley MBC

3 The Current position

3.1 Pupil Population

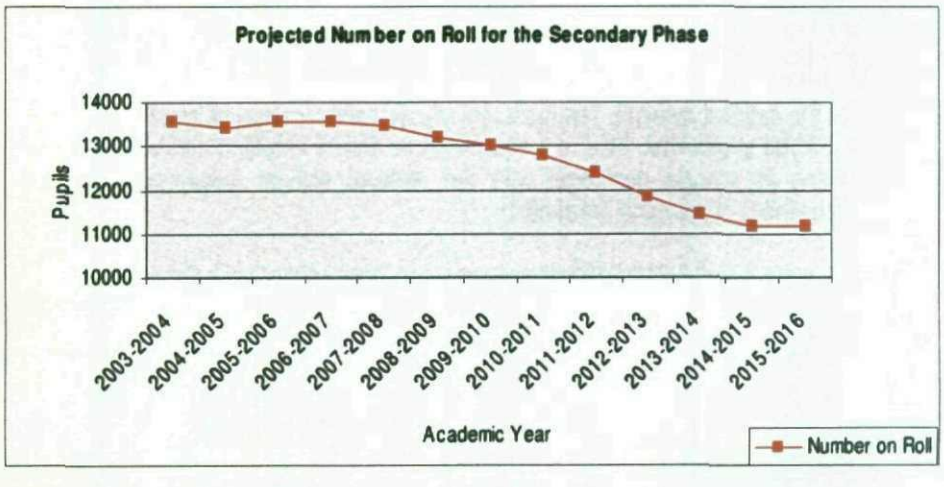
The following facts are based on information from the Pupil Level Annual School Census (Jan 2003)

- In Barnsley 2,432 children attend nurseries, 19,097 children are in primary schools and 13,602 children are in secondary schools in the borough. 170 pupils are in the borough's one special school, and there are 45 and 75 pupils in the two pupil referral units.
- 3,994 (20.9%) children are eligible for a Free School Meal in primary education, 2,932 (21.5%) children are eligible in secondary education and 76 in special schools.
- 587 pupils are from ethnic minority backgrounds. There are 272 children who were reported to have English as an additional language.
- 6,163 children have special educational needs and 1,055 children have statements of special educational needs.
- 87 pupils were studying from home in 2003/4 for a number of different reasons.

The Authority does not have any defined communities (catchment areas) for admission to secondary schools, or groups of feeder primary schools linked to an individual secondary school. Under the Authority's admissions policy and co-ordination scheme any parent of a year 6 pupil at a Barnsley school can express three preferences for any school within the Borough or any school in an Authority which shares a border with Barnsley.

The distribution of population settlements across the Borough combined with historic patterns of attendance has generated particular trends of pupil transfer between primary and secondary schools. These transfer trends are set out in the School Organisation Plan 2003 which has been revised in a 2005 update.

The number of pupils in the secondary sector peaks in 2005 and then starts to decline.



This decline in secondary pupil numbers – by over 2000 between 2006/7 and 2015/6 sets out a particular need for the management of school places and makes school reorganisation a necessity.

Whilst the majority of pupils resident in Barnsley attend schools within Barnsley, in some areas of the borough there is significant migration of pupils to neighbouring LAs, for example a new school in Wath (Rotherham LA) attracts substantial numbers of pupils. It has been calculated that if all pupils who transfer out of district at the end of KS2 were retained within the borough, it would add an additional four percentage points to the GCSE results for Barnsley

3.2 Educational Outcomes

Raising standards for all students and tackling under performance is a high priority. Results at Key Stage 3 and at GCSE demonstrate a rising trend in improvement over the past five years but more significantly in the past two years.

In 2005, overall results at Key Stage 3 rose by an average of 5% in English, mathematics and science which is almost double the rate of improvement nationally. Specifically results in English and science doubled the rate of improvement recorded nationally and improvements in mathematics were four times higher than the national rate of improvement. Schools minister Jacqui Smith, MP, identified Barnsley as one of the most improved LEAs nationally.

At Key Stage 4 results in 2005 for the percentage of pupils who attained 5 or more GCSE or equivalent passes at A* - C rose by 5.1%. This single year's improvement contributes to half of the improvement made in the local authority in the past five years.

3.2.1 Barnsley's 2005 APA

Barnsley's recent APA sets out the agreed current position for children and young people. In relation to Enjoying and Achieving the APA states:

"Outcomes in this area are satisfactory overall. The authority has made significant progress in improving attainment and attendance and in reducing permanent exclusions. The Local Area Agreement 2005-2008 has a central focus on the enjoying and achieving aspect of outcomes for children and is well linked to regeneration and improving economic well being. Since the inspection of the Local Education Authority (LEA) by Ofsted in January 2004, the education service has improved its arrangements for monitoring, challenge, support and intervention in schools and now has a well-thought out, comprehensive and rigorous system. Targeted actions have led to a reduction in the proportion of schools judged by the authority to be in need of support. The proportion of schools judged by Ofsted to be causing concern is lower than the national average. The most recently available analysis of inspection reports published in 2003/04 shows that there is a smaller proportion of excellent and very good teaching and learning in schools compared with the national picture; judgements about the overall effectiveness of provision are similar.

Attainment is well below national averages and that of statistical neighbours at all Key Stages. Progress made between key stages is not as good as predicted and is below national averages. Intensive work by the authority is leading to improvements in attainment. In 2003/04 Barnsley was amongst the authorities showing the greatest improvement at Key Stages 1 and 2, in particular at Key Stage 2 in English and mathematics. At Key Stage 4 the rate of improvement in 2003/04 was above that of statistical neighbours and that found nationally. Provisional data for 2004/05 indicate that the good progress is being sustained. There have been significant improvements in some schools where attainment is lowest.

There are good opportunities for young people to demonstrate their achievements. They develop practical, personal and social skills through a variety of activities such as debates and elections, dry-stone walling and Information and Communication Technology. Children with special educational needs and/or disabilities achieve individual units of vocational qualifications, certificates at entry level in mathematics and English, and awards by the Open College Network and the Award Scheme Development and Accreditation Network.

Barnsley provides an extensive range of opportunities for recreational and voluntary learning and participation by children and young people is good. For example, in 2004, more than 4,000 young people aged 8 to 16 took part in out of hours learning provided by the Barnsley Learning Centre Network; some 650 young performers took part in 91 theatre productions. The pass rate for graded music examinations was above the national average in 2004.

Overall attendance at school has improved and figures are now close to those for statistical neighbours and the national average. Permanent exclusions have fallen substantially and the figures are better than national averages. To date in 2004/05 no pupil with a statement of special educational needs has been permanently excluded from school. There is a lower proportion than that found nationally of young people educated out of school. Attendance at school by looked after children is very good. Their progress in enjoying learning and achieving is supported through their personal education plans which are in place for 85% of these children. They are supported well by the Life Chances Team. However attainment in the General Certificate of Secondary Education (GCSE) by children leaving care remains well below national figures.

Support for young people with special educational needs was judged to be highly satisfactory in Ofsted's inspection of the local education authority and since then further improvements have been made. Support for raising the achievement of travellers, black and minority ethnic groups and gifted and talented pupils which was judged to be unsatisfactory has been strengthened since the inspection.

Overall the quality of early years provision is good. The service has grown substantially in recent years to meet the needs of children and their carers with an increase in places of 31.4 % last year. Sure Start centres provide a good range of preventive services located in areas of high deprivation and give parents and children activities and services they value.

The APA also made the following judgements:

Making a Positive Contribution	*Outcomes in this area are very good.*
Achieving Economic Well-being	*Outcomes in this area are satisfactory overall.*
Being Healthy	*Outcomes in this area are good*
Staying Safe	*Outcomes in this area are good overall.*

In addition the APA stated:

"Barnsley Metropolitan Borough Council consistently delivers above the minimum requirements for children's services and for social care. Education services while improving rapidly, deliver minimum requirements. The council's capacity to improve its services is very good"

3.2.2 Support for Under-achieving schools

The government places a responsibility on LEAs to maintain and improve standards in all schools. In order that the LEA can fulfil its responsibility to support schools and intervene in inverse proportion to success it is important that there are effective criteria to categorise schools so that support can be targeted at those with most need.

Barnsley Education Service has developed a comprehensive database on the performance of each school. The database, 'Understanding Our Schools' uses performance indicators drawn from a range of national bodies, LEA services and other partners, complemented and validated by the schools' own self-evaluation and analysis of performance. The judgements and comments will have been discussed and agreed with schools prior to entry on the database.

An analysis of school performance indicators discussed and agreed with the Headteacher and senior staff leads to the school being placed in one of four categories. The category is agreed between the LEA and the school and follows a detailed discussion of the evidence presented by the school and the LEA. The four categories used celebrate outstanding practice that through negotiation with schools will be disseminated throughout the Borough and also identify those schools requiring most support and their key priorities and areas for development. The support categories are:

- Level 1 Schools requiring minimal support
- Level 2 Schools requiring some additional support
- Level 3 Schools requiring extended support, including those facing challenging circumstances
- Level 4 Schools in an Ofsted category or causing concern, requiring substantial support or intervention

Barnsley Learning Services, on behalf of schools, provides support and coordinates other services and providers in inverse proportion to a school's success. The minimum level of support made available to a school is linked to its category. The time allocations for visits are a minimum and schools are able to access additional support from advisers, consultants and strategy teams through discussions with their Link Adviser, consultant or senior officers. Time is also allocated to schools for Barnsley Education Services to complete an analysis of the schools' performance and effectiveness using national and school data.

For all schools causing concern in category 4 the school's Link Adviser will work with the school to establish a School Improvement Strategy Group consisting of:

- The Headteacher
- Chair of Governors
- One or more other governors
- The Link Adviser responsible for providing support
- The School Improvement Adviser responsible for monitoring and evaluating the support plan or statement of action
- Diocesan representative in aided schools

The purpose of this group will be to coordinate:

- The school's response to the issues requiring improvement.
- The deployment of the school's resources to meet identified needs.
- The use of LEA support within the school.
- The monitoring of progress against the plan.
- The evaluation of the plan and its impact on school improvement.

- The exit strategy, reducing support as the school increases its capacity to sustain improvement.

Other LEA officers and consultants will be part of this group as appropriate to ensure coordinated and comprehensive support is provided to the school to account for progress. The Link Adviser will share the support plan with this group and propose they meet at least every four weeks to monitor school progress and the impact of LEA support.

3.3 Networks and Alliances

At both national and local levels it has become clear that no single school or college can offer a full range of 14-19 options on its own. We have recognised that to deliver a wider choice and entitlement, the future lies in new forms of partnership between schools, colleges, employers, work-based learning providers and others. Such partnerships are required to fulfil the learner entitlement, to enable coherent curriculum planning, to provide wider choice through the 14-19 phase and to improve the transition between pre and post 16 learning. Collaboration will also be required between learning institutions and employers to support the greater emphasis on work-related and work-based learning and to develop enterprise skills.

In its quest to improve achievement and enrich learning opportunities for young people, Barnsley produced its 11-19 Action Plan, in which collaboration between schools, colleges, work based learning and other agencies was a key element. At the earliest stage, the authority drew into discussion the Headteachers of its secondary schools, the senior managers of two colleges, and work-based learning providers. Other contributors were the 11-19 Consultative Forum, Connexions, the local LSC, and the Barnsley Learning Partnership. The model proposed was one of collaborative groups known as Barnsley Learning Alliances, which would allow 'local autonomy within a coordinated central leadership and planning structure.' What this means in practice is that the Learning Alliances are responsible to the 11-19 Executive, which is advised by expert groups and defines the overall terms of reference. For example, the 11-19 Executive can commission from each Learning Alliance a range of provision and pathways which take account of economic trends and the needs of employers, as well as the demands of the young people themselves. The alliance is then free to determine how it could fulfil this commission. The Alliance can also produce its own plan which in turn can be approved by the 11-19 Executive as long as it fits into the overall strategy to improve participation, progression and achievement in Barnsley.

The 11-19 Executive is seeking to ensure the effective use of funding for provision across the Alliances, and is also taking into account the developments under the Building Schools for the Future programme. In the longer term, the complex of Learning Alliances will need to be self-sustaining.

The purposes of this organised collaboration are to:

- Enable all young people to choose from a wide range of courses and qualifications covering a wide range of subjects from 14
- Encourage them to develop their own mix of subjects, combining a broad core of learning with more specialist choices which meet their interests and aspirations
- Give young people access to different types of provision, for example centres of excellence and specific expertise, regardless of where they learn
- Encourage all young people to develop essential practical skills for life and work, including competence in analysis, problem solving and thinking

Each Learning Alliance is made up of a partnership of between four and seven schools including a special school and Pupil Referral Unit, (with a total minimum cohort of approximately 4000 students aged 11-19 in each one), and representatives of local colleges,

work based learning providers, Connexions and representatives from the voluntary and community sector at a later stage of development. Within an Alliance, the range of specialisms is such that it adds to the borough-wide provision and does not duplicate what is available elsewhere. The key to provision is that each Alliance 'should establish a vision for its own ethos and specialisms alongside its core provision.' All partners have been involved in the design of the Barnsley Key Stage 4 curriculum, and progression pathways are being designed to give maximum effect to it.

In the longer term, the Learning Alliances will develop their planning alongside the new Advanced Learning Centres, the local Centres of Vocational Excellence (CoVEs) and the new Academy. This will involve developments at post 16 to increase participation and raise achievement in learning across the borough. The Local Authority's Work Related team has worked in partnership with schools, colleges, and work-based learning providers to produce a prospectus which sets out additional curriculum choices for off-site provision

One of the key aims of the 11-19 Action plan is centred around the theme of Personalised learning. This includes the following key areas of activity

- Providing information, advice and guidance so that young people understand their learning options and can make informed choices about career pathways
- Establishing mechanisms to track progress
- Developing an Individual (electronic) learning plan
- Strengthening transition support

The Learner Entitlement

The 11-19 Executive have recently published a Learner Entitlement, agreed with learners and providers that sets out what learners should expect and provides a framework for the development of provision within Barnsley:

LEARNERS IN BARNSLEY: OUR PROMISE TO YOU...

You have opportunities for interesting, challenging and enjoyable learning which suits your needs.

You have support to achieve your best in

- *what you learn*
- *how you learn*
- *how well you are doing*
- *what to do next.*

Your achievements are valued.

You have chances to

- *have your say*
- *take responsibility*
- *look out for others.*

You know how to be healthy.
You have opportunities to keep healthy and fit.
You have a safe place to learn and work.
You know where to get help.
You have information and guidance to help you make good choices for the future.

...to help you achieve your best.

3.4 Post Sixteen Provision

As in many other former mining areas, the particular circumstances of these communities have left a legacy of low aspiration in respect of employment, education and training. In such circumstances it is often achievement and participation amongst the lower academic performers, at pre entry level, level 1 and level 2, which are relatively poorest. This is the case in Barnsley. Historically Barnsley is marked by relatively low levels of school and work-based learning achievement. Provision, which should be strong to address the problem, has been often weak for the 14-16 age group and beyond. The participation rate in full time education at 16 was only 62% in 2002-03.

Post 16 provision within the borough is centred upon Penistone Grammar School and Barnsley FE College. Penistone Grammar offers statutory sixth form provision. The school offers a wide range of academic qualifications, with an increasing range of vocational courses and qualifications, for over 200 16-19 year olds

In relation to Barnsley College recent re-organisation has led to an improvement in participation, attendance and retention. Student achievement has also improved. There are generally good results on vocational courses at levels 1 and 2 at post-16. Provision has recently been improved with the opening of the Barnsley College SciTech building in October 2004. It is purpose built to provide excellent facilities to support the achievement of the town centre campus. The development of the Construction Centre will centralise this area of study and further support efficiency savings whilst providing a quality environment for learning. The wider college property strategy will seek to improve existing facilities, offer fit for purpose building and respond flexibly to developments in technology and training. The College has also recently acquired a University Centre linked to Huddersfield University.

Dearne Valley College, in the Rotherham local government area, is also a significant provider for 16 year olds from Barnsley schools. About 30% of its 16 year olds are from the Barnsley area. Partners regard its contribution as a significant addition to the range available for Barnsley residents, with good provision at levels 1 and 2 and favourable inspection reports.

Many learners become more motivated and profit from more individualised provision including work-related learning routes. There are individual examples of good and innovative practice, and there has been some collaboration between schools, the Colleges and Work-based Learning Providers to provide a more stimulating, vocationally oriented curriculum for 14-16 year olds. This alliance structure continues to develop and is fully considered in the planning for BSF as well as reorganisation of secondary provision.

A relatively large proportion of young people progress to jobs without training or join a significant cohort of those not in employment, education or training (NEET). The Dearne Valley part of the district has a particular problem in retaining young people in education or training.

For the last year, there has been a strong partnership between the LEA and the LSCSY, reflected in a good 11-19 strategy and action plan. The LSC's stance on post-16 provision in Barnsley is set out in the Strategic Area Review (StAR) and supporting action plan. The StAR concluded that there is no case for additional FE or school sixth form provision, but that opportunities for further post-16 provision on existing sites could be developed through collaborative working.

3.5 Specialist Provision

The great majority of children and young people with SEN have their needs met in mainstream schools. Services supporting the learning and achievement of pupils with SEN and disabilities were rated by OFSTED in January 2004 as making a highly satisfactory contribution to inclusion in Barnsley, which was itself rated overall as the fourth most inclusive LEA in the country.

Greenacre school is the only special school in Barnsley and provides learning opportunities for 170 pupils aged 3 to 19 with severe, profound and multiple learning needs.

Learning Services, in collaboration with Headteachers and governors and other support services, manage several resource provisions in mainstream schools, including two primary and one secondary centres for children and young people with autism, a primary provision for speech and language support needs, a primary centre for signing and speaking and a secondary provision for sensory support.

Barnsley has an integrated behaviour support and education other than at school service (BS/ EOTAS Service), which includes two secondary age pupil referral units and two behaviour support provisions in host primary schools. The establishment of a special school for children and young people in key stages 2, 3 and 4 with emotional, social and behavioural support needs in Barnsley is being proposed, along with a third primary behavioural support provision adjacent to a primary school.

3.6 Building Stock

The Council's broad strategy for raising attainment and inclusion in schools rests on improving the quality of learning and teaching. The design, build, financing and operating of school buildings are central to these strategies.

Evidence from authorities that have recently completed new schools confirms that good quality buildings, environment and equipment improve the quality of learning experience that teaching staff can provide. The Council recognises that the confidence of whole communities can be lifted by good quality school buildings which are often the most visible form of public investment in their neighbourhood.

The last secondary school to be built in Barnsley was in the early 1960s with piecemeal adaptations and extensions added over the intervening years to accommodate an increasing school population. The school estate has suffered from under- investment for a long time and the Council has been concerned about condition and suitability of secondary school buildings and the detrimental effect this has on attainment levels in Barnsley.

The Council has carried out a survey of the condition of existing schools and their suitability for purpose in accordance with DfES requirements in 2003 and has kept this under review. A review of the number of places required in the Borough and the best location of schools has also been undertaken

A review of the entire sector taking account of the anticipated reduction in the number of secondary pupils between now and 2015 has taken place and it is proposed to take out 988 surplus school places.

3.6.1 Condition

The 14 secondary schools in Barnsley share all, to some extent, the following condition defects requiring more than £20.5 million expenditure (at 2003 prices) to rectify:

	£m
roofing problems associated with flat roofs	4.5
floors and stairs	3.6
outdated and inefficient mechanical services	2.7
external walls, windows and doors	2.5
outdated electrical services	2.3
redecorations	2.1
replacement ceilings	1.0
internal walls and doors	0.6
external works	0.5
fixed furniture and fittings	0.5
sanitary services	0.2

3.6.2 Suitability

The existing school buildings, equipment and services are not suitable to meet the needs of schools in the 21st Century.

The Asset Management Plan discloses:

- over half of general classrooms are undersized
- schools generally suffer from badly designed circulation areas
- basic and insufficient staff facilities
- inadequate specialist teaching facilities
- inadequate halls and dining rooms
- ICT infrastructure deficiencies
- need for better security

The AMP only measures and judges existing accommodation not what the schools lack, for example

- Many schools are built on different levels and offer poor access for people with various disabilities
- All schools lack adequate social areas

3.7 The LEAs Restructure and Recovery

A new Director of Education took up post in September 2003 and found that relationships with schools were at a particularly low ebb, and the effectiveness of the LEA, particularly in relation to school improvement was poor. A wholesale reorganisation of the structure and management of the service was commenced. The Ofsted inspection of January 2004 confirmed the urgent need for improvement and as a result an Education Partnership Board was established to oversee the recovery. Whilst there is still much to do the improvement of the LEA has been rapid, and in October 2005 the Independent Chair of the Partnership Board was able to report to the Secretary of State:

> *"Excellent progress is being made and, although children continue to underperform relative to national standards, the rate of improvement has been exemplary. I do not*

believe that any Council could have done more, within this level of resources and within such a short time scale"

3.8 Remaking Learning

Key to the recovery of Barnsley has been the development of the Director's vision for education in Barnsley. The ambitious plans for the physical regeneration of the borough are known as **Remaking Barnsley** – the education vision which underpins the social regeneration of the borough became known as **Remaking Learning.** The vision has developed since its inception in early 2004 through widespread consultation with the whole community

Remaking Learning is a radical transformational lifelong learning programme that will provide the highest quality learning opportunities for every child, young person and adult.

Remaking Learning seeks a change in culture and outlook, a step change in aspirations and expectations. It signals a decisive break with the past and a new future of opportunity, excellence and success for all. It requires a rethink of when, where and how learning is accessed.
It embraces all ages of learning:

- early years, school age, post 16 and adult learning;
- learning to improve skills and learning for pleasure and personal fulfilment.

School attainment is on an upward trend, and improving much quicker than the national average. This reflects the hard work of schools and pupils, and it is very good news. But there is still much to do. Too many young people still fail to fulfil their potential. Remaking Learning aims to change this so that all children make the progress they are capable of.

Remaking Learning has six transformational strategies to ensure success which are further explained in Section 4.

They are:

- Achieving Success: Strategy for Raising Standards
- Pathways to Success: Strategy for Personalised Learning
- Removing Barriers to Success: Strategy for Inclusion
- Building Capacity for Success: Strategy for Developing People and Communities
- Working Together for Success: Strategy for Partnership and Collaboration
- Investing for Success: Strategy for Resources for Learning

In addition, Remaking Learning has the 5 outcomes of the Every Child Matters agenda at its heart. The APA process and the subsequent Priorities meeting highlighted the excellent capacity of services in Barnsley to improve these outcomes. In the process of consulting upon the emerging Children and Young People's Plan the Borough's Children's Centres and Schools are recognised as having key roles in taking improvements forward in relation to

Be Healthy:

- Implementing the strands of the Healthy School Scheme
- Food in schools policies
- Obesity strategy
- Smoking cessation
- Healthy and active lifestyles

- Teenage pregnancy strategy and sex and relationship education

Stay Safe:

- Child protection procedures
- Anti-bullying strategy

Enjoy and Achieve:

- Support for parents, carers and families
- Improving enjoyment, attainment and achievement
- Improving attendance and behaviour

Make a Positive Contribution:

- Improve opportunities for children and young people to voice their views and influence decision making

Economic Well-being:

- Reduce impact on children and young people living in workless, benefits-dependent families and poor housing
- Secure transition from school to positive outcomes in terms of further learning, training or employment

In Remaking Learning, and in the Local Area Agreement three key life-stage programmes in relation to Children and Young People form the contexts for improving these outcomes:

- Early years
- Primary learning stage
- Young people

These stages inform the developing early years strategy, primary age strategy and youth support strategy in the emerging Children and Young People's Plan.

In addition, Remaking Learning set out a programme for Adult Learning. This programme is already delivering improvement, and since the Adult Learning Inspection Report quoted above, re-inspection has shown the provision to be at least satisfactory across the range of judgements, with Leadership and Management evaluated as good, as are several other features.

The Education Vision for our Building Schools for the Future Programme is derived from our overarching Remaking Learning Vision – it forms a key opportunity to assist us in transforming learning within Barnsley

4 Education Vision: Remaking Learning – Advanced Learning Centres as the Hubs of Learning and Caring communities

4.1 The Challenges for Barnsley

The change we seek is cultural. It is a step change in aspiration and expectation. It is also about promoting excellence, diversity, choice and greater innovation. We are excited at the prospect of unlocking and maximising Barnsley's existing potential and hope to build on the high quality foundations already in place.

The Remaking Learning vision has high ambition and success for all at its heart. It is about raising levels of achievement, aspirations, promoting a "can do" culture, cultivating change and creating an encouraging learning environment in which self-improvement is the norm. Remaking Learning signals a decisive break with the past into a new future of opportunity, excellence *and success for children*, young people, families and communities within the Borough.

The vision requires rethinking learning for each life stage, recognising that it has many functions – to learn new skills and refresh existing ones, to acquire further knowledge, to specialise in particular areas, to prepare for employment, for pleasure, enjoyment and enrichment. It requires a re-think of when, where and how learning is accessed, and finding the best possible means of support to ensure the learner has the maximum opportunity for success

4.2 Key Principles for Development

Remaking Learning is about:

- improving the achievement of children, young people and adults, placing the five outcomes at the heart of the process;
- increasing motivation and self-esteem for all learners;
- improving attendance and behaviour at every key stage in schools;
- enabling parents and carers to become more involved in their children's learning;
- involving learners in decisions about their own learning;
- identifying problems early and providing supportive intervention;
- ensuring swift and efficient access to specialist services to meet particular needs;
- providing a greater and richer choice of learning pathways;
- increasing participation in, and completion of post-16 learning
- increasing opportunities for adult learning.

Supported by:

- a world class workforce with the range of skills required;
- increased opportunities for family learning;
- better learning environments, optimising the use of appropriate technologies;

- increased availability of social care and health related services for the community;
- increased availability of safe, secure, out-of-school childcare;
- a raised profile and status of learning in the community supporting children and young people's motivation to succeed;
- better community cohesion;
- greater participation by all ages in leisure and sports activities;
- strong and willing partnerships working across education, training providers, health and social care services, voluntary sector and with parents, carers and the community.

Through Remaking Learning we will meet the needs of each and every learner, embracing them as individuals, with different skills, talents and aptitudes, ensuring that:

- we have the best possible knowledge of the needs of each learner and the next steps in their learning and development by involving learners and their parents and carers in the process;

- every learner has a basic toolbox of skills and knowledge to enable them to access broader learning opportunities, and become active participants in the civic and working life of their communities;

- learners have access to a rich and diverse curriculum that meets their individual needs, including access to a wide range of vocational and academic qualifications, cultural and sporting activities, through personalised curriculum pathways, and with opportunities to extend this on evenings, weekends and holidays;

- through Remaking Learning we will deliver the Every Child Matters agenda so that learning is supported by a range of well-targeted services, and an extensive workforce development strategy, all focussed on achieving the 5 outcomes for children and young people, as set out in the Governments' initiative 'Every Child Matters': Change for Children, and indeed for adult learners too;

- all agencies and individuals involved in the development and care of the learner have access to appropriate, accurate and timely information to support their needs.

4.3 Delivering the Remaking Learning Vision

The Remaking Learning agenda has the very specific vision of increasing the involvement and collaboration with partners in raising attainment and increasing participation of all Barnsley learners. Together with our partners in education, health, social care, the voluntary sector, and with parents and the community, we will focus our combined energies, expertise and resources on making the maximum progress and impact in addressing our priorities. This vision will be supported by the innovative use of the opportunities made available in the information age.

To deliver our vision we have developed six transformational strategies:

4.3.1 Achieving Success: Strategy for Raising Standards

High standards are based on knowledge, skills, attitudes and performance, and the habits of successful learners, such as purposeful behaviour, regular attendance and engagement in learning.

Remaking Learning is focussed on achieving the highest possible standards so that learners at all stages in Barnsley have the experience of success which motivates, builds confidence and inspires even higher achievement.

This strategy is underpinned by the five required outcomes for education and social care, namely: being healthy, being safe, enjoying and achieving, making a positive contribution and economic well-being.

4.3.2 Pathways to Success: Strategy for Personalised Learning

Remaking Learning means putting the learner at the centre of everything we do. It clearly means providing high quality learning opportunities and experiences tailored to the individual needs of each learner. It means giving a voice and influence to learners so that they can help in the design of curricula and courses that meet their aspirations.

This strategy not only involves the design of different pathways for learners, offering choice and diversity, and providing high quality information advice and guidance, but also the appropriate support for effective transitions between stages of learning.

4.3.3 Removing Barriers to Success: Strategy for Inclusion

Remaking Learning envisages a radical review of the learning provision for all those with additional needs or those who belong to groups that are vulnerable and at risk of underachievement. We intend to provide a more continuous spectrum of specialist provision to meet the range of needs, and in the long term to meet far more of these needs in mainstream contexts.

This strategy includes provision for the education of looked after children, those with special educational needs and disabilities and those in particular need of safeguarding. The strategy also promotes high achievement in relation to equalities and diversity.

4.3.4 Building Capacity for Success: Strategy for Developing People and Communities

Remaking Learning requires new forms of visionary leaders, managers and governors. We will launch a Leadership Centre at the hub of this development, to champion change for children and young people and to develop leaders at all levels. We need to create a framework of career pathways for the workforce involved in Remaking Learning for children and adults. And we need new environments for learning where school settings are at the heart of community learning.

Our strategy includes provision of extended schools and Children's Centres, provision for arts, leisure, culture, sport and health-related fitness.

4.3.5 Working Together for Success: Strategy for Partnership and Collaboration

This strategy underpins the whole of Remaking Learning. We want to forge new and improved relationships with learners, their parents, carers and families, and the localities, neighbourhoods and communities in which they live.

We will support collaboration and networks, not just among education staff, but across all those statutory, voluntary and community services and groups who work to make a difference to the lives and learning of people in our local communities. We aim to build integrated, joined up, multi-disciplinary support teams promoting learning and care at a local level, sharing information openly and routinely while understanding the policies, principles and governance arrangements around this.

4.3.6 Investing for Success: Strategy for Resources for Learning

Remaking Learning requires innovation, creativity and enterprise in our learning communities so that the education and care offered is based on a sound business case, is self-sustaining and delivered through high quality resources to stimulate and support learning. We aim to improve and extend our procurement and brokerage arrangements so that our community governance is well positioned to commission effectively and to be discerning in its purchases.

Our strategy involves making the best and most up to date digital technology and learning resources an everyday feature of learning and engaging in a major programme of new build through Building Schools for the Future and PFI initiatives.

It will take time to achieve the vision fully, especially where new building is needed. But new buildings are only one part of the vision. The greatest and most exciting part is dependent upon:

- unlocking and maximising existing potential and best practice;
- enriching and widening the curriculum, developing a collaborative culture;
- building a strong alliance amongst providers for learning and training;
- expanding the learning year up to 48 weeks;
- extending the learning day;
- developing the capacity and expertise of the workforce to implement the curriculum changes especially in the use of ICT based learning resources;
- finding new ways of integrating services so that every child and their family, together with all learners across the Borough receive timely and expert advice and experience personal success;
- working effectively with all partners in education, training, business, health and social care.

We will deliver this vision by:

- reorganising secondary education in Barnsley from 2006 onwards;
- replacing the entire secondary building stock by 2012, under the Building Schools for the Future initiative (BSF);
- creating Advanced Learning Centres (ALCs) across the Borough, which provide exciting, inclusive and safe learning environments for learners aged 11-19 and beyond;
- personalising curriculum pathways in ALCs and Learning Alliances of ALCs;
- significantly increasing the use of technology for curriculum delivery;
- providing state of the art learning environments with top-class facilities and high quality resources;
- working in close partnership with the Learning Skills Council South Yorkshire, Barnsley Learning Partnership, our colleges, work-based learning providers, voluntary organisations/community sector and the Connexions Service to ensure greater curriculum choice and clearer pathways to progression for all young people;
- working through the Barnsley Learning Alliances to meet the Learner Entitlement.

4.3.7 The Pattern of Provision for the Future

We will create a number of learning zones or learning communities across the Borough. Each Learning Zone will develop a pattern of provision to meet the requirements at four Learning Life Stages:

Formative Learning

This is the critical stage from birth to five, when over half of an individual's lifelong learning takes place. It is centred on the home and involves a range of health, education and childcare professionals, working in partnership to support parents and carers. It is during this time that values and attitudes towards learning are largely shaped that may well determine future success. Providers will work with parents to develop the child's physical, communication, and social skills. Information, advice and guidance will be on offer to parents to assist them in providing the best possible experience for their child. Each community will be served by high quality early years and childcare provision that meets the needs of all children and their families.

Developing Learning

This period covers the period from five to eleven when learners begin to build on the attitudes and skills they have developed during the formative period, developing confidence and self-esteem. A rich curriculum will broaden their experience and allow them to build connections in their learning. They will develop a range of skills, particularly in literacy, numeracy and ICT to enable them to access future learning opportunities. The learner will begin to develop an understanding of their own learning and the ability to organise themselves and their learning, and work independently or with others as appropriate. Parents and carers will be fully informed and enabled to support and enhance their children's learning.

Advanced Learning

This period will enable learners to develop and demonstrate the skills and knowledge required to follow their chosen path on leaving statutory education. They will be increasingly autonomous, knowing how to learn, and having a disposition to do so. They will be able to choose from a wide curriculum, including academic and vocational subjects, and work based training. They will be supported by high quality information, advice and guidance to enable them to fully develop their talents and make informed choices. They may access learning in a number of different ways, places and times suitable for their own needs.

Continuing Learning

A range of provision will exist to enable adults to re-enter or continue learning, either to build on existing skills or develop new ones. Learning will be on offer that meets the needs of all adults, including opportunities to undertake higher-level learning within their chosen field, enhance employability, or to learn for leisure and personal interest. Learners will be able to access a wide range of providers within communities, the workplace and further a field. This will encompass face to face learning as well as on-line learning to ensure maximum flexibility to meet the needs of all learners. Information, advice and guidance will be provided to support adults in assessing their own learning needs and accessing the most appropriate provision.

Every zone or learning community will have at its heart an Advanced Learning Centre (ALC) catering for learners from 11 years to adulthood. Each ALC will be supported by up to 10 Primary Learning Centres (PLCs) which will replace our traditional primary schools, and they in turn will be linked to Children's Centres. ALCs and PLCs will offer extended provision that responds to local needs.

Advanced Learning Centres will provide for the needs of advanced and continuing learners but also provide a focus for the coordination of services for all life stages

4.4 What BSF will provide

Each Advanced Learning Centre will:

- be new build and have state of the art provision for learners at each life stage beyond 11 years. Each will have a culture of ambition and high achievement, be a focus for the community and have an ethos of open access;
- work closely with their neighbouring PLCs and Children's Centres and be open 48 weeks a year. Set term times and holiday dates will become a thing of the past and be replaced by flexible arrangements for staff and learners;
- be staffed by an enhanced range of educators, tutors, trainers and mentors who are highly trained in delivering a wide ranging curriculum to learners of all abilities who learn at different rates and have different learning styles;
- exploit the potential of digital technologies to enhance teaching and learning including the potential for intelligent building management systems
- have new forms of leadership and governance to respond to the provision made and to reflect the multi-professional/para-professional workforce and learners using the centre;
- make provision for up to 2000 students, with additional provision for adults to learn basic skills, achieve Level 2 qualifications or engage in learning for pleasure;
- offer a wide range of pathways to further education, training and employment and the flexibility to combine work-based training with learning in a centre or college;
- have integrated Youth Service provision, allowing young people early access to personal advice and support, as well as exciting and enjoyable activities;
- offer full service provision, ensuring swift and easy access to a range of support services for the student and their family;
- be supported by a Local Area Action Team, offering cross-service support from Tier 1 to Tier 4;
- provide a specialism and a subsidiary and collaborate closely with Barnsley and Dearne Valley Colleges and work-based learning providers. Together they will provide a coherent offer to parents and learners in the community;
- offer enhanced sport and leisure facilities for the community.

Young people who access some or all of their daytime learning elsewhere, including in specialist provisions, may register at their local ALC to participate in the range of its extended provision. In addition, the range of specialist provision will be extended in the short term to meet a greater spectrum of needs than is currently accessible, whilst in the longer term it is envisaged that ALCs will have the expertise to provide for the learning and support needs of a much greater proportion of those with additional needs and disabilities.

Evidence indicates that larger schools generally have higher levels of attainment, possibly through being able to broaden the curriculum offer to meet the needs of all learners. Large schools can however, often feel impersonal, particularly for younger learners. We will therefore research and implement methodologies to combat this issue, for example through house systems, schools within schools and other forms of pastoral groupings.

4.4.1 ALC design

The BSF programme plans to deliver nine ALCs, 5 rebuilt on the same site as the existing school and 4 developed from the merger of 4 pairs of schools.

The design process is being heavily influenced by development of learning and looking to be innovative in how the design can support the learning needs of pupils. There will be an underpinning principle of flexibility so that the design can respond both to changing needs as technology develops, but also to the needs of a wide variety of learners. It is envisaged that the structure will support a curriculum that is equally flexible allowing the ALC to respond to pupil needs and so providing opportunities for a variety of pathways.

All the ALCs will have extended provision. This engagement with the community is an essential part of the raising aspirations agenda.

Our Remaking Learning vision for Barnsley is designed to bring about a high performance, high equity provision that meets the needs of each and every learner. We have already begun this work but to fully meet our vision we need new build Advanced Learning Centres. Our current building stock severely limits our ability to:

- offer and promote new ways of learning – in particular the development of personalised approaches and opportunities for students to take on increasing proportions of independent study;
- provide new curricular choices and pathways, in particular the increasing provision of vocational provision at both statutory school age and at post sixteen level;
- provide a full range of services support to remove barriers to learning and well –being;
- establish lifelong learning as the norm for all our communities, as our current buildings do not have the physical capacity and safeguarding systems to allow adult learners to learn alongside school aged students;

The requirement for management of school places by the LA has resulted in proposals for the reorganisation of eight schools. Refurbishment of existing schools does not produce an equitable spread of provision across the borough in these situations.

A number of schools are not suitable for refurbishment due to the inordinate cost of meeting DDA compliance.

Refurbishment of our schools will only partially meet our vision and will prevent us from fully utilising the possibilities of:

- being of sufficient size to develop cost-effective approaches to delivering a broader curriculum;
- being of sufficient size to deliver the range of services required and to being in a position to deliver a range of post sixteen and adult activity;
- developing 'schools within schools' approaches to enable pastoral groupings to be based on smaller units of pupils to mitigate against the social and behavioural impact of the size of schools required;

- Offering a greater range of possibilities in terms of pupil groupings, from the provision of lecture halls for large group exposition down to small spaces for collaborative and individual work;
- opportunities for integration of different aged learners;
- the benefits to be gained by the integration of learning with social and leisure activities;
- a transformational upgrade of ICT to enable connectivity and compatibility across all services and to support Remaking Learning;
- creating iconic buildings that establish the central role of learning in the regeneration of the borough.

4.4.2 The Magnet Principle

Each ALC will be designed and built to offer full service provision for learners from 11-19 and include provision for adult learning. It is also intended that the ALC becomes a centre for technology, leisure, arts, culture and sports, offering enhanced facilities in all these areas. The LEA will develop a strategy setting out how it will develop partnership arrangements with the private, voluntary and community sectors to achieve this aim. The key concept is one of additionality, making multiple and maximum use of the resources on offer to increase effectiveness, efficiency and in particular uptake of provision.

Indicative sites for the development of ALCs indicate that whilst ALCs will be close to the communities they serve, there will still be a requirement for some provision in the centre of the community, essentially a high street presence. It is intended therefore that each ALC will operate a hub and spoke delivery model in the communities they serve. Barnsley currently has an extensive range of community resource centres and libraries. These will be reorganised as Community Learning Centres (CLCs), working in partnership with the local ALC.

At the current time provision in Barnsley is widely dispersed making it difficult for users to access, or indeed be aware of, the range of opportunities. Whilst much of this provision is housed in fit for purpose facilities it is envisaged that over time provision would gravitate towards ALCs and CLCs as current facilities reach the end of their life cycle or as users' requirements change.

4.4.3 Creating a better teaching and learning environment;

We are currently undertaking a programme in conjunction with Creative Partnerships to develop a clear understanding of the impact of the built environment and school design on learning. Our schools of the future will be capable of delivering personalised learning for all, utilising a range of learning facilities supported by the highest quality teaching and technologies. Our buildings will be fit for purpose, designed around the latest understanding of learning and development. They will incorporate areas designed for large and small group teaching alongside areas specifically designed for learner-led individual and collaborative work.

The Advanced Learning Centre and its surroundings should:

- Be a key community facility, offering access to all and promoting creative collaboration
- Have a distinct identity, created through participation with clients and users

- Be integrated to become a landscape for learning
- Be ecologically sustainable, offering a healthy environment and utilising new technologies to promote reduction, reuse and recycling of resources
- Be a large learning tool, supporting the curriculum and physically celebrating the work of it's users internally and externally
- Provide a variety of spaces to raise expectations of learners and support all learning styles
- Offer opportunities to develop informal learning, including the use of spaces between formal learning areas and the grounds

In addition the Advanced Learning Centres will build on the success of our Learning Net and the learning afforded through SureStart programmes to enable us to deliver a full range of service to support learners and meet the needs of the community, driven through the Barnsley Local Area Agreement. This process will ensure that the full range of high quality services to meet the needs of children and young adults, in addition to adult learners, exists within each community, and where appropriate these will be located within schools to enhance accessibility.

4.4.4 Sports provision in the context of Building Schools for the Future

Building Schools for the Future provides not only the means to implement the Remaking Learning Strategy in the Secondary school sector, with the development of 9 Advanced Learning Centres, but will also act as a catalyst for a Remaking Leisure Strategy.

Three of the Council's Leisure Centres are co-located on the same campus as secondary schools, these being at Hoyland, Dearnside and Royston.
Many of the Council's Leisure facilities require major capital improvements or replacement, and the development of new build ALCs with their new sports facilities will kick start proposals to reorganise Leisure facilities across the Borough.

The Council's Leisure Centres are managed by Barnsley Premier Leisure, via a Trust arrangement. Discussions are ongoing with the Council's Leisure Services and Barnsley Premier Leisure over the long term future of all of the Councils Leisure assets with a view to rationalising that provision, to focus on developments on and around the proposed ALCs, and provide enhanced facilities for both school and community use. These discussions include the future management arrangements for school based Leisure facilities.

Discussions are also ongoing with the Planning Authority and Sport England on the development of each the ALC's facilities and also on the implications for those communities where it is propose to close a neighbourhood school or Leisure facility.

In developing proposals for the future use of surplus education sites, we will take into consideration the guidance set out in PP17, and Sport England's views on the retention of playing fields

4.4.5 Joint working

In preparation for the school reorganisation that is going alongside the BSF programme, schools that are proposed to merge will develop closer working including joint Governors' committees. It is hoped that this joint working will reduce staff tensions as the closure of

individual schools draws near by the development of shared values and plans to ensure a smooth transition. Additionally existing specialist schools can work together to integrate the ethos of the specialist application as well as develop practical solutions to using the specialist school programme to spread good practice and raise standards. Technology based projects will facilitate collaborative working between pupils and teaching staff from different schools.

A change management support group has been established to ensure that the rise in standards seen across Barnsley continues. This will be developed through the establishment of a Change Management Action Plan for each school.

4.4.6 Capital Funding for ALCs

The Council believes that for Barnsley's education vision to be achieved it is essential that the secondary estate is replaced with 9 new build Advanced Learning Centres.

The current estimated capital costs of providing the programme is approximately £300m, compared with the BSF funding envelope of £145m building works etc. and ICT £18m. Under existing funding guidance about half of the building works etc. envelope is sufficient to finance three new ALCs under a PFI contract and two or three funded by supported borrowing.

The Council is, if necessary, seeking to fund the difference (equivalent to three or four new ALCs) by a mixture of capital receipts from the sale of surplus school sites, the sale of other sites, grants and the balance from prudential borrowing. The prudential borrowing will be financed from substantial annual contributions from the Council and schools. The latter provided from savings from rationalisation of the existing 14 schools to 9 ALCs and an Academy.

These annual revenue contributions will, in addition to funding the "affordability gap" of the PFI contract, the Council share of the costs of supported borrowing and prudential borrowing, provide a fund sufficient to finance life cycle costs of the non-PFI funded schools to the same specification and timescales as the PFI schools.

To assist in bridging the affordability gap the Council is exploring all opportunities to secure funding and would look to the DfES to assist us where they can in this.

4.4.7 The Role of ALCs in Developing Sustainable Communities

"Sustainable Communities meet the diverse needs of existing and future residents, their children and other users, contribute to a high quality of life and provide opportunity and choice. They achieve this in ways that make effective use of natural resources, enhance the environment, promote social cohesion and inclusion and strengthen economic prosperity"

ALCs will contribute strongly to the Sustainable Communities agenda as key buildings at the heart of the community and through the services and functions they provide. Whilst they will contribute to all seven elements of Sustainable Communities identified in the Egan Review, they have particular relevance to the following:

SOCIAL AND CULTURAL – Vibrant, harmonious and inclusive communities

- A sense of community identity and belonging
- Tolerance, respect and engagement with people from different cultures, background and beliefs
- Friendly, co-operative and helpful behaviour in neighbourhoods
- Opportunities for cultural, leisure, community, sport and other activities

- Low levels of crime and anti-social behaviour with visible, effective and community-friendly policing
- All people are socially included and have similar life opportunities

GOVERNANCE – Effective and inclusive participation, representation and leadership

- Strategic, visionary, representative, accountable governance systems that enable inclusive, active and effective participation by individuals and organisations
- Strong, informed and effective leadership and partnerships that lead by example
- Strong, inclusive, community and voluntary sector
- A sense of civic values, responsibility and pride
- Continuous improvement through effective delivery, monitoring and feedback at all levels

SERVICES – A full range of appropriate, accessible public, private, community and voluntary services

- Well-educated people from well-performing local schools, further and higher education and training for lifelong learning
- High quality, local health care and social services
- Provision of range of accessible, affordable public, community, voluntary and private services
- Service providers who think and act long term and beyond their own immediate geographical and interest boundaries

4.5 The Experience of Stakeholders – broad targets in our vision

Our vision is for young people in Barnsley to value learning, have high aspirations, contribute to the community and economy and achieve their full potential.

This vision will be achieved when:

- young people attain above the national average at KS3 and in GCSE at KS4 students stay on in greater numbers in education, employment or training post-16
- boys perform more comparably with girls, and the attainment gap is closed
- young people are able to take up a more diverse range of opportunities and pathways, including more vocational courses and apprenticeship arrangements, accessing skills for employment
- young people have necessary ICT skills to continue in education or enter the world of work and participate fully in the electronic age
- young people are fired up by their learning and success

High standards are based on knowledge, skills, attitudes and performance, and the habits of successful learners, such as purposeful behaviour, regular attendance and engagement in learning.
Remaking Learning is focused on achieving the highest possible standards so that learners at all stages in Barnsley have the experience of success, which motivates, builds confidence and inspires even higher achievement. This strategy is underpinned by the five required outcomes for education and social care, namely: enjoying and achieving, being healthy, being safe, making a positive contribution and economic wellbeing.

Through Remaking Learning and Building Schools for the Future, and our strategies for delivering them, young people in Barnsley will:

- achieve high standards in all qualifications in the national framework, eg GCSE, NVQ, Advanced GCEs, DIDA, ECDL, BTEC and vocational courses
- discover a passion for Lifelong Learning
- overcome barriers to success in centres that counter difficulties and disaffection by inclusive practice
- learn in exciting, purpose-built environments
- experience the power of learning in a community setting alongside adults and families
- have access to high quality resources (especially digital)
- continue into further education, training or employment with training

In the interim, by 2008 and before the opening of the first Advanced Learning Centres, we aim to be

- In line with the national averages for attainment at KS3 and GCSE
- In line with the national averages for attendance
- Still significantly above average for reducing exclusion
- Making significant in-roads in reducing NEETs and teenage pregnancies, and at least in line with regional LA neighbours

4.6 Support for the Management of Change

The underlying principle of the support for the management of change is that between now and the opening of the Advanced Learning Centres in each locality two very significant goals will be achieved, namely, that standards will continue to improve throughout that period, and the features of learning and care that will characterise the new centres will have been developed.

In order to support the continuing improvement in standards, we will:

- Rigorously pursue the priorities agreed with our schools, partners and external agencies, so that the gap between current performance in Barnsley and the national average is closed.
- Implement the national Secondary Strategy with support and interventions agreed in detail with our schools, in both KS3 and KS4.
- Continue to develop the work of Alliances to extend opportunities at 14-16 and to begin to grow the provision of 16+ and adult learning, so that standards rise in these phases.

To support the development of new features of learning and care we will:

- Work with senior teams and governing bodies to explore models of governance and leadership that will position schools well to become the learning centres of the future.
- Encourage collaborative networks and partnerships, soft and hard federations, joint working, teacher and pupil exchanges, alignment of syllabuses, courses, coursework and methodologies, to aid smooth transition to the opening of the new institutions.
- Achieve the objectives of the Change for Children Plan so that integrated services are co-located and operative in the new ALC localities long before the buildings are put in place.
- Work with communities, governors and staff in exploring the educational vision so that all are well prepared for the design process.
- Work with schools to help them in the transition to the new ways of teaching and learning delivered through the information age.

In order to enable young people, their parents and carers, staff, governors and the community to engage in innovative and creative engagement with the design process, we will find ways to involve all groups of stakeholders in thinking through how the educational vision can be implemented in new learning environments.

5 Raising Standards through Personalised Learning

5.1 The Challenges for Barnsley

Overall performance in secondary schools is 12% below national averages at KS3 and 11% below national averages at KS4 5*A-C. FFT and National Strategy data clearly show that there is underachievement in around half the schools in English and maths at KS3 and in all but one school in science. PANDA data show underachievement in around half the schools at KS4, though FFT data shows an improving trend over the last 4 years with only 1 school significantly underachieving.

Specific areas for improvement include:

- attainment in English, maths and science
- attainment of boys particularly in literacy
- achievement of those who do not attend school regularly
- achievement of those at risk of inclusion from school
- achievement of those who do not progress to any form of post 16+ training or employment
- teaching and learning
- leadership and management

The overall upward trend at KS4, where improvement at 5*A-C is taking place at twice the national rate, is an indication that our strategic approaches are impacting on results. There is, however, still a distance to travel and a need to accelerate the overall rate of improvement.

There are many factors which impact on learning. In Barnsley the challenges include minimising the effects of the following factors, and enabling children and young people to be 'ready for learning':

- motivation is low where there are not high aspirations and good role models in the family and community;
- failure to achieve positive outcomes from education devalues learning;
- the disengagement of disaffected learners hinders progress for other learners as well as under-mining their own self-esteem;
- health inequalities, poor diet, lack of sleep, anxiety and stress, lack of exercise can all pre-dispose young people to learn less effectively than they might;
- emotional fragility, excessive family responsibilities, fear for safety, problems associated with poor housing and poverty, can equally be barriers to engaging successfully in learning;
- poor match of learning styles, and curriculum pathways to learners needs and aspirations can de-motivate young people;
- poor surroundings , which do not stimulate the imagination or support creativity, can limit progress and achievement.

All of these factors are over-represented in Barnsley, and have to be overcome if successful learning is to provide the key to a better quality of life and higher achievement.

5.2 Key Principles for Development

Our strategy for education is based around the concept of personalising provision – that is providing the support, learning experience and curriculum that allows every learner within Barnsley to engage and achieve.

The concept of personalised learning is centred upon five key principles:

- Assessment for learning and the use of evidence and dialogue to identify every pupil's learning needs
- Teaching and learning strategies that develop the competence and confidence of every learner by actively engaging and stretching them
- Curriculum entitlement and choice that delivers breadth of study, personal relevance and flexible learning pathways through the system
- A student centred approach to school organisation, with school leaders and teachers thinking creatively about how to support high quality teaching and learning through access to appropriate information and knowledge from integrated systems
- Strong partnership beyond the school to drive forward progress in the classroom, to remove barriers to learning and to support pupil well-being

5.3 Our Vision for Personalised Learning

We will ensure that all young people have the confidence, self esteem, qualities and values needed to develop as increasingly independent and autonomous lifelong learners.

This will be achieved through a focus on learning and the development of learning to learn skills. These are cross-subject skills that focus on cognitive and affective aspects of learning such as questioning and challenging, making connections, exploring ideas and options, envisioning, reflecting critically, information processing, communication and enquiry underpinned by literacy, numeracy and ICT competencies.

All of these are important learning skills, which are crucial to becoming a lifelong and effective learner.

We are constantly gaining new insights from psychology, neuroscience and from social sciences and we will use this knowledge to equip our young people with the neurological knowledge and understanding of how the brain develops, learns and remembers so that they have the confidence to understand that their capacity for learning is unlimited.

Our teachers and other adults that support learning will draw on a wide range of learning and teaching theories and we will keep our practitioners up-to-date through professional development that focuses on pedagogy, collaboration and though action based research.

We recognise that learning is state of mind dependent and that learners should feel safe and secure and have a strong sense of identity and ownership. We will ensure that we create the physical, emotional and social conditions that enhance motivation and learning.

The learning environment that we offer will promote involvement, collaboration and creativity and will stimulate and reinforce learning.

We will ensure that all learners are engaged and motivated by learning which is focused, relevant and challenging, and which is provided within a dynamic and flexible curriculum. We will provide an adaptive educational provision that meets the needs of individual learners through interaction, intervention and collaboration. Diverse curriculum pathways will be offered based on creative interaction between parents, youngsters and the Advanced Learning

Centres. We intend our young people engage in a highly interactive process of learning in which they discover themselves, reflect on what they have learned, how they have learned and what they need to learn next.

We acknowledge that every individual learns at a different rate, and in different ways. This will not be interpreted in simplistic ways that encourages learners to think of themselves as having a fixed learning style; but in a way that promotes learning experiences that are varied through a variety of different approaches that are strategically planned.

Teaching approaches will appeal to all intelligences and assessment will take into account the diversity of multiple intelligences. We will promote the development of emotional intelligence so that our youngsters are self aware and socially aware and are able to manage their emotions appropriately in a variety of situations. Therefore subject knowledge will sit alongside cognitive, social and emotional development.

Our Advanced Learning Centres will promote pupils learning with each other to enable the acquisition of knowledge to be understood. We will also support mentoring and peer review strategies to enable youngsters to be aware of their own and others learning needs and next steps for improvement.

In Barnsley we want a leadership culture, which is founded in principle and vision, which has common values and is dedicated to high standards and learning. Leadership is primarily about improving the quality of learning and teaching and creating a workforce that supports the best possible learning opportunities

Our staff in ALCs will model themselves as lead learners and we believe this involves:

- being an active, visible learner involved in professional development and reflection
- engaging in professional dialogue about pedagogy, practice and policy
- drawing from learning in context, from other settings and from national and international practice
- articulating values that focus on learning
- engaging in research projects to broaden knowledge and share findings
- using ICT and blended learning opportunities and linking with local/national programmes
- modelling a strong connection to what is happening in classrooms
- monitoring, analysing and acting on pupil progress and data
- creating opportunities for teachers to talk with their colleagues about learning and teaching
- networking and engaging with the local community
- evaluating and innovating

The curriculum to deliver personalised learning is subject to significant change in terms of national policy, particularly the new shape of KS3 due to be delivered in 2007 and the timeline for changes to KS4 and beyond detailed in the DfES 14-19 Implementation Plan. The next section therefore deals with our strategies to develop the whole secondary phase curriculum and support for students in the intervening years

5.4 Current Developments

Barnsley is a relatively small Authority with a proposal to reduce the number of secondary schools to nine Advanced Leaning Centres (ALCs), and one academy. The geography of the Borough means that, although site-to-site distances are generally small (less than five miles),

pupil movement is not always easy, and in the case of some schools, can create real difficulties.

In order to address questions of diversity of provision it is necessary to look at the provision in individual ALCs as well as that offered in alliances of ALCs and across the Borough as a whole. This is being tackled in three ways.

- Curriculum developments in individual schools that meet the needs of pupils in that area. These will translate into the ALCs.

- Alliance developments. There are three alliances covering the Borough, each currently has four or five schools as well as Barnsley College. (Dearne Valley College is part of the Eastern alliance.) When the ALC programme is complete, each alliance would have three ALCs.

- Barnsley specialist school strategy, which seeks to have a full range of complementary specialisms within the Borough.

Taken together these three strands support the raising standards agenda by:

- supporting the personalised learning agenda now and in the new ALCs by providing alternative pathways within and between alliances schools (ALCs) and the colleges;

- raising aspirations by providing certification routes that directly tackle underachievement and actively encourage progression;

- using BSF opportunities to design learning environments that stimulate and engage learners making them fully involved in the own learning;

- development of the extended schools programme and the extended use of the ALCs for student use throughout the day, and year;

- further develop community engagement with schools through co-location of services and the use of ALCs for adult learning.

5.4.1 The 11-14 Curriculum

The current QCA review of the curriculum at Key Stage 3 will have a significant impact on how the revised curriculum will need to be delivered in 2008. The outcome of the Key Stage 3 curriculum review will require Advanced Learning Centres to build on skills already developed by the end of Key Stage 2 in order to ensure that pupils will be sufficiently knowledgeable and skilled to access the full range of opportunities and pathways that will be available in the Key Stage 4 curriculum. Flexibility and differential time-scales and pathways for individual learners and groups of learners will be features throughout year groups and key stages in the Advanced Learning Centres.

It is therefore clear that Advanced Learning Centres will need to consider a range of strategies to provide 'personalised curriculum' opportunities for pupils in Key Stage 3, including:

- Securing curriculum continuity from Key Stage 2 into Key Stage 3 and Key Stage 3 into Key Stage 4 (transfer and transition)
- Flexible arrangements for delivering all subjects of the Key Stage 3 curriculum e.g. a two year Key Stage 3 where a range of models is currently being trialled through the Secondary National Strategy including a 'foundation year' starting in Year 7
- A blended approach to personalised learning and development

- Improving the progress of low attaining and underperforming pupils (promoting inclusion for achievement)
- Working across the curriculum to manage cross-curricular approaches in Literacy across the curriculum (LaL), ICT across the curriculum (ICTAC), Leading in learning (LiL; thinking and learning skills) and Assessment for learning (AfL)
- Considering a range of approaches for improving teaching and learning e.g. coaching to embed cross –curricular approaches
- Improving behaviour and attendance and tackling barriers to learning
- Building into the Key Stage 3 curriculum opportunities to consider the five expected outcomes of Every Child Matters
- Involving parents and carers in children's education

A number of schools within Barnsley are currently exploring new approaches to the KS3 curriculum, for example:

- A cross-curricular approach to the Year 7 curriculum, based around the humanities, increasing opportunities for blended learning opportunities and integrated teaching and learning methodologies.

- A 'foundation style' curriculum to support the needs of learners who have difficulty accessing the traditional curriculum. This work centres around a greater emphasis on learning within the core subjects and increased levels of support mechanisms, for example through learning mentors and access to a smaller core team of teachers.

- A specific programme for pupils with challenging behaviour, centred around small group work and increased levels of support in years 7 and 8, leading to staged reintegration in Y9

This work will be further developed over the coming years to provide a test-bed for the delivery of the KS3 curriculum in all ALCs

5.4.2. The 14-16 Curriculum

During the Autumn term 2004, the Barnsley Key Stage 4 curriculum was developed by all providers to widen the choices available to Year 10 students from September 2005 (see below).

CORE (STATUTORY) LEARNING

INCLUDING: FUNCTIONAL MATHS, LANGUAGE (ORACY & LITERACY), ICT, PERSONAL & INTERPERSONAL SKILLS, ENTERPRISE, CITIZENSHIP & INDEPENDENT LEARNING

MAIN LEARNING (chosen by the learner)

INDIVIDUAL SCHOOL PROVISION
(Internal Offer / Choices)

Provision may include:

Entry Level Certificates
Skills for Working Life

ASDAN
Level 2: Gold
Level 1: Bronze/Silver

GCSEs incl. Vocational
Level 2: A*-C
Level 1: D-G

BTECs
Level 2: First Certs/Dips
Level 1: Intro Certs/Dips

OCR Nationals Certs.
Level 2
Level 1

AS levels
Level 3

COLLABORATIVE PROVISION

Could be provided by other schools, colleges, WBL providers *&/or employers and* could be taught on or off-school s ites.

Provision may include:

Entry Level Certificates
Skills for Working Life

GCSEs incl. Vocational
Level 2: A*-C
Level 1: D-G

NVQs
Level 2
Level1

BTECs
Level 2: First Certs/Dips
Level 1: Intro Certs/Dips

OCR National Certs.
Level 2
Level 1

AS levels
Level 3

SKILLS DEVELOPMENT PROGRAMME
(ex Re-engagement with Learning)

Could be provided by college s &/or WBL providers

Vocational Skills Development individual student's programme that could consist of :
Y10: 3 tasters
½ day per week
⇓
Y11: 3 tasters
½ day per week
Y10: 3 or 6 tasters
½ day per week
⇓
Y11: Choose 1 NVQ (L1/L2)
Extended provision –
2 half days/week OR
1 day/week OR
2-3 days/week
Entry Level Certificates
Skills for Working Life
Life Skills
Motivational courses e.g. Youth Esteem, outward bound etc, organised internally or externally or in conjunction with Youth Service

Students may require support from Teaching Assistants, Learning Mentors etc when off school site

Arrangements for mainstream collaborative offer

The LEA Work Related team, working with schools, Barnsley and Dearne Valley Colleges and work-based learning provider colleagues, designed a prospectus outlining a package of additional vocational curriculum choices, including off-site provision, to widen mainstream curriculum provision. This also includes detail of the requirements of courses including qualification outcomes, prior attainment information, and application forms. Through the Barnsley Learning Alliances, all partners have been working with young people to widen access to these programmes. There are now 33 different vocational programmes to be delivered by Barnsley College, Dearne Valley College, a variety of Work based learning providers (who are quality assured by the LSCSY and are members of the Barnsley Association of Training Managers (BATM)) and between school(s) within a Learning Alliance. This type of work has largely been developed as a result of Alliance working. These externally provided courses include courses in Construction, Hospitality and Catering, Performing Engineering Operations, Food Preparation and Cooking, Hairdressing, Automotive Vehicle Maintenance, Animal Care, Health and Social Care, Engineering, Business, Retail and Employability skills. A submission to DfES to pilot Young Apprenticeships in Business

(Administration) and Health and Social Care was also successful and will run as part of the programme.

Skills Development Programme (formerly Re-engagement)

A Skills Development programme (formerly Re-engagement) prospectus has also been produced. This package of provision largely involves designing individualised learning programmes, sometimes on the school site but also off site at college, work based learning provider base or employer base. Use is also made in some schools of Youth Service provision to deliver a variety of programmes. Further use is also being made of Community Education Resource Centres. Work is being done also to ensure that every opportunity to include appropriate accreditation with these courses is being made available.

Progression Pathways

The emphasis has been initially around developments to improve the choice at Key stage 4. The thrust of developments will be to embed this agenda and move towards establishing much clearer progression routes and pathways for young people, linked closely to the Young Person's Learner entitlement and the guidance for providers which accompanies this.

Developing Vocational Elements and Business and FE Links

14 to 16 curriculum planning is stressing the vocational side of courses, especially in the new specialised diplomas through

- providing more CPD in vocational contexts for teachers
- providing more vocational, realistic, working environments to develop more practical skills used in the workforce, skills for employability
- building on recent apprenticeship programmes which are currently underway
- liaising with FE colleges, work-based learning providers and businesses to develop learning opportunities

5.4.3 The Post 16 Curriculum

The 11-19 Executive have agreed that the post-16 curriculum will be developed in accordance with the following principles:

We should:

- avoid duplication by using the curriculum planning map 14-19 to make decisions about provision, and drill down to levels and size of qualification in subject sectors, mapping transferable skills between courses e.g. Beauty to Customer Care.
- address concerns about choices post 16 and any remaining weaknesses in the current KS4 curriculum by developing combinations of academic, vocational and occupational pathways through routes such as the Young Apprenticeship and give more choice.
- look for flexibility within the system. Any future model mustn't be static. It has to be flexible in terms of buildings and their potential usage and designed to meet changes in types of provision e.g. workshops/ICT/salons/gyms/media suites/social space, separate provision for post 16 basic skills to link with vocational providers, making early links to an adult learning environment.
- address issues of quality especially any raised e.g. in AS/A2 courses, plan in ways to improve value added by putting in quality systems before we start.
- plan in continuous professional development in teaching and take advantage of opportunities to grow our expertise team teach, watch others who are already expert, team teaching, teaching across sectors, use of webcams, telecasting, Master classes etc.

- review existing methodology in how young people are supported as they make choices at key transition points at ages 14,16,17 and 18 to ensure these are exposed to impartial and well informed information and guidance. (v. Appendix 3.1a and 3.1.6b)
- resolve capital and running costs issues including special school provision post 16
- consider more efficient and effective operational timings of ALCs e.g. common scheduling, 3 session day
- establish shared responsibility for provision to remove the divide at 16 e.g. by cross sector participation in the leadership of 14-19 provision and agree appropriate Leadership, management and governance of post 16 collaborative provision taking account of relative roles of ALCs, BLAs, current sixth form, College, WBL provision and 11-19 Executive
- take into account the 13 areas of development at QCA up to 2015 :

    - Key Stage 3 (review of curriculum and assessment)
    - Specialised Diplomas (new qualifications + linked to Young Apprenticeships)
    - GCSEs – changes and developments (e.g. Science)
    - A levels (reductions from 6 to 4 units and links to Extended projects)
    - Extended Project (1 single longer piece of work)
    - Pre 18 HE experience (HE experience when in school)
    - Functional Skills (via English, Maths and ICT)
    - Personal Development Curriculum (KS3,4 Citizenship, RE, PSHE, Careers etc)
    - Skills Framework (personal development, employability, thinking skills)
    - Reengagement Programme (linked to Functional Skills, Skills Framework especially but not exclusively at level 1/Foundation tier)
    - Foundation tier (Development of units at Entry levels and level 1
    - General Diploma (5 A*-Cs or equivalent including English and Maths)
    - Post 14 Maths and Science (remains outside White Paper but now reendorsed)

5.4.4 Information, Advice and Guidance

This is an area for intensive further development to secure effective early intervention and sound support for transition. This is a major strand of the Barnsley 11-19 Action Plan and a key element in the developing Youth Support Strategy, which is encapsulated in the draft Children and Young People's Plan. The strategy will bring together multi-agency support around careers advice, work-related learning, connexions activity, youth service engagement and support for vulnerable groups, especially NEETs, teenage pregnancy and youth justice. A considerable element of the work of Local Area Action Teams will be focussed on youth support and preventative strategies in crime reduction and community cohesion.

We will explore the development of a virtual centre for the delivery of on-line information, advice and guidance to pride support to learners outside of normal school hours and term times. This work will complement and support more traditional face-to-face models

5.5 What BSF will Provide

The first part of the 20th century saw a fundamental change with the shift from a predominately agricultural economy to a manufacturing economy. The advent of the PC and the Internet rapidly moved the economy from factories and manufacturing to a predominance of commerce and office work with the information age. These shifts have had enormous impact on the nature of everyday life, the economy, and work.

The current architecture of education was created at the end of the last century. One hundred years ago, "the three R's" served well enough for one to provide for one's family and to be an active citizen. Now, 21st century businesses seek employees who can problem solve,

communicate effectively, and engage in ongoing decision making based on critical thinking skills and an understanding of complex systems. In the information age, knowledge is a differentiator in an increasingly literate society requiring more education and continual learning. The three R's are no longer enough.

Every citizen today needs access to ongoing education to fully participate in the information age and to realize its potential for removing limitations and creating opportunities. The BSF Project will be a demonstration of this 21st Century definition.

A truly effective learning environment is one that is fluid and responsive to the ever-evolving needs of community members. Such an environment is adaptable, differentiated and focused on student-centred models of learning. The learning environment must limit the dependency on time and place for leaning opportunities to occur and must demonstrate relevancy for students. Further, the environment created will be systemic and independent of changes in staffing.

The physical setting must support and be conducive to the continuous and changing needs of the learning community. The technical infrastructure must support current and future mobile and fixed technical equipment and should enable the sharing of all data types. All learning spaces must provide the necessary elements that allow for instruction and learning at all times and be mobile and flexible to adapt to changes in teaching and learning activities.

The design principle above will support the curriculum which will meet the needs of the 21st century learning both in formal schooling as well as learning opportunities outside of the current definition of schooling. The curriculum will meet individual needs and support the personalised learning agenda.

Barnsley's vision for Remaking Learning is intended to bring about a step-change in aspiration, expectation and understanding; such a cultural change will provide a crucial impetus to the work of schools in improving provision and raising standards of achievement. The reorganisation of Barnsley's secondary schools and the replacement of the entire secondary building stock under BSF will enhance the chances of success via Remaking Learning. BSF will create exciting, inclusive and safe learning environments with new forms of leadership and governance able to respond to the community-wide range of learners using the centre. In Advanced Learning Centres, traditional schooling will become a model of the past: open access for all ages, flexible hours, a remodelled and multi-talented workforce alongside digital technologies and full service provision, will guarantee a learner entitlement and a personalised curriculum.

Through Remaking Learning and BSF our schools will be empowered to eradicate areas of underachievement in secondary education.

There are three further features of learning which BSF will secure:

5.5.1 Anyone, Anytime, Anyplace Learning

In the first instance it is envisaged that statutory schooling will take place on a standard two session day and school year, but with increasing opportunities to take part in extension activities outside the school day and year. Over time there will be increasing opportunities for learners to personalize their learning experience, perhaps negotiating a different pattern, for example:

- Evidence indicates that KS4 pupils prefer learning in the afternoon and evening, and therefore options may be developed to allow them to do so

- Some students may wish to undertake accelerated or extended learning by using traditional holiday period for study,

- Students may wish to undertake courses and programmes alongside traditional adult learners to broaden the scope of their work

- Learners may wish to take advantage of course available at other ALCs, Libraries and Youth Centres

- Learners may wish to undertake work-based learning alongside programmes within ALCs and other learning centres.

- Through the use of technology, learners will have flexibility in terms of the times, places and ways in which they learn being able to access learning and support from outside the typical learning environment.

- The technology will give increased curriculum choice facilitating access to some minority subjects

5.5.2 Adult Provision

A key aspect of our vision for learning in Barnsley is the development of all age learning and developing increased opportunities for adult learning.

Alongside the provision for young adults in the ALCs, all of the new buildings will have provision for adult engagement with learning. This development of a learning culture in an area is central to the BSF proposals and will link with the emphasis on learning from 11 to 19.

The adult provision in each ALC will again grow from the needs of the local community and reflect the needs of the wider community. Links with the ALC's particular ethos and expertise, so providing a genuine community focus, will be crucial.

Our vision is that every adult in the borough of Barnsley accesses further high quality learning throughout life so that they can:

- acquire skills for life
- develop skills for employability
- enhance and enrich their prior learning
- exercise real choice and match their needs and aspirations to appropriate courses and qualifications/ outcomes
- support their children as learners in each stage of their education
- contribute more confidently and with greater self-esteem to the life of the community

With our partners we will:

- capture the voice of the learner and the non-learner so that the curricula offered more nearly meet needs
- set out an entitlement for adult learners
- work with Learning and Skills Council, employers, training providers, Barnsley College, Barnsley Learning Partnership and local communities to provide varied pathways to success
- further develop the Skills Testbed and the Learning Net
- provide greater access through better learning environments, manageable fees, childcare provision

- develop the Adult Learning workforce to be more flexible and adaptable to new models and contexts of learning
- contribute strongly to the design and operation of Advanced Learning Centres as community learning hubs
- develop our e-learning strategy
- further embed our strategies for Learning for Leisure and Playing for Success
- embed adult and family learning in the extended schools initiative
- connect adult learning to childcare provision and the work of Children's Centres
- harness community-based creativity, innovation and enterprise to enhance
- learning
- secure high quality resources and their sustainable use

In summary, we will deliver the Remaking Learning vision for the Adult Programme by:

- switching more and more adults onto lifelong learning in a community context
- providing more personalised learning pathways
- removing or minimising the effects of traditional barriers to adult learning
- designing stimulating contexts and settings with well trained and adaptable staff to meet learners' needs
- using increased opportunities to embed adult learning in new primary and advanced learning centre partnerships and collaborative activity
- making a step change in the quality and sustainability of resources for adult learning
- increasing participation, completion and satisfaction rates

5.5.3 Development of Post 16 Provision

BSF and the reorganisation of our secondary schools into ALCs gives us the opportunity to develop post-16 provision. The main reasons for this ambition are:

- a belief that more local provision will improve progression and outcomes for young people;
- that post-16 provision will make the school more attractive to staff and prospective pupils, helping to address recruitment and retention issues in some cases.

It is hard to justify the need for more 16+ provision on demographic grounds alone. However, rising KS4 standards, better engagement of young people and participation by adults could all increase demand in the medium term.

For the last year, there has been a strong partnership between the LEA and the LSC South Yorkshire, reflected in a good 11-19 strategy and action plan. The LSC's stance on post-16 provision in Barnsley is set out in the Strategic Area Review (StAR) and supporting action plan. The StAR concluded that there is no case for additional FE or school sixth form provision, but that opportunities for further post-16 provision on existing sites could be developed through collaborative working. The draft StAR action plan emphasises the 11-19 action plan as the basis for development and includes:

- Agreeing, with the LEA, an appropriate infra-structure to support the 11-19 action plan, coordinating the Academy, the ALCs, specialist schools and CoVEs and FE colleges' property strategies;
- Planning, with the LEA, the 14-19 curriculum for the ALCs, including any post-16 collaborative provision;
- Developing a planning, funding, management and governance strategy for any post-16 provision in ALCs.

The requirement for additional 16-19 places, even allowing for an increase in progression rates at 16 to the South Yorkshire average, is unlikely to be more than 250-500 places in total, although this masks local variations.

However, there is substantial untapped potential. Over 13% of Barnsley young people are "NEET" – not engaged in education, employment and training – and a further 12% are in employment without training. The number of pupils achieving 5+ A*-C grades is well below the national average although schools have set targets for substantial improvement.

The Alliances and, within them, the ALCs provide a unique opportunity to improve outcomes for young people and adults through a planned, collaborative framework. ALCs will be able to take advantage of the opportunities which closer working with adult and youth provision will make possible, as well as the wider curriculum programmes which will be available through the Alliance and a coordinated Barnsley-wide 14-19 programme.

Barnsley has two 11-19 schools: Penistone Grammar and Greenacre, the LEA special school. A number of other schools have expressed a wish to develop post-16 provision on their current sites, although in most cases, this is to run level 3 courses in a franchise arrangement with Barnsley College or Penistone Grammar.

5.6 The Experience of Stakeholders

The Learner's Perspective

My name is Dominic and I am in Year 10 at my local Advanced Learning Centre in Barnsley. I did KS3 on a fastrack programme in two years. I am now taking seven GCSEs and two vocational subjects. This Centre is a Specialist Humanities College and I especially enjoy some of the Citizenship projects that happen in the local community. I am actually thinking of doing some volunteering work just before or just after going to university. My languages will be very useful if I decide to do the work overseas. I go to a different ALC for Spanish, which is not on offer here. My year group starts at 10.30 in the morning till 6p.m.with a break for lunch and leisure activity at 1 p.m. That usually leaves time for half an hour of basketball, rehearsals of Billy Elliott or a spell in the resource centre. My learning groups vary from the half-year group where we have a head session and briefing, to task groups with some choice about how we approach the activity, to individual learning and research at a personal learning station logged on to the virtual learning network. I regularly contact my e-mentor at the call centre for specific advice. Some days I stay on till 7 o'clock and spend an hour with the Youth Support Team. I'm coming in on Saturday for the final rehearsal of Billy Elliott which is being performed in the theatre space on the Sunday. I should feel at home there because its normally the social concourse for pupils in Gough House, which I belong to.

5.7 The Support for the Management of Change

In order to support schools and services in moving towards greater capacity to engage young people in personalised learning, we will:

- Work with schools to develop detailed plans for the development of personalised learning.
- Track progress with all seven elements of the learner entitlement and support their implementation through the 11-19 Action Plan.

- Develop a comprehensive Youth Support strategy, and progressively deliver its key elements, including information, advice and guidance arrangements, good joint working on careers advice, work-related learning, connexions activity, youth service engagement with learning support and care, alignment of work on NEETs, teenage pregnancy and youth justice.
- Further develop post-16 plans in concert with the colleges and other local providers.
- Pursue a school improvement focus on developing pathways, specialised diplomas, 14-19 funding, and a best practice strand targeted on weaker areas, using the Learning and Teaching Group.
- Further extend the prevalence of Voice and Influence activity, the PASS initiative (Pupil Attitudes to School and Self) and emotional competence.
- Work with primary schools to prepare children for transition and induction in the new ALC's.
- Focus on developing further the collaborative learning communities theme through networks and leadership initiatives.
- Continue to develop digital content and associated technologies

6 Raising Standards by Removing Barriers to Success: Strategy for Inclusive and Extended Learning, and Access to Integrated, Locally-Delivered Services.

6.1 Challenges in Barnsley

Whilst there is a good platform of existing inclusive practice and strong partnership working in Barnsley, there remains much to do to achieve the transformation/ step-change that we envisage. Among the significant barriers that must be overcome for individuals and groups of vulnerable children and young people, and for their schools, services and communities, are the following:

- The need for more personalised plans and solutions to meet the additional entitlements and needs of vulnerable or at risk children and young people, far too many of whom face barriers to success that are insurmountable.
- The lack of effective early intervention and preventative strategies to avoid later more serious difficulties requiring more specialised and costly solutions
- The lack of shared information and common assessment procedures between agencies, professionals and schools
- The inaccessibility of services and lack of effective connection to where children, young people and their families live and learn
- The lack of more joined-up connections of schools to their broader communities
- The lack of provision of thorough-going inclusive and extended learning across schools, services and communities
- Some underlying professional, cultural and social dispositions which perpetuate anti-inclusive practices, silo working and parochialism
- Lack of sufficient investment hitherto in developing the social and intellectual capital of our communities.

In short, we have deeply rooted joined up problems of poverty, health inequalities, inadequate housing and under-achievement, for which we need joined up strategies for life-long learning in inclusive learning communities with integrated and accessible services.

6.2 Key principles for development.

The vision for development of inclusive and extended learning is underpinned by the following key principles:

- All learning centres in the Borough will be inclusive, with policies and practices which help all learners and staff to develop appropriate sensitivities and skills to promote inclusion and counter discriminatory practices and attitudes.
- All learning centres will develop extended learning, meeting the requirements of children, young people and their families and local community through providing childcare and other agreed elements of the core offer.
- The local authority and its partners will progressively co-locate its services in local learning communities, matching the composition of its service delivery teams to local entitlement and need.
- Development of integrated systems which facilitate the sharing of information between all involved in the learning process
- Agreement and adherence to common information governance arrangements and the common assessment framework

- Individual children and young people with additional entitlements and needs will have access to learning and support in mainstream schools except for a very small minority whose exceptional needs require more specialist provision.
- The needs and progress of groups of vulnerable children who are at risk will be vigorously tracked and support will be provided through personalised plans.

6.3 The Vision for Inclusion and Extended Learning

6.3.1 Inclusion

Our vision for all our learning centres is that they will be inclusive. Those who teach and learn there, and all those who make use of their facilities, will be sensitive to the different needs and entitlements of those they encounter in the learning community. These centres will promote equality of access and opportunity, and value diversity as a means of meeting needs and personalising learning.

Policies, practices, procedures and the taught curriculum of these learning centres will promote the knowledge, skills and attitudes necessary to build a learning climate in which everyone, but especially more vulnerable individuals and groups, can feel valued and safe.

In relation to those learners who have additional needs and entitlements, Barnsley will have in place a model of provision that meets the majority of our children's needs within their local community and is used in flexible ways. Most children with additional educational needs will continue to attend their local school, as they do now, but some will require more intensive levels of educational support for part or all of their school career, and this may be provided in a special school or other specialist provision within the Borough.

Remaking Learning envisages a radical review of the learning provision for all those with additional needs or those who belong to groups that are vulnerable and at risk of underachievement. We intend to embed inclusive practice in every setting and develop the spectrum of specialist provision to meet the range of needs in mainstream contexts. We will provide a more continuous spectrum of specialist provision to meet the range of needs, and in the long term to meet far more of these needs in mainstream contexts.

This strategy includes provision for the education of looked after children, those with special educational needs and disabilities and those in particular need of safeguarding. The strategy also promotes high achievement in relation to equality and diversity.

The strategic objectives relating to inclusion are;

- ensure the needs of vulnerable individuals and groups are recognised and met through an integrated range of targeted provisions and support services;
- identify and remove all barriers that affect an individual's right to participate fully and have equal access to learning opportunities, and
- recognise and celebrate diversity in communities.

These objectives are relevant to all four life stage programmes defined in Remaking Learning.

The design and operation of our Advanced Learning Centres of the future will promote the presence, participation and achievement of all children and young people, support community cohesion and inclusion, enable young people with SEN to learn with their peers and facilitate early identification and support of those at risk of underachievement

We will develop specialist provisions in 'state of the art' purpose-built or specially adapted buildings. These centres of excellence will make direct provision for some children and support outreach provision for others, depending on their needs. The special schools and specialist provisions will also be centres of professional development for staff from across the Borough.

There will remain a small number of children with exceptionally complex needs that will require educational provision outside Barnsley. However this will be increasingly rare, as the ALCs, special schools and specialist provisions develop their capacity to include children with these complex needs while living in their local community

6.3.2 SEN/Disability

The vision is to provide high quality education for as many children as possible alongside their peers in their local community, through flexible access to a continuum of provision that meets the diversity of need.

Flexible arrangements will be created around the specific needs of young people in discussion with their family and relevant professionals.

The vision is based on a commitment to the retention of expertise in the Borough, the further development of classroom skills and training, and the strategic redevelopment and relocation of our provisions to meet children's needs as fully as possible within their local community.

The vision sets out a continuum of provision, which builds on existing good practice within the Borough.

6.3.3 Behaviour and attendance

The vision is to create learning centres which promote the whole-hearted response of learners to the opportunities presented, in terms of regular attendance and purposive behaviour.

It is envisaged that the additional needs of the great majority of young people with behavioural, emotional, social and mental health difficulties will be able to be met in their mainstream learning centre, and that disengagement leading to exclusion, prolonged absence, intermittent attendance and 'going missing from education' will be significantly reduced. This will require a more continuous spectrum of provision than is currently available, and greater capacity both in mainstream schools to provide for a greater ranger of needs, and in the borough as a whole to retain and make appropriate provision for young people who currently have to be accommodated in out of district placements.

6.3.4 Health and Safety

Our vision for children and young people includes the aspiration that they will acquire the knowledge and skills to make informed choices about being healthy and keeping themselves safe, in learning centres which support those choices and in environments which are healthy and safe places to be. Safeguarding and the skills and procedures needed to deliver it and benefit from it are an essential element of our educational vision. We will deploy innovative technological solutions to achieve this aspiration, including pupil-tracking data-sets and the concept of a virtual learning centre, so that early triggers of risk are detected. These issues, as with those around additional needs and disabilities, will feature strongly in children's Workforce Development strategies and programmes.

6.3.5 Vision for Equality and Diversity

The Education Directorate has set out its vision for equality and diversity in key policy statements.

- Statement on equality and diversity.
- Statement on race equality.

Its vision is that all children, young people and adult learners will have equality of access and opportunity enabling them to achieve highly, and with support to overcome barriers and remove obstacles to achievement. Diversity will be valued, seen as enhancement and taken fully into account in determining appropriately differentiated provision of learning and services.

6.3.6 Vision for Extended Learning Centres and Integrated Services.

The vision for the future in Barnsley is that:

- All Advanced Learning Centres (ALCs) will be full service extended learning centres, with co-located services delivering around, in and from the ALCs.
- All Primary Learning Centres (PLCs) will offer extended learning opportunities in line with the core and optional elements agreed in the single plan for each learning centre.
- Each extended learning centre will work with its community to decide the balance and scope of its offer across the following range:
  - High quality childcare provided on the school site or through other local providers, with supervised transfer arrangements where appropriate, available 8am - 6pm, year round;
  - A variety of activities such as homework clubs and study support, sport, music tuition, dance and drama, arts and crafts, special interest clubs such as chess and first aid courses;
  - Parenting support including information sessions for parents at key transition points, parenting programmes run with the support of other children's services and family learning sessions where children learn with their parents; .
  - Swift and easy referral to a wide range of specialist support services such as speech therapy, child and adolescent mental health services, family support services, intensive behaviour support;
  - Wider community access to ICT, sports and arts facilities including adult learning.

Every locality will be served by at least one children's centre, (in fact, one in every ward in the first tranche of development, up to an initial total of 17 for the borough). The five Sure Start Local Programmes are the forerunners of children's centres and these will transform over 2006/07 to be children's centres.

Each Children's centre will offer:

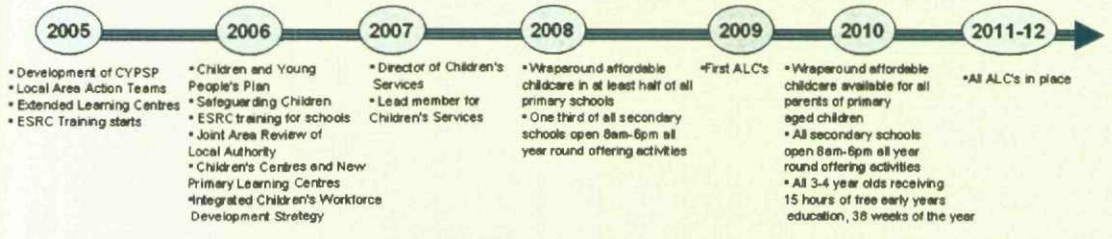
- Integrated education and childcare from 0-5 years, at a minimum of 10 hours a day, 48 weeks a year;
- Family support and outreach;
- Family and children's health services;
- Links to Job Centre Plus;
- Links to childcare information service;
- Links to local child minders.

Full service, extended schools and children's centres will have an eye to other services offered in the locality such as business centres, libraries, information and resource centres, voluntary and community initiatives and partnerships, medical and other centres and provisions.

The total provision of a locality will be supported by the key stakeholder groups and the work of local area action teams described in the next sections.

New forms of leadership, management and governance will be needed for this increasing partnership activity between learning and care centres and their communities. The children's workforce development strategy is currently being forged by partners from the Children & Young People's Strategy Partnership, and will play into the new Leadership Centre for Change for Children. In the same period, Barnsley will develop its Extended Schools Consultancy Team and deliver the National Remodelling Team programmes for extended schools.

Timeline of Key dates for Barnsley Extended Schools and Children's Centres



6.4 Current Developments

6.4.1 Inclusive and Extended Learning Overall

The Remaking Learning prospectus sets out the approach for developing inclusion in its third of six major strategies, 'Removing Barriers to Success: Strategy for Inclusion'. This strategy includes provision for the education of looked after children, those with special educational

needs and disabilities, and those in particular need of safeguarding. The strategy also promotes high achievement in relation to equality and diversity. The Framework for Local Area Action Teams sets out how we will develop this provision in the nine zones of the Borough. The approach to developing extended learning is set out in the fourth strategy of Remaking Learning, namely 'Building Capacity for Success: Developing People and Communities'. This strategy includes provision of extended schools and children's centres, and provision for arts, leisure, culture, sport and health related fitness.

6.4.2 SEN and Disability

The great majority of children and young people with SEN in Barnsley have their needs met in mainstream schools. SEN Services supporting the learning and achievement of pupils with SEN and disabilities were rated by OFSTED in January 2004 as making a highly satisfactory contribution to inclusion in Barnsley, which was itself rated overall as the fourth most inclusive LEA in the country.

This vision builds on the outcomes of earlier consultations and much work carried out by professionals in schools and in the Directorate. The vision supports effective inclusive practices and builds upon existing expertise and good practice in the Borough.

The vision takes positive account of national developments in the area of children's services. Specifically, the concepts of all schools being inclusive schools serving all children, and of schools being part of a closely integrated multi-agency support framework, are exactly in line with the proposal in 'Every Child Matters' and the Children Bill.

Children and young people with SEN in mainstream settings and their parents/ carers and teachers receive support, advice and guidance from the SEN Peripatetic Support Service. Service delivery covers learning and cognition, physical and medical needs, visual and hearing impairment, language impairment and autistic spectrum disorders. The Portage Team and pre-school SEN coordinators provide early years support.

The Educational Psychology Service provides assessment, support and advice to all schools and, along with other partners, is active in providing in-service training to colleagues in mainstream schools and early years settings.

There is a shared understanding in schools and partnerships about the meaning of inclusion and clarity about how this is measured. The LA strategy complies fully with statutory requirements.

Strategic planning for SEN and Inclusion reflects the corporate objectives and the LA's policy on social inclusion. The strategy is coherent and consistent with key plans and the Remaking Learning Programme. It is based on an audit on need and the provision currently made by schools.

Within Remaking Learning challenging targets and realistic timescales have been set for developing inclusion and raising achievement for "vulnerable learners". They will be implemented systematically and evidenced by improved outcomes for pupils considered at risk of underachievement.

Schools, including special schools, other specialist provisions, parents, pupils and the statutory and voluntary agencies have been and will be consulted on the development of the Inclusion Strand of Remaking Learning.

Partnership working is central to the strategy.

The LEA is actively involved in collaborative work at all levels with SEN Regional Partnership, from board membership to working groups. This joint working is leading to improvements in provision for, and the attainment of pupils with SEN.

Resources for SEN and inclusion are allocated in an open and transparent way and aligned to meet the priorities and objectives within the strategy. Barnsley demonstrates its commitment to early identification and early intervention and to schools' autonomy through its funding mechanism.

Progress being made to promote inclusive practice and raise attainment of pupils with SEN is monitored and evaluated. Action is taken as a result and there is evidence of improvement for these pupils. Self evaluation of inclusion has identified areas for further development.

The LEA Disability Access Plan sets out a clear and detailed programme to improve the accessibility of schools for pupils with a wide range of disabilities. The will be reviewed and updated to deliver with regard to the development of ALCs.

Statutory obligations to identify and access pupils with SEN are securely met and performance is regularly monitored. Needs are identified and addressed at an early stage. The percentage of statutory assessments completed within the specified time limits is in the top quartile. The procedures for making assessments are based upon clear and agreed criteria. Protocols with other statutory agencies are well established and lead to efficient procedures.
The LEA ensures the provision of information and guidance to parents/carers of children with SEN. The Parent Partnership Service and disagreement resolution mechanisms are well published, accessible and flexible and deliver impartial advice. Parents and carers have confidence in the service.
The LEA links with relevant statutory and voluntary agencies are in place at both strategic and operational level.

The Barnsley LEA is highly efficient in making and maintaining statements of SEN. It ensures high quality statement making and that the provision specified in the Statement and annual reviews are monitored for quality and pupil progress.
Key transition reviews are targeted by the LEA for attendance by officers.

Mechanisms are now in place to monitor the progress of the lowest 20% of attainers in each cohort and the data will inform planning in relation to provision in the ALC's.

The LEA in partnership with schools has an agreed framework for schools to review and evaluate the performance with regards to SEN and Inclusion.

Barnsley's annual review process and agreed procedures for monitoring, challenge and intervention in schools include a clear focus on outcomes for pupils with SEN. The links between Inclusion Services and the School Improvement Team are well established and lead to joint working that supports continuous improvement in inclusive provision. Greenacre Special School and Resourced Schools are well supported and challenged.

Comprehensive advice, training and guidance on policies and strategies to raise the attainment of pupils with SEN (vulnerable groups) are available to schools and take up is high. SEN coordinator, Inclusion coordinators etc, other teachers and teaching assistants gain in expertise and confidence as a result.

CPD is part of Barnsley's overall strategy to develop the capacity and capability of schools to ensure the inclusion of **all** pupils.

Greenacre Special School and other specialist provisions have been consulted on their changing role. They are fully committed to supporting inclusive practice. Specific plans that promote closer collaboration between specialist provision and mainstream education and development of school outreach are integral to the Remaking Learning Programme.

Barnsley LEA Support Services have clear strategic aims and objectives and on obtaining higher levels of achievement and inclusion of pupils with additional needs. The services are meeting schools' needs and plans exist to tackle any identified weaknesses. Their interventions support improvement in pupils' attainment.

The criteria used for identifying pupils with SEN (vulnerable groups at risk of underachieving) are consistent with national policy. Resources are allocated on the basis of clear criteria. The majority of funding is delegated to schools.
Budgets are routinely and closely monitored. Reports are comprehensive and support decision making concerning the Inclusion Strand of Remaking Learning and the development of a continuum of provision to meet identified need.

The Access Initiative funding is closely linked with the LEA Disability Access Plan and the BSF programme. It is based on a detailed audit of existing facilities and details priority areas for improvement and the development of provision across the ALCs.

6.4.3 Hearing impairments

Provision for children with hearing impairments is good. Fortunately, it is located so as to secure effective progression from primary to secondary provision with peer groups. This will be maintained within school reorganisation. This requires the primary and secondary resource bases to be in the same cluster, which is at present the case. The resource base at Longcar will continue to provide for children with Hearing Impairment (HI) at primary age and secondary provision at Holgate. This will provide for greater continuity for children at transfer to secondary school. This will transfer to the relevant ALC. The majority of children will still go to a school more local to their own home and community and where this is the case we will continue to provide outreach advice and support to the school from the SEN Support Service

6.4.4 Visual impairments

Provision for children with Visual Impairment (VI) has been made in their local mainstream school and this will continue to be the case with specialist support and advice from the SEN Support Service

6.4.5 Physically disabled

Mostly children with physical disabilities (PD) have been attending their local schools with appropriate adaptations. We will ensure that the majority of children with PD are able to attend a local school with adjustments and adaptations in line with the requirements of the SEN and Disability Act 2001. We will work with schools to continue a rolling programme of building adaptations and improvements, taking into account imminent placement of children with actual need as well as anticipating the requirements of the DDA to develop all ALCs to meet the needs of the disabled. Schools will need to modify their own arrangements and make reasonable adjustment to meet children's needs. Some children with PD will also have medical needs, which will be supported by training and advice from the SEN Support Service.

The DDA requires schools and the local authority to make reasonable adjustments for a variety of disabilities (not just physical) and we will continue to work with schools to meet this requirement.

6.4.6 Autistic Spectrum Disorder

Children with ASD vary greatly in their level of need and therefore we will ensure that a continuum of provision is developed. Children with complex needs and/or challenging associated behaviours will typically attend one of the locality resourced schools, Hoyland Springwood Primary, Royston Meadstead Primary and Royston High. Others may be placed at the special school if they meet the criteria for placement.

Children who have Autistic Spectrum Disorder are most likely to have their needs met in their local mainstream school, with outreach support and advice from the SEN Support Service/ASD Support Team.

When they transfer to secondary school, some children with ASD who have been successfully included in primary school find the challenges they face with a more complex environment and day too great. We will maintain and develop our secondary ASD resource base at Royston High, including this in ALC development programme.

ASD resourced schools on mainstream sites will provide for children, who will benefit from learning with their peers in local schools and allow greater opportunities of integration to develop.

6.4.7 Language disorder

The existing language resource base at Oakhill Primary offering provision for Key Stage 1 children with specific language disorders will remain and provision for Key Stages 2, 3 and 4 will be developed. Some placements will be part-time and some will be full-time. The resource base will provide for these children with speech therapy and specialist teacher input.

SEN Support Services will provide outreach and support and advice to primary and secondary schools/ALCs for children who have language needs at Key Stage 1, 2, 3 and 4.

LEA services will work closely with key support agencies, notably the health service, to ensure that our model of provision is appropriate and that we all work together more closely and efficiently on the assessment processes for our clients. The Children's Bill and the 'Every Child Matters' agenda promote joint working and early intervention with a common assessment framework. As the legislation is rolled out we will work with the local partners to reshape our services and provision. The relationship between educational provision and Health and Social Services will be reviewed.

6.4.8 Looked After Children

The needs of Looked After Children are met through the work of the multi-agency Life Chances Team, which brings together behaviour support professionals from the education service, social services staff and health service workers. These draw up and implement individual care and support plans for Looked After Children. The Education of Looked After Children Group (EOLAC) meets regularly to track the achievement and support the learning of Looked After Children. Connexions advisers are closely associated with each young person in care so that their transition plans are carefully crafted. Under our new Safeguarding Board arrangements, care is taken to identify where children and young people from outside Barnsley are placed in fostering or private care provisions in Barnsley and to establish that Looked After Children in these settings have their needs met safely. The views and wishes of young people in the care of the Local Authority are gathered and drawn on in all of these support contexts and work is under way to relate consultation with Looked After Children to the Voice and Influence Task Group of the Children and Young People's Strategic Partnership. Provision overall is monitored and evaluated by the Council's Corporate Parenting Group, chaired by the Chief

Executive. The Virtual School mechanism will enable us to track more closely the impact of schools and services on the learning, achievement and quality of life of Looked After Children.

6.4.9 Gifted and Talented Pupils

We have a strong focus on gifted and talented learners identified from Common Data Set and expectations are set at performance at two grades above national expectations. Teaching and learning programmes continue to be developed to include appropriate differentiation/ match to needs and ability. The main focus is on independent learning, stretch, group work, more complex pieces of work transcending traditional subject boundaries. Quality assurance is through an external evaluative programme. Current school environments restrict opportunities for more ambitious learning opportunities/ display and presentation spaces. Opportunities for accelerated development of skills, aptitude, fast-tracking out of age-range wider experiences are under developed compared with adding depth, greater intensity of learning. Targets are set for aspirational achievement, which are shared with parents, other teaching staff and pupils themselves. Gifted and talented coordinator for Excellence in Barnsley (EIB/ EIC) is working alongside national strategy consultants on teaching and learning and assessment for learning.

Provision for talented pupils is supported through the specialisms of schools in sport, performing arts, technology etc. and through successful schemes such as Playing for Success and the work of PADS.

The Gifted and Talented Steering group takes a perspective on learning across the age-range and looks to support talented youngsters at points of transition, especially between primary and secondary schools. Arrangements are being made currently to refocus the Aim Higher funding to provide better targeted support for more able youngsters, and to develop an ambassador scheme supporting young people in aspiring to university education. An Ambassadors Trust has been established which will focus on providing high quality vocational learning experiences for 17 year olds in settings outside Barnsley, to further raise aspirations, with support from successful people in commerce, the arts and public life in Barnsley.

The provision of new, high quality learning facilities and sports and performance facilities in the Advanced Learning Centres will secure learning contexts which are better matched to the more complex study required by gifted learners and to high performance aspirations.

6.4.10 Behaviour and Attendance

6.4.10 (a) Emotional, behavioural and social developments

There is a continuum of need and therefore a continuum of provision is required for children with such needs. Some children exhibit such educational needs only for relatively short periods in their lives, often when other parts of their lives are problematic Some children respond well to short-term intensive support and do not require long-term support. We need to ensure that children with EBSD have placements that meet their individual needs, with these needs regularly and appropriately reviewed, with the key objective being to return them to mainstream school when this is appropriate.

Some secondary schools have already established their own Learning Support Unit (LSU) provision. These LSUs are used to reduce and remove barriers to learning and help the school meet the needs of challenging children. Initially there was some pump-priming available from the DfES for the development of Learning Support Units but this is not now the case. However, we will encourage secondary schools/ALCs to continue to develop their own provision to meet the needs of their own children. The Behaviour Support Service will work in liaison with schools

to consolidate and further develop and extend the best practice already in place in some of the schools.

Permanently excluded children are entitled to 25 hour per week education provision and this will continue to be made under the aegis of the Pupil Referral Unit associated with the new Springwell ESBD Special School.

At present the Pupil Referral Units tend to work with children on a long term basis, partly because of the lack of other suitable provision. The development of the new ESBD special school and PRU, with its associated outreach will enable us to develop the capacity to meet the needs of vulnerable children and young people in more targeted ways.

Our KS4 PRU provision is currently being replaced by multi-agency project-oriented teams providing personalised programmes and learning pathways in smaller scale local centres, which more readily secure positive outcomes for these vulnerable young people.

In addition, we will be working with schools to develop provision for children who would benefit from earlier intervention or respite for short periods so that, with intensive teaching in small groups in a different environment, on-site or elsewhere, they can return to their mainstream learning more readily. A new protocol for the placement of children in early intervention places in these provisions will be developed.

The new special school for children with ESBD who have longer term needs, and its associated PRU, will be developed on the Springwell site to open in 2007.

The EOTAS Service will continue but will provide for a smaller number of children who are unable to attend their local school on a full time basis. The EOTAS service will also continue to provide teaching and other support to young mums and pregnant schools girls and home tutoring for those who are too ill to attend or are in hospital. The EOTAS Service will provide outreach support to children that remain at home or in hospital for the duration of their illness. More emphasis will be placed on supporting sick children in returning to their local school and maintaining links with the school whilst they are receiving medical treatment.

6.4.10 (b) Attendance

Current developments are focussed on improved school attendance, meeting challenging targets which are in place through LPSA2 and developing a range of support mechanisms for reducing absence. The range includes:

- Further development of parenting support programmes
- Work on reducing pupil mobility within the context of in-year transfers, managed moves and the work of the Pupil Placement Panel
- Developing a process for disengaged learners through which the time spent in learning which takes place outside normal school hours can be accredited, used to offset previous absences and used to promote re-engagement
- Development of parenting contracts to promote partnerships between the LEA, schools, parents and learners
- Continued development of the arrangements around fixed-penalty notices to reduce truancy and unauthorised absence through holidays in term-time
- Contributing in terms of attendance issues to the pilot scheme of the Common Assessment Framework

- Reviewing the work and deployment of Education Welfare Officers in light of new developments and in preparation for local area action teams and full service activity in the new Advanced Learning Centres
- Development of the workforce in line with the common skills requirements for integrated Children's Workforce through engagement with the learning programme for the National Occupational Standards for Education Welfare Officers
- Use of new technologies for real-time reporting to the central on-line education common data set, as part of the Mobile Working Development Group in the LA.

6.4.11 Ethnic Minority/ Gypsy/ Travellers/ Asylum Seekers

The Cultural Diversity Service has the responsibility for securing the LEA's central support for ethnic minority pupils in terms of access to learning, achievement and support for their broader needs.

The Cultural Diversity team has contributed strongly to the Equalities and Diversity policies and plans for the directorate and its schools and settings, and in particular to the Race Equality Strategy which is being consulted on with schools and partners at this time. The strategy covers all the procedures and initiatives encompassed in the general and specific duties of the LEA and its schools under the RR(A)A 2000.

The strategy is a key element in the broader inclusion strategy in Remaking Learning, and includes the aspiration to train and support the development of Diversity Leaders across the schools and settings in the borough.

The multi-agency focus on this work is a strong feature of the approach to inclusion in Barnsley. Barnsley Black and Ethnic Minority Initiative, the Multi-Agency Panel on reporting and recording incidents, the Multi-Cultural Barnsley Project, the Traveller and Asylum Seeker Project, the Ethnic Minority Youth Summit, and the Cultural Diversity Festival which is an annual event, are all testament to Barnsley's commitment to achieving social cohesion, and securing high achievement for all ethnic minority learners and their families.

6.4.12 The Framework for Local Area Action Teams & Extended Learning Development

The Children and Young People's element of the Local Area Agreement (LAA) is an important supporting mechanism for delivering the best outcomes for Children and Young People in Barnsley. It focuses on understanding local (Barnsley wide) priorities, streamlining management, governance and accountability for public services with the intention of ensuring delivery of local services in ways that match local requirements. The delivery of services at a local neighbourhood level is a key element of –

- The Community Plan
- The Change for Children and Young People Programme
- The Local Area Agreement
- Developing extended schools
- Delivering the Re-making Learning strategy including Building Schools for the Future
- Achieving the best outcomes for vulnerable children, young people and families through the delivery of Social Care Services
- Improving the health outcomes and reducing health inequalities
- The developing Locality Planning Framework for Barnsley

We are already making great headway with improvements to education, social care, and child care for example. Our analysis of the key challenges leads us to the understanding that there

is a need to develop services at a local neighbourhood level as part of the overall strategy to achieve fair and easy access to high quality services in order to deliver the best outcomes.

The Priorities in the Local Area Agreement

Barnsley's priorities for children, young people and their families are founded on careful consideration of the context of the whole borough, its key challenges, the analysis of need and demography and mindful of the national drivers for change now embedded in law and regulation. The priorities are described and encapsulated in the Local Area Agreement for Barnsley and the position in relation to achieving the best outcomes for children and young people is encapsulated in the first Annual Performance Assessment undertaken in Barnsley. The priorities focus on improving the outcomes at critical life stages and transitions and focus our development of local services at locality level based on full identification of need. Priority is given to –

- Improving children's preparedness for school.
- Maximising added value for all pupils aged 4-11, including those most disadvantaged.
- Equipping our young people aged 11-16 with good qualifications.
- Increasing the number of young people aged 16+ who are going into employment or
- further education and training.

The requirements in the Local Area Agreement

- Conduct a local audit of need and existing services against the five outcomes.
- Accelerate the overhaul of needs assessment.
- Accelerate the development of information systems for young people.
- Engage children and young people, parents, carers and the community about the development of the delivery plan.
- Adopt Action Research, to ensure quality of partnership, which works alongside the process (already used as a model in Barnsley)
- Plan delivery against the 5 outcomes, with prioritised emphasis.
- Deliver integrated processes E.g. Information sharing, common assessment framework, service specification, etc.
- Establish effective information to be made available at a local level in the first year.
- Develop community commissioning, brokerage, pooled budgets, financial plans.
- Recommend community governance and performance management arrangements in the locality.
- Link developments to priorities in the Safer and Stronger Communities Block and the Healthier Communities and Older Peoples Block.
- Monitor and evaluate impact and disseminate achievements.

Local Area Action Teams

The LAA specifically identifies Local Area Action Teams (LAAT) as a way of increasing local delivery of services. A LAAT is a multi-agency group of people with the necessary expertise to lead the delivery of a collaborative and integrated approach to Children and Young People's services within an identified area. They will work in an area which is based on the locality of the Advanced Learning Centres and their feeder schools and partners from all sectors delivering services to children, young people and their families. The majority of team members will be working with school staff and vulnerable youngsters in designated space in each ALC.

The work of the teams will be coordinated by team leaders drawn from different agencies. The aim is to agree a LAAT Agreement for each area which will contribute to the delivery of the

Change for Children and Young People agenda, the Local Area Agreement and the forthcoming Children and Young People's Plan.

The membership of the LAAT will vary from area to area according to need. LAATs will include key people who are part of local services (social services, PCT, Sure Start etc), local school representatives, community members/voluntary sector representatives. LAATs will be informed by national imperatives, borough wide needs and community needs through community involvement.

The LAAT will be responsible to a Key Stakeholder Group which will meet 4 times a year and will include a range of stakeholders at local level, borough-wide level and strategic leaders. This group will provide the LAAT governance arrangement in the first instance.

The Key Stakeholder Group and the LAAT will be responsible to the Children and Young People's Strategic Partnership as well as to individual partner organisations such as the PCT, BMBC, and Voluntary Organisation etc.

The Rotherham Audit Tool

This is a tool that has recently been acquired by Barnsley from our neighbouring authority Rotherham. It enables the capture of all extended learning activities being delivered and is currently being piloted in a number of schools prior to roll-out.

Significant benefits to completing the audit have been identified in that:

- Each school will receive an instant summary of Extended Schools activity provision and services which the school provides and later, a fuller analysis of your school and other Barnsley schools.
- The findings will support future school OFSTED inspections and completion of the SEF.
- It will be helpful to schools should Extended School information be required for PLASC, as is currently proposed.

The Extended Learning Provision Toolkit

This is a developing document which provides practical and useful guidance with regard to setting up extended activities within schools. It identifies legal, quality standards, HR and financial issues and provides useful references for schools looking to establish sustainable extended learning opportunities.

The Workforce Development Strategy

This sets out the strategy for workforce development within Barnsley LEA and sets out the scope in response to the needs:

- Developing Excellence – increasing the ability of all staff to deliver high-quality outcomes for learners.
- Building Capacity – ensuring that our workforce has the ability to meet the future agenda, for example through the development of our ALC's and the Change for Children Agenda.

6.4.13 Infrastructure protocols and frameworks for Integrated Service teams

The Virtual Learning Centre

The Virtual Learning Centre is a developing mechanism for populating the Common Data Set on the attainment and progress of children and young people with pupil level information in relation to aspects of need, vulnerability and risk. This allows for the interrogation of the data set for progress and impact analysis of young people in all categories of vulnerability, and provides triggers for further analysis and targeted intervention. Use of the ISA gateway will allow' in time' enhancement of the data from other services

The process of assessment and criteria for placement in all resourced schools (ALCs) and special schools

Assessment and placement processes will, of course, need to be in line with the SEN Code of Practice 2001, and where applicable, the Common Assessment Framework. There is, at the time of writing some ambiguity about the detail of the government guidance on joint agency assessment as outlined the Children's Bill and we will obviously have to take this guidance into account as it develops.

The LEA adheres to the principles of early assessment and intervention, and that most assessment should take place in the current educational environment to determine how a child learns and interacts with their peers, adults and the environment. Not all assessment leads to statutory processes or statementing. We must ensure that assessment is timely, and that if informs teachers effectively of the needs of a child and how to best address them in the learning environment.
Assessment should, of course, involve the parent or carer. Parents and carers know their child may have complex needs and need the involvement of several professionals. We will draw up a locally-agreed common core assessment process, which means that the parent or carer will not have to repeat much of the basic information more than once. We will work with agencies to identify a key worker who will get to know the family and the child from an early age and follow them through their school career. Again this proposal is in line with the Children's Bill and 'Every Child Matters'.

All SEN provisions maintained by the Directorate of Education will have clear criteria of entry and exit for children. The Directorate will retain the right of placement though the Statutory Assessment process for most children. These criteria have yet to be drawn up and consulted upon.

6.5 What BSF will provide

6.5.1 Inclusive and extended learning

Building Schools for the Future will provide the opportunity and the resource to reorganise and transform secondary education in a way that will enable local learning communities to have at their heart highly inclusive, highly extended advanced learning centres which will offer full service integrated provision through a local area action team framework.

Each Advanced Learning Centre, at the hub of a learning community which includes primary learning centres, Children's Centres and other community facilities and resource centres, will be of sufficient size to support full service provision. The nine localities match the existing Local Area Forum and Local Boards which are the context for delivering other elements of the Community Plan and the social inclusion strategies of the Local Authority.

6.5.2 SEN Disabilities/ Behaviour Attendance and Vulnerable Groups

Barnsley will have in place a model of provision that meets the majority of our children's needs within their local community and is used in flexible ways. Most children with additional educational needs will continue to attend their local school, as they do now, but some will require more intensive levels of educational support for part or all of their school career, and this may be provided in a designated space in their ALC, or in a special school or other specialist provision within the Borough.

We will develop our specialist provisions in 'state of the art' purpose-built or specially adapted buildings. These centres of excellence will make direct provision for some children and support outreach provision for others, depending on their needs. The special school and specialist provision will also be centres of professional development for staff from across the Borough.

There will remain a small number of children with exceptionally complex needs that will require educational provision outside Barnsley. However this will be increasingly rare, as the ALCs, special schools and specialist provisions develop their capacity to include children with these complex needs while living in their local community.

This section describes in outline the physical provision that will need to be built, realigned or redeveloped. We want to offer high quality provision within well resourced and purpose built or redeveloped accommodation that facilitates good teaching and learning. Further details are given in subsequent sections.

Barnsley's current special school, Greenacre will continue as a specialist resource on the campus of an ALC with outreach to other Advanced Learning Centres

In addition Barnsley will establish a special school and associated PRU provision for children and young people in Key Stages 2, 3 and 4 with emotional, social and behavioural support needs.

The two special schools will be co located on, or adjacent to local mainstream educational provision (ALCs) to facilitate greater inclusion opportunities.

Both schools will meet the needs of a small group of identified children within a special school environment with specialist staff and programmes, and provide specialist outreach provision to needy and vulnerable young people in each of the ALC's.

Each ALC will have dedicated space and multi-agency teams for this intensive support to vulnerable youngsters and their pupils.

In addition to these two special schools with associated PRU and outreach, we will continue to develop other Borough-wide provisions to cater for specific areas for which there is not sufficient demand to justify locality-based provision. In particular the hearing impaired unit currently at Royston High School will be incorporated in the site of the new ALC.

Other specialist provision which serve relatively small numbers of children, will continue to operate on a Borough-wide basis, providing support for young people with:

- Hearing Impairment
- Visual Impairment
- Autistic Spectrum Disorders
- Specific speech and language disorders

- Emotional, social and behavioural disorders

All Barnsley Special schools and specialist provisions will be outward looking centres of excellence working with partners in the ALC's and other specialist services to support the development of Inclusion.

The integrated SEN and Disability Service will provide support, advice and guidance in each ALC for children and young people, and their parents/carers. Teachers and support staff will continue to receive support, advice and guidance from the SEN/Disability Support and Development Service.

Within each Local Area we will realign all provisions and support services for specific areas of additional need, so as to ensure that each Local Area can meet flexibly and responsively the needs of its local population across a continuum of need.

Each ALC will be DDA compliant from the start and will be designed to meet the education needs and entitlements of all groups of learners who are at risk or vulnerable.

The reorganisation of secondary education will provide the opportunity to complete the provision of the full spectrum of special provisions. The capacity of each ALC to do this will be a key goal of the transition process. In the medium to longer term the development of this local intensive support capacity in mainstream will obviate the need for stand-alone Pupil Referral Units.

6.5.3 ICT Support for meeting the needs of vulnerable young people

The Common Data Set and Information Sharing arrangements, informed by the Common Assessment Framework, will enable evaluation at Borough and Locality level of the achievements of all vulnerable young people through the 'Virtual Learning Centre' tracking system. This requires integration of systems between the Advanced Learning Centres and other agencies. Access to this joined up knowledge pool better facilitates community governance of learning, analysis of need, triggers for concern, commissioning and procurement of targeted services, best value considerations, and support for individuals. Targeted information will be available to individuals through the Virtual Learning Environment. This will be of particular benefit to Local Area Action Teams in terms of analysis at locality and neighbourhood level, with the possibility of benchmarking of outcomes across the nine learning zones. System wide transformation through BSF offers this systemic connectivity and coherence.

6.5.4 Extended Learning

BSF presents, similarly, a coherent mechanism for developing every secondary provision as an extended learning centre, matching its offering to the needs of young people, their parents and families, and the needs of adults and the wider community. The features of extensive community use, flexible use of facilities, longer operational hours for learning, care and leisure, significant investment in ICT for learning, support and communication, provide immense opportunities for radical extension of learning.

6.5.5 Health and Safety

BSF through the new Advanced Learning Centres will provide the high standard of facilities to support healthier and safer young people and communities.

High quality hygiene, changing, showering and toilet facilities, food preparation in purpose-built on-site kitchens, flexible social and dining spaces, the use of ICT for movement tracking and control, safety zoning and other innovations will all enable ALC's to be safer and healthier environments for learning, and which model healthier and safer lifestyles.

State of the art sports and leisure and performing arts facilities will further contribute to promoting healthy and active lifestyles in a safe environment.

6.5.6 Integrated Service delivery through full service learning centres supported by Local Area Action Teams

Building Schools for the Future makes possible not only the structural changes to the organisation of school provision but also the designation of dedicated space in the ALC's for integrated service delivery. This will facilitate accelerated progress towards bringing services nearer to where young people are and to their families and communities around them.

This will in time impact in a preventative way on the support for vulnerable young people, and promote closer collaboration between mainstream teaching and learning, and other services such as youth support, information advice and guidance services, and health and social care. Developing community use of the facilities, in a lifelong learning context, offers the possibility of schools contributing more to social cohesion and community capacity-building than is currently the case.

6.5.7 Regeneration

BSF will in this way provide the context, environments and renewed resources, not least the workforce, to deliver the step change transformation in skills, qualifications, raised aspirations and achievement needed to create a vibrant knowledge based economy, for a healthier and safer community with good life prospects.

6.6 The Experience of Stakeholders

The Learner's Perspective

My name is Sian and I go to Greenacre Special School. I am in Year 9. A minibus with an escort picks me up in the mornings and takes me home again at the end of school. On a Tuesday evening my dad takes me up to the Advanced Learning Centre near where we live. I am registered there as an associate learner. I love the dance class and having fun with all the kids who go. I have made friends with two girls from my street that I met there, and have an orange drink in the Learning Café before my dad picks us all up and takes us back home. On a Thursday I go there to use the on-line resource centre and get help with my homework from Sally the learning mentor. I am thinking of joining the Saturday Fun Club which is run by the Youth Service. Sometimes they organise things that are not very expensive – I have heard they are planning to go to a dance musical soon at the theatre in town. It's great because not many pupils in my class at Greenacre live near me. Sally helped me to write this.

6.7 Support for the Management of Change

During the implementation of the Inclusion Action Plan, we will:

- Retain and share the expertise that already exists in all our schools;

- Develop the expertise of all staff working in schools and raise their awareness of SEN and inclusion issues as well as some detailed areas of need. We will run an audit of training needs across all schools and staff to ensure that our training meets most people's needs effectively and that it develops, in response to the changing needs of children;
- Encourage people to share best practice
- Put in place a clear rationale for placement with new criteria and clear processes that is shared and understood by all staff;
- Provide clarity of funding mechanisms and transparency about how children needs are met and funded;
- Have clear but supportive mechanisms for monitoring both pupil outcomes and those of the school with regard to inclusion;
- Foster opportunities for all staff to work together formally and informally. Staff will, of course, retain their identity as specialists in their own professional right. But we will encourage the development of multi-professional teams and their interaction with schools

In the transition period between current consultation and the implementation of BSF we will:

- Continue to develop our inclusion and extended learning strategies
- Ensure that our existing schools continue to devise inclusive polices, practices and structures so that best practice can be migrated into the new built environments
- Encourage the development of diversity leaders, of skilled leading practitioners of learning and behavioural needs, and of collaborative networks to share and disseminate best practice
- Improve the continuum of provision to include an EBSD Special School for upper primary and secondary pupils, with a new referral centre for pupils with time-limited needs
- Support schools facing reorganisation and merger by bringing staff together to share teaching and learning strategies and approaches to help design and implement new contexts for their work in the new ALCs
- Identify centres of excellence elsewhere to visit with a view to developing our own learning
- Roll out the extended learning strategy, ESRC supported training, the Rotherham audit toolkit and the extended learning development toolkit
- Establish the local area teams and key stakeholder groups in the localities around each future ALC
- Establish the Barnsley Leadership Centre to support he development of the workforce to enable inclusive and extended learning practice
- ensure that every ALC locality will have an LSU or equivalent in place and effective before the ALC opens.
- Implement the Youth Support Strategy, learning from the early developments in local area action teams.
- Carry out fully the change for Children Plan including development of information sharing protocols, information governance arrangements and the common assessment framework and joint working arrangements in the LAA action teams.
- Publish a service directory so that every school is aware of who is available to be called upon and provide support.
- Pilot adaptive technologies to understand their effectiveness in supporting learners individual needs

7 School Organisation and Diversity:

7.1 The Challenges for Barnsley

The current configuration of secondary schooling in Barnsley, through now improving rapidly, has not delivered success for the Borough and its young people. In order to achieve transformational change, rather than merely incremental improvement, radical plans are needed for carrying the educational vision of Remaking Learning through to implementation. In particular the following challenges and deficits must be addressed:

- There is serious underperformance in some individual schools, in each key stage and in different subjects, and in terms of value added above prior attainment.
- There is poor performance in terms of the percentage of young people achieving a positive outcome from their secondary schooling, both in average terms but notably in particular schools.
- There is uneven access for young people to vocational pathways.
- A number of schools (currently 7 out of 14) have not achieved specialist status, and financial backing is difficult to achieve given the scarcity of major industry in the Borough.
- The Elmhirst School is in special measures though improvements are gradually taking it towards being removed from this category.
- The profile of school intakes plotted across the next ten years reveals an overall decline in numbers of 2,500 pupils in that period, and there is strong DfES demand for the managing down of excess places
- Seven schools will have less than 900 pupils by 2012.
- Only one school, Penistone Grammar School, currently has post-16 provision, and the falling rolls mentioned above mean that many schools would not have the critical mass to support a sustainable post-16 recruitment.
- There is one faith-based school the intake to which has been restricted up to now by agreement with the respective Dioceses.
- Some traditional communities and settlements are no longer able to provide the critical mass of pupils to be viable.
- Extended learning opportunities are relatively under-developed, and community usage of facilities is low, exacerbated by the poor quality of the building stock and associated facilities for leisure and the arts.
- There has been relatively little investment in the learning environment apart from some notably good developments such as the City Learning Centres and some forthcoming NOF sporting facilities.
- Maintenance and repair of buildings in poor condition is a drain on resources.
- No school is in sufficiently good condition to require refurbishment only.
- The fact that many of the schools are full and oversubscribed creates a scenario of little real choice for parents and differential impact on some schools of the relatively high in-year mobility/ transfer rate.
- There are significant gaps in the spectrum of specialist provisions to meet the needs of young people with additional learning and behavioural needs and entitlements, with the result that too many young people are allocated to out of district placements or to pupil referral units which are not properly suited to their needs or from which it is difficult to achieve re-entry to mainstream provision.
- There is a widespread perception in some communities that travel to school beyond walking distance is unreasonable.
- Travel arrangements for those who chose or have to use public transport are not consistently reliable.

- There is some seepage of young people at age 11 and again at age 16 to new-build and/or successful schools in neighbouring Boroughs, and evidence that the majority of these young people are above-average achievers.
- Our schools currently offer too little by way of youth support and adult learning.

7.2 Key principles for development

In developing our educational vision and in our approach to the opportunities offered by Building Schools for the Future, we are guided by the following key principles:

- This biggest ever investment in education in Barnsley must deliver a viable and sustainable pattern of learning provision which will last for the next sixty years at least.
- Learning, achievement and quality outcomes for young people are the touchstones of this development.
- To achieve a step change in performance and provision, doing nothing is not an option.
- In managing down the numbers of schools and excess places reorganisation of the majority of schools is unavoidable.
- The optimal solution is complete new-build
- Parental choice must be a reality.
- Advanced learning centres should be the hubs of local learning communities.
- Diversity is enhanced by inclusion of an Academy and a faith school, both of which would be valued elements within the family of Barnsley Schools.
- All ALC's will be capable of offering extended learning, full service provision and post-16 and adult learning, supported in the locality by a multi-agency Local Area Action Team.
- All ALC's should have at least one specialism (specialist status) and develop their own special characteristics and outreach to other institutions.
- We aim to achieve a better continuum of specialist provision across the spectrum of special needs and disabilities, behavioural, emotional and social needs, and provision for vulnerable groups.

In addition, in determining the number, size and location of ALC's, we used the following guiding principles/ criteria to frame up our proposals:

- Projected pupil numbers and impact of falling roles on individual schools
- ALCs to be a minimum size of 900 pupils and maximum of around 1800
- Long term sustainability of ALCs taking account of planned housing developments within current Unitary Development Plan (UDP) and proposed Local Development Framework (LDF)
- Transport issues – accessibility of sites to public – public transport – school transport – road infrastructure
- Proposals should support balanced provision across the Borough
- Proposals should enable Barnsley to retain children who currently go extra district
- Location of existing sites, their size and ability to sustain further development
- Availability of alternative sites
- Service the wider community
- Contribution to the regeneration of the Borough
- Deliverability of proposals within BSF programme

External Planning Consultants were engaged to identify suitable sites taking the above into consideration.

7.3 Our Vision for School Organisation and Diversity

7.3.1 Proposals for consultation

The detailed options appraisal set out in the estates section led to the following proposal being put forward for consultation, commencing in the Autumn of 2005:

- Replace Darton High with a 1200 place ALC
- Replace Penistone Grammar with an 1800 place ALC (1500 places11-16, 300 post 16).
- Replace Kirk Balk with a1200 place ALC
- Replace Dearne High with a 1200 place ALC
- Replace St Michaels with a 900 place Faith ALC
- Close Royston High and Edward Sheerien and open 1n 1100 place ALC
- Close The Foulstone and Wombwell High and replace with an 1800 place ALC
- Close Holgate and Kingstone schools and replace with an 1800 place ALC
- Close Priory and Willowgarth and replace with a 1500 place ALC
- Retain Greenacre Special School with 170 places
- Redevelop Springwell as an EBD Special School with 60 places
- Develop a PRU on the site of the former Grange Gate School with 12-15 places

7.3.2 Diversity

The Academy

Barnsley's has one secondary school in Special Measures, The Elmhirst School in Worsborough. At the time of the school's inspection in 2003 only 8% of pupils at the school were achieving five or more A* to C grades at GCSE. Following the inspection the LEA commenced consultation on proposals to develop the school as an Academy, and approval has recently been received. In the interim period attainment has risen rapidly to 43% in 2005. The latest HMI visit affirmed that the school was on track to come out of special measures within the prescribed period, i.e. before spring 2006

The Academy will open in September 2006 and will move into a new building in the following academic year. The Academy sponsors and the Headteacher Designate have indicated a strong desire to become an integral part of the provision for Barnsley pupils. The LEA has signalled its intent by agreeing to provide capital and revenue, along with partner agencies, to provide full service provision at the academy to ensure that provision across Barnsley is coordinated and cohesive within each community.

The Education Service and its partners are committed to helping secure for the community around the Academy at least parity of provision with the rest of the Advance Learning Centres. For this reason the local authority and its services will embrace the Academy among the family of Barnsley schools, and welcome the Principal as a key member and participant in the collaborative networks and improvement partnerships. The Academy will be at the centre of the Local Area Action Team for its locality. Discussions are already taking place about how services will contribute to its work towards the five outcomes of the Children Act

The Academy and its staff would be expected to access the Leadership Centre and benefit from the full range of workforce development initiatives and other advice and support structures.

The Faith School

St Michael's school is an joint ecumenical Catholic and Church of England school. Under our reorganisation plans the school will be established on a separate site and grow towards 900 pupils in recognition of the current high demand for places at the school.

As an ecumenical faith school, St Michael's draws its pupils not from its immediate surrounding, but from across the borough and some areas beyond the borough. With its proposed increased intake, it would draw more pupils than it currently does from its immediate surrounding neighbourhoods. This would imply that there would also need to be a distinctive pattern of its extended, full-service and locality-focussed provision.

The new Education White Paper raises further options to provide additional diversity within our schools and these will be fully explored.

7.3.4 Specialist Status

Barnsley has been developing its vision for a Specialist School Strategy over a number of years. The vision is essentially inclusive – all secondary schools including the Special School will have specialist status. The present number of schools with specialist status is seven. Our strategy was agreed with Headteachers after full consultation.

The Authority's aims are:

- that all Barnsley schools should have specialist status;
- to have a full range of complementary specialisms within the LEA, with representation of each of the main curriculum areas including Maths and Languages.
- to have complementary specialisms within local geographical groups of schools(including alliances) within Barnsley;
- to link specialisms into the longer-term proposals for Advanced Learning Centres.

To support the achievement of specialist status, the LEA will:

- agree with schools a plan for specialisms within Barnsley;
- support bids which fulfil the agreed principles, including subject support where possible;
- assist schools by providing constructive expert comment on initial bid and re-designation proposals including guidance on success criteria;
- seek ways to help schools to acquire sponsorship;
- establish links with relevant national organisations (e.g. Specialist Schools Trust);
- promote links between designated specialist schools and other schools.

Schools seeking to achieve specialist status will:

- agree to the principles above;
- include, within the community element of their proposals an agreement to provide expertise in their specialist area for the benefit of all Barnsley secondary schools, for example, as the local source of specialist subject advice;
- ensure neighbouring schools – primary, secondary and special – benefit from the community element of the specialist submission and are fully involved in its preparation;
- ensure that the specialist submission is well integrated with other initiatives in which the school is involved (e.g. EiB, national strategies, 14-19)
- provide advice on planning and bidding to schools seeking to achieve specialist status.

The existing specialist school strategy is currently being rewritten to reflect the anticipated changes due to BSF. This will emphasise the continuing commitment for all Barnsley schools to become specialist regardless of whether they are scheduled to close. Specialism is seen as a key way to raise attainment.

If the reorganisation into ALCs comes out as planned and the current bids are successful, then the specialism make up in Barnsley could be as follows, assuming the thinking in schools yet to bid remains unchanged.

- Humanities (at Darton*)
- Science (at Dearne)
- Performing arts/Science (at Sheerien/Royston)
- Humanities (at Foulstone/Wombwell*)
- Sports/performing arts (at Holgate*/Kingstone*)
- Technology (at Kirk Balk*)
- Business and enterprise (at Penistone*)
- Science (at St Michaels)
- Sports/Maths or technology (at Priory*/Willowgarth)
- Science and Business Enterprise (at the Academy)

* Existing specialist school

The missing specialisms from the currently available list are:

- Art
- Engineering
- Music
- Languages

The projections do not take account of any of the existing specialist schools developing a second specialist area on redesignation. As a small authority it is reasonable not be able to cover all specialisms, however engineering is currently a significant gap.

There are potentially duplications; however, these are not significant because of the different approaches that are possible, particularly within humanities.

We are also seeking to develop in each ALC, a "specialness". This will respond to local need as well as reflecting the wider needs across the Borough. Areas under consideration included.

- Construction or engineer accommodation
- Public service training, especially health
- Specialist sports facilities (e.g. swimming pool)
- Full service provision

Taken together with the specialism there will be diversity of provision across the Borough that will allow us to provide choice and diversity in and between ALCs. In addition, the design of each ALC will reflect the overarching aim of providing suitable space for independent learning and innovative teacher and learning spaces, as well as opportunity for community engagement.

7.3.5 Special Schools and Provisions

The overall profile of special schools and specialist provision is dealt with in detail in section 8, but in summary, the proposals are that Greenacre School will continue, located, as it is, close

to an ALC campus; a new EBSD school will open close to another ALC, on the site of the present Springwell PRU, providing 60 places for young people from KS2 upwards; a new secondary PRU will open on the site of the former Grange Gate Junior School. The intention would be to develop the capacity of ALCs to provide all of the PRU and some of the Special School provision eventually, with a reducing dependence on separate special provision.

7.4 Current Developments

7.4.1 Phasing Considerations

The main consideration from an educational perspective is to protect standards and sustain the momentum of improvement in the quality of learning, teaching and the curriculum during the period of transition not just to the opening of the new buildings but to the point where they are functioning well.

Phasing therefore needs to take into account issues which impact on support for learning and care, support for staff and support for existing and prospective parents in terms of their confidence in the transition arrangements. There will also need to be support for the governing body in transition, or for the new shadow governing body. Specific support for leadership teams in terms of project management in transition will also need to be considered.

There is potential for disruption where there is building in and around existing schools, which could lead to lowering of attainment and reduced effectiveness. By contrast, reorganisation of merging schools with a build on a new site will pose different difficulties, for example, the danger of loss of staff to other places or lowering of staff morale and discretionary effort. The readiness of schools for change, and the capacity to deal with the process of change, are important in determining the phasing.

Early inclusion in the building programme helps to reduce uncertainty and the effects of protracted delay, and offers the additional benefit to teaching and learning of being in more conducive environments and having better resources available. Conversely, being allocated a later slot in the phasing increases preparation and planning time, gives longer for developing and embedding new features of learning and presents the possibility of learning from the experience of those schools which are earlier in the process.

The financially attractive prospect of front-loading the programme has to be weighed up in terms of the capacity of the schools to manage the process, the capacity of the LEA to deliver the scheme, and the capacity of the developer to deliver the build.

The management of pupil numbers in admissions may also be a critical factor in determining the phasing.

The development of specialisms, special character and re-designation may be an issue for phasing in respect of some schools, where being involved in new build may help a school in mapping out its future, but all schools will need to have identified their individual visions early in the process, so this is unlikely to have critical impact.

The development of Local Area Action Teams and full-service/extended provision may well be a factor which impinges on the readiness of a school to progress to ALC status, and resolution of the phasing issue may in turn determine some acceleration of these developments for particular existing schools.

Design Consultation

The 9 ALCs will be procured over a number of phases. At present we are assuming three phases. The first phase will establish the contract for the full 9 ALCs and the remaining phases will be negotiated with the provider after the initial contract is signed.

We have a strong directive from PfS that the first (competitive) phase should contain only two schools as the market is going to be very stretched to tender at risk for more than two designs. We are however looking at increasing this number if we are able.

The first phase ALCs will need to define their individual vision and provide any specific requirements for the ALC layout so that these can be described in detail in the first OBC and the tender documents. This will be accomplished in a series of workshops with these schools and a team made up of internal and external technical/ design advisors.

In order that the tenders can be judged effectively one against another a sample scheme or palette of ideas will be generated to suggest the level of design quality that is expected of the designs. This will also be a result of these workshops.

During the tender response period the tenderers (usually 3) will visit existing schools to develop their ideas with the schools and test their proposals with the staff. When the tenders are returned all aspects of the tender proposals are assessed and the highest scoring is chosen as the preferred bidder. During the preferred bidders stage there will be some scope for minor alterations to the schemes if they do not involve cost or time additions. It is important that the sample scheme/ palette is developed to establish a level of design quality to ensure that all tenderers achieve the level we require as design quality is not the only criteria for the selection of the contractor.

Once the Authority is confident that the preferred bidder negotiations have reached an agreement the designs for the remaining phases will be developed in partnership with the contractor. This will result in further workshop meetings with each school in the remaining phases, again to establish the schools vision and any school specific requirements. This will involve the schools, the Authority's technical/design advisors and the contractors design team. The contractor will then need to provide designs that meet the requirements of this brief, to the agreed level of quality and using the cost rates agreed at tender stage and within the overall affordability envelope.

Even though the contract is committed at this stage the contractor has to submit the designs for approval by the Authority. These can be rejected at the contractors' expense until the above criteria is met.

7.5 What Building Schools for the Future will provide

It is clear from the foregoing that BSF will provide the infrastructure of learning environments, ICT networks and connectivity, associated solutions for access, travel and transport, spaces for learning, social interaction, refreshment, access to services, leisure, sport, the arts and lifelong learning, in short, the built environment in which Remaking Learning for young people and adults will be fully realised

7.6 The Experience of Stakeholders

The Staff Perspective

I am Head of Maths for Lifelong Learning in one of the new Barnsley Advanced Learning Centres. I used to be Head of Maths in one of two schools that were combined to form the new ALC. Shortly after the decision to reorganise was made, our two schools federated, with one governing body and two headteachers. We were all involved in planning for the future move and I did have some worries about what would happen to my teaching post in the new centre. We were concerned about the year 11s especially so we started first by aligning our syllabuses and course work and exchanging staff. We had already done some of that in our alliance so as to broaden curriculum pathways, so it was a natural extension of what we were doing already. Eventually we exchanged groups of pupils as well, and started off year 10 in the groups and with the teachers they would have in year 11. My colleague in the new school wanted to continue teaching mostly 11-16. I wanted to go back to teaching some older, post 16 learners and I wanted to try my hand at teaching adults as well. I also fancied doing afternoon and evening work on some days and making a late start. So I applied for more varied hours as Head of Lifelong Learning in Maths, and I'm finding it really suits me and I get a real buzz when an older learner succeeds at maths for the first time ever

7.7 Support for management of change

The intervening period between formulating the Strategic Business Case and actually implementing the Building Schools for the Future plans is a critically important time of development. In relation to school organisation and diversity, in that period we will:

- Encourage innovative practice in involving staff, pupils, governors and the community to engage in the design process.
- Promote further the use of Alliance Structures and expert groups to develop best practice.
- Work with the Academy as a trail blazer of developments for Barnsley young people and Barnsley Schools, so that learning is effectively disseminated and pitfalls avoided.
- Explore models of interim management and governance to help schools towards their target situations.
- Support establishment of shadow governing bodies for schools which are combining, and support with federations, alliances and other collaborative approaches.
- Work with Barnsley College, Dearne Valley College and other providers, to develop a comprehensive post-16 offer which will reduce NEETs and support young people at risk of underachieving.

8 Developing the Children and Young People's Workforce

8.1 The Challenges for Barnsley

In pursuing the Remaking Learning agenda and implementing Building Schools for the Future plans, Barnsley faces some major challenges in relation to recruitment and retention of staff in education and in partner services and agencies., remodelling the workforce to deliver the Every Child Matters outcomes, and developing leadership and governance. These challenges include the following:

- There are small numbers of applicants for advertised teaching posts at all levels and in many subject areas, including core subjects.
- There are weaknesses in secondary subject leadership in most schools, including the core subjects and ICT.
- Ofsted reports profile teaching and leadership in the secondary phase as being rarely very good or excellent.
- At the time of the Ofsted inspection of the LEA in January 2004 there were no agreed strategies to support CPD, Workforce development, collaborative networking or leadership.
- The Advanced Learning Centres, full service provision and collation of multi-agency teams will require a significant development of the workforce
- Extensive community use of the Advanced Learning Centres will also require new kinds of leadership, management and governance.
- The transition from current schools to new Advanced Learning Centres may unsettle some staff and put continuous improvement at risk.
- Existing staff in statutory and voluntary services will also need support in a period when roles, responsibilities and working patterns will be changing.
- The extended learning agenda will call for new skills in enterprise, business planning for sustainability and increased flexibility in terms and conditions of employment.

8.2 Key Principles for Development

In devising strategies to address the emerging challenges we have been guided by the following key principles:

- We must be proactive in building capacity to deliver what we want to achieve – to a certain degree we need to grow our own workforce.
- The processes for advertising posts, providing information, appointing and inducting new staff must be of high quality.
- Continuing professional development and career progression planning should be primarily in the hands of the practitioner with support from their performance manager.
- In particular leaders at all levels will require sharper skills in relation to self-evaluation, data analysis, performance management and capacity building.
- All learning centres and the local authority itself should have clearly communicated strategies for supporting recruitment and retention of staff, for building capacity in terms of support for improving practitioner skills, and for access to different career pathways.
- Highly effective leadership is a pre-requisite of successful learning communities.
- Courses, conferences and training are only a small part of the repertoire of opportunities for personal and professional development. Increasingly, collaborative networking, peer consultancy, coaching, joint action research and improvement

partnerships should be by features of the framework for developing knowledge, skills and competencies.

8.3 The vision for development of the workforce for children and young people

Remaking Learning requires new forms of visionary leaders, managers and governors. We will launch a Leadership Centre at the hub of this development, to champion change for children and young people and to develop leaders at all levels. We need to create a framework of career pathways for the workforce involved in Remaking Learning for children and adults. We need new environments where school settings are at the heart of community learning. Our strategy includes provision of extended schools and Children's Centres, provision for arts, leisure, culture, sport and health-related fitness.

Our future workforce will be radically different from that we see in our secondary schools today. This change will be as a result of three major influences:

- Changes in numbers on roll
- Changes in the way we deliver learning (especially with the use of digital resources)
- Changes in the services available for learners in ALCs

The reorganisation of our secondary schools is necessitated by the future decline in the numbers of pupils within the statutory secondary age group. This decline in pupil numbers will inevitably result in a decline in the numbers of staff required. This is potentially another major source of destabilization during a period of significant change. The LEA has, however, carried out a detailed profile of our current staffing that indicates that the necessary reduction in staffing numbers will largely be achieved by retirements and natural turnover within the current workforce, thereby reducing the need for large scale redundancies.

The development of ALCs within Barnsley gives us the opportunity to radically reshape the learning experience, and this inevitably will lead to significant changes in the balance of the workforce. Staffing structures for the new ALCs will be determined by governing bodies, however it is anticipated that recent trends towards a more diverse learning workforce, for example increasing numbers of learning support staff and learning mentors, will continue. The LEA will work with school throughout the transition period to research current best practice and thinking to ensure our future workforce is fit for purpose

Our vision for full service ALCs, offering a full range of services for young people and the community alongside extended learning, leisure and the arts will result in a large multidisciplinary workforce either based at, or delivering services at, an ALC. This will require considerable facilities for staff. As far as possible all staff working at an ALC will have integrated facilities to enable better cross sector understanding and development.

ALCs will require new approaches to both management and governance and Barnsley's Leadership Centre will explore new approaches to meet our anticipated needs

8.4 Current Developments

Our strategy for workforce development within Barnsley LEA is informed by developments at both local and national level, in particular Remaking Learning and the Children's Workforce Agenda. It incorporates best practice and current thinking from DfES, the NCSL, and TDA.

Work is currently being undertaken with partners from both the statutory and voluntary agencies to form the basis for the Children's Workforce Development Strategy.

The Remaking Learning strategy sets out our aspiration and need for a world-class workforce. This document sets out the scope of our Workforce Development Strategy in response to that need.

The strategy has two strands:

- Developing Excellence – increasing the ability of all staff to deliver high-quality outcomes for learners
- Building Capacity – ensuring our workforce has the ability to meet the future agenda, for example though the development of our Advanced Learning Centres and the Change for Children agenda.

8.4.1 Building the Talent Pool: Recruitment and Retention

The ability to recruit and retain high quality staff is one of the most critical factors in improving standards and levels of engagement. The LEA has developed proposals to consult with schools:

- to gain agreement on the funding of a Recruitment Manager to provide high quality and cost effective support to schools
- to provide a high quality Barnsley package to support the recruitment process, including a co-ordinated, professional advertisement and information/application system.
- to raise Barnsley's profile with potential recruits – e.g. ITT institutions.
- to co-ordinate support across Barnsley for alternative routes into teaching.
- to improve collaboration between providers to help them to recruit good staff
- to develop options for schools to improve the availability, quality and value for money of supply staff.
- to improve the quality of information to monitor recruitment and retention issues.
- to develop CPD and progression pathways that provide incentives for staff to remain in Barnsley
- to support the development of practices that improve working conditions for staff.
- to develop a charter mark for schools offering high quality professional development for all staff to aid recruitment.

8.4.2 Identifying Development Needs: Support for Practitioner Self-Assessment and Planning

The responsibility for professional development rests with the individual, supported by the line manager. To facilitate this process the LEA has developed a CPD toolkit in partnership with the other South Yorkshire LEAs and this has been made available to all schools. In addition we are currently undertaking the following:

- designing a workforce audit to enable us to capture the current and future needs of all staff to enable us to develop responsive and effective plans
- negotiating with CPD advantage, a web based facility to support the identification and resolution of development needs
- developing a career framework for all posts within school and the wider educational field mapping the opportunities and requirements for all posts

8.4.3 Increasing the Knowledge Pool: Developing Core Skills and Expertise

Evidence clearly indicates that the most effective method for improving practitioner skills is by working alongside colleagues in schools. To this end we support a range of initiatives to improve school-based expertise, for example, Advanced Skills Teachers, Leading Teachers, Fast Track Teachers, Lead Behaviour Professionals. In addition comprehensive support programmes are in place to develop skills in areas such as data analysis. Proposals are in place to develop school based leadership and expertise in areas such as creativity, equality and diversity, to support developments within the host school and offer support to colleagues from other schools within the locality.

8.4.4 Learning from Others: Courses, Programmes and Conferences

The LEA has always run a broad range of course and programmes. We are currently negotiating with software designers to centralise provision on offer through the LEA, enabling staff to go online to access the full range of opportunities. We are also developing online booking to make the process more effective. In addition our highly effective brokerage systems are being further developed to ensure the quality of provision by external agencies.

We have a programme of high profile conferences and seminars to ensure that Barnsley practice is informed by the best national and international thinking. The third Envisioning Conference in November will feature keynote addresses by both the Head of the DfES Innovation Unit and the Chief Executive of the National College for School Leadership. The Primary Schools Learning Together Day in October will involve 70 schools and 22 national speakers, with follow up CPD in school and research opportunities. This follows on from the successful joint Inset day for all secondary schools which focussed on innovative approaches to teaching.

The outcomes of the workforce audit will ensure our future programme is highly responsive to the needs of all staff.

Most importantly new quality assurance processes for all our courses and programmes will ensure they are of the highest standard, building upon enhanced opportunities for meaningful feedback from participants.

8.4.5 Learning Collaboratively: Networking

Barnsley is already becoming well known for the success of its learning networks and events.

The pattern of Learning Alliances set out in previous sections has been the main focus for the development of provision and learning within the 11-19 arena.

Barnsley And District Association of Secondary Heads (BADASH) is the group representing the Heads of all the local secondary schools and the special school. It is primarily a group for professional mutual support but also is a conduit to the LA. The group meet and discuss issues relevant to schools and their development as well as matters relation to the relationship between schools and the LA. The group has worked together on a number of initiatives including, upper pay spine criteria, TLRs and curriculum development.

Two head teachers, seconded to the LEA, have facilitated the development of schools working together, including Primary Strategy Networks to improve teaching and learning. They support the professional development within each collaborative and encourage research projects, professional dialogue, joint activities and sharing practice. They have developed a model of

how to be an effective network to support the development of future networks. This has resulted in:

- facilitation of 50 Primary schools in 6 networks from schools across the borough
- appointment of 'Learning Network Facilitators' within all network schools
- training in action research for 40 practitioners
- training in leading networks for 50 Network Learning Facilitators
- facilitation of monthly study groups for professional development and learning for teachers from the network schools
- monthly meetings with network heads to share good practice
- application for International Study visit for 15 Head teachers with the British Council to look at collaborative learning

Due to the success of the work to date, Barnsley has been invited by NCSL to become a strategic partner for the development of networks nationally.

Secondary schools have developed a very successful Alliance model, not only to coordinate provision, but also to share skills and expertise across the sector.

8.4.6 Building the Skill Base: Leading Learning with Colleagues

We recognise that to work effectively with colleagues requires a particular range of skills. To that end we have commenced pilot programmes, for example Peer Review/Coaching and professional development for our consultant headteachers. These programmes will be fully evaluated and if successful expanded in coming years.

Secondary schools have implemented a peer review approach fro self-evaluation that has considerable enhanced professional learning and dialogue.

8.4.7 Workforce Reform: Developing a Multi-Skilled Profession

Barnsley's support for Workforce Reform has resulted in the following activity:

- development and launch of the Workforce Remodelling intranet for schools
- development of generic job descriptions for all Teaching Support and Administration Staff
- Establishment of termly surgeries in 8 areas across the borough for Headteachers to liaise on staffing issues and support to teaching and learning
- development of an electronic monitoring tool to assist schools in the self assessment of progress in the delivery of the workforce reforms and the national agreement
- establishment of an accredited list of specialist organisations to work in schools to deliver effective PPA support in all curriculum areas
- development of PPA strategies to assist schools in delivering improved work life balance to teachers
- working with schools on a one to one basis on issues surrounding staffing issues especially developing good practice on new staffing structures
- establishing strong links with regional and national organisations (NRT, TDA) to explore and resource good practice throughout the UK
- development of guidance to schools on generic staffing structures and implementation of TLRs

The focus of future work will be the development of a single Children's Workforce Strategy targeted around the needs of the child and young person so that it supports the five outcomes more effectively

8.4.8 The Leadership Centre: Leading Change for Children

The recent consultation on a proposal to develop a Barnsley Leadership Centre received widespread support from schools and partner agencies. The Centre will support the development of leadership for all staff working with children and young people.

Our learners and learning centres of the future will require new approaches to the learning environment, curriculum, teaching and learning styles, organisation, leadership and governance. The Leadership Centre will seek out exemplars of best practice to support emergent thinking. We will actively support and disseminate research into effective practice and share this with others

The Leadership Centre will be a critical factor in developing collaborative and partnership working within Barnsley. Its focus will be on Leading Change for Children as we grow towards an integrated Children's Service. The Centre will explore and share best practice in developing extended and full-service work, supporting the work of partners in other agencies, and also developing more effective partnership with parents and carers.

We will develop active links with external agencies and institutions such as the National College for School Leadership, the Workforce Development Agency, The DfES and its Innovation Unit, and further and higher education institutes within the region

To support our leadership development we have already put in place:

- a leadership development programme for Advanced Skills Teachers, Fast Track Teachers and Primary Consultants
- research for NCSL into leadership succession and the development of a programme for emerging leaders
- leadership development opportunities for Headteachers and Network Learning Coordinators from the Primary Strategy Networks
- Leading Creativity Conference lead by ASTs
- the redesign of the Primary Leadership Programme to meet contextual needs, with Barnsley Headteachers acting as PSCL
- Primary Schools Learning Together Day, with the involvement of 70 schools and 22 external national speakers, with follow up CPD in school and research opportunities
- developing and piloting an Extended Schools Leadership programme in partnership with the national lead on extended schools
- established a process of peer review in secondary schools, which is now being developed within the primary schools
- established a programme for the development of middle leaders
- developed proposals to establish school-based leadership, initially in creativity and diversity
- established an annual Envisioning Conference for Headteachers to assist in the development and leadership of the Remaking Learning strategy
- the secondment of an experienced secondary Headteacher to support the Building Schools for the Future programme

8.5 What BSF will provide

Building Schools for the future will provide Advanced Learning Centres as hubs of local learning and caring communities, in which will be brought together the results of a sea-change in the working patterns and interactions of staff and volunteers connected with delivering the young people's agenda.

These centres will provide opportunities for inter-disciplinary collaborative learning, peer coaching and reflective practice bridging professional divides. The synergy of local area action teams will find new environments which further promote innovation and creativity in devising new solutions to the issues faced by vulnerable youngsters.

Teaching staff and those who support learning in different ways will find feasible spaces, leading edge technology and interaction with staff from other disciplines, all of which will promote exploration of new approaches and methodologies. Advanced Learning Centres will promote adult learning, including the learning of adults who are employed or engaged in them.

ALCs will provide exciting on-the-job learning opportunities for leaders and managers at all levels, and by bridging the gap of current secondary schooling with their surrounding communities will provide challenging learning in the domain of community governance.

In summary, while governors, leaders and staff will shape the achievement of these new learning centres, working differently with young people and lifelong learners from the community will provide a framework of challenges and opportunities which will in turn shape the talent and future learning of staff. Staff, young people and their families will thus become co-investors and partners in learning.

8.5 The Experience of Stakeholders

The Staff Perspective

I have been an Advanced Skills Teacher for several years now, some of that time in my previous school and now in the Advanced Learning Centre. I have been well supported through our regular network meetings facilitated through the Leadership Centre. I feel so privileged to have supported staff in three of the Primary Learning Centres which are part of our local learning community, as well as in five other ALC's in their modern languages departments. I have played a big part in our bid for Language College Specialist Status and I have learned a lot from editing the languages site in the authority's Virtual Learning Environment. Teaching Spanish and Russian to primary age learners through our video conferencing link and twilight clubs has broadened my skills further, and next year I have volunteered to take an evening class in Spanish. My head of department is encouraging me to think about development for leadership and I have heard that there are about fifteen teachers in the region at a similar stage to me who have asked the Leadership Centre for access to a nationally accredited programme delivered here in Barnsley, partly through the University Centre. The tutors are top-notch and there is a strong leading-edge action research dimension to the study. It is really exciting.

I am a Learning Mentor working mostly with Year 8 learners at an Advanced Learning Centre. I start work at 8am as a number of the young people that I support come for the Breakfast Club session. Making contact with them during that period enables me to check through with them the programme for the day, their preparedness for the different sessions, whether they have organised themselves with the right equipment and whether they have completed their study tasks and assignments. It also gives me a chance to get an early indication if they are going to be absent and alert the attendance team. I have really enjoyed my five years as a mentor and have felt well supported by the mentor network group which meets every six weeks at the Leadership Centre for personal contact, as well as through our on-line conferencing facility. A group of us are interested in up-grading our competences through a course which can lead to qualification as a Youth Support Worker, which is a multi-agency-tutored programme at the Leadership Centre but which involved mostly learning through on-site placements and guided research. Being a support mentor for the 17 year old learners accessing the Barnsley

Ambassador Trust Programme, which offers youngsters a high profile learning experience elsewhere, has encouraged me to be confident that I have the potential to work more broadly with young people. I have already learned a lot from working with colleagues in CAMHs, the teenage pregnancy strategy and the Life Chances team who are all part of our Youth Support team here in the ALC

8.7 Support for the Management of Change

Developing leaders and the new workforce for children and young people is a key task in the interim between now and opening of the ALC's. For this reason, we will commit with our partners to:

- Developing a leadership centre for change for children, which will foster development of staff across statutory and voluntary agencies and community partnerships, providing learning opportunities to acquire skills and competencies needed to progress.
- Encourage inter-institutional and cross-agency networking, peer coaching and collaborative development.
- Link with wider regional and national projects to develop a professional learning culture.
- Expand in the school sector the support and networks for NQT's, AST's, aspiring leaders, governors.

Existing staff will also need considerable support in the challenging process of transition towards the ALC's. We will:

- Publicly commit to supporting them in liaison with their senior managers and their professional associations.
- Make explicit the processes and procedures for appointing staff to the ALC's.
- Support individual staff with advice and guidance.
- Adjust CPD programmes and recruitment processes to take account of the situations of staff in transition.

9 ICT

9.1 The Challenges for Barnsley

Whilst Barnsley is a national leader in ICT provision with a solid base in terms of ICT developments and skills, there remains much to do in supporting and driving the transformational change we seek to achieve in Remaking Learning.

The time is right for a transformational change underpinned by the innovative use of technology. New technologies are a part of everyday life for our pupils – no school age Barnsley pupil has experienced a world without personal computers and associated technologies.

9.1.1 The standards and achievement theme

This theme applies to all learners and practitioners and encompasses all outcomes which are in support of achievement and the raising of standards. It addresses curriculum design and delivery.

The outcomes which comprise this theme are:

- To create learning environments and opportunities whereby every learner and practitioner can fulfil their potential.
- To strive for innovative curriculum design and implementation. With the growth of suitable content and its ease of access coupled with the variety of multi-media delivery opportunities available, practitioners have the opportunity to constantly improve the design and delivery of their curriculum.
- To progress the Personalised Learning agenda with its constituent parts: This is the drive to tailor education to individual need, interest and aptitude so as to fulfil every young person's potential. Personalised learning means high quality teaching that is responsive to the different ways students achieve their best. For children and young people, it means clear learning pathways through the education system and the motivation to become independent, e-literate, fulfilled, lifelong learners. For schools, it means a professional ethos that accepts and assumes every child comes to the classroom with a different knowledge base and skill set, as well as varying aptitudes and aspirations; and that, as a result, there is a determination for every young person's needs to be assessed and their talents developed through diverse teaching strategies.
- To make possible flexible study – anyone, any time, anywhere. With book based learning the learner was physically constrained by the location of the books. In the electronic information age these barriers can be removed. We can make it possible for learners to access the repository of all their work – their e-portfolio from anywhere. This meets the needs of all learners wherever they choose to study, those with special needs and children being educated other than at school.
- To enable collaborative learning - seek opportunities for partnership working in all we do. Increased collaboration is vital in order to deliver the new opportunities that the 14-19 agenda offers. The aim is for schools, colleges and other providers to respond better to the needs and circumstances of individual young people, and no single school or college can expect to offer the full range of 14-19 options on its own. In particular, new partnerships will need to be developed between learning institutions so as to:
  - Meet the student entitlement at 14-16
  - Enable coherent curriculum planning
  - Provide wider choice throughout the 14-19 phase

- Smooth the transition between pre and post-16 learning

Collaboration will also be required between learning institutions and employers to support the greater emphasis on work-related, work-based and enterprise learning.

- To facilitate on-line learning communities. Today, learning communities means classes in schools. On-line communities break the physical barriers of rooms and buildings. The same group of learners could continue to act as a community when they are not in school by using technologies. In addition they could become members of other world-wide learning communities using facilities such as web logs (or Blogs). For example, protected by the anonymity the Internet allows, learners can join Blogs which allow the submission of creative writing for discussion and review by their peers. Common interest groups already exist for most subjects.
- To research, recommend and make available tools for innovation such as databanks of e-learning resources i.e. content for example to support individualised (one to one) learning eg South Yorkshire eLearning Programme
- To continue researching and developing virtual environments for all learners and practitioners to enhance their learning without barriers.
- To continue the embedding of ICT in lesson and work practice. This calls for training, coaching, mentoring and the implementation of national strategies.

9.1.2 The leadership and management theme

This theme applies to all those involved in the leadership of learning activities

The outcomes which comprise this theme are:

- To ensure Barnsley has world class leadership and management of learning activities that encompasses outcomes related to strategy, plans, staffing – recruitment, retention and training, budgets, and curriculum monitoring
- To manage staff development by recording core skills and capabilities of all school staff and map to training and development plans.
- To monitor the curriculum across all learning establishments to facilitate the spread of best practice and to ensure that the standards and achievement outcomes are met.
- To develop teachers to make full use of ICT in all they do ie management systems, communications, learning resources, collaboration, sharing best practice
- To ensure that there is effective use of data and that stakeholders have access to, and share, relevant information and knowledge

9.2 Key Principles for Development

The transformational change, to be realised by Remaking Learning, will be supported by the innovative use of the opportunities made available in the information age. The promise of anytime, anywhere learning is a realistic vision for Remaking Learning. Wireless, mobile, broadband, web based and other emerging ICT and digital technologies have converged opening the door to new opportunities for learning.

In developing our vision for learning supported by technology we have identified these key principles:

- Our solutions will be inclusive ensuring equality of access for all, tailored to meet individual needs

- Technological developments will be 'learner led' – we will not deploy technology for technology's sake. Technology alone will not create our transformational change, but we are well aware that learning cannot transform without it.
- Our ICT developments will be sufficiently flexible to respond to future developments. The design, commissioning, deployment and management of ICT developments will be set against the context of ever evolving pedagogic, technological and organisational developments.
- We will safeguard against exacerbating the digital divide as the drive towards the constant availability of learning via technology gathers momentum. (At present, Barnsley has a significant proportion of the population with no internet connectivity).
- We will strive to deliver an appropriate and sustainable solution to facilitate ubiquitous access to our learning resources. Although we see the ALCs as 'virtual' hubs for learning through the Learning Alliances, it is not sufficient for the community to come into the ALCs to have access to its ICT resources.
- The value of information/knowledge will be maximised. We will improve our information management, sharing and governance arrangements and information will be openly and routinely shared with staff understanding the policies and principles around this.
- Our key business and learning processes will be reviewed and made as efficient and effective as possible through the use of integrated, knowledge based systems.

9.3 Our Vision for ICT

The change, brought about by realising our vision of Remaking Learning, will be transformational, signalling the most radical rethink of learning ever undertaken in Barnsley. This transformational change will be supported by the innovative use of the opportunities made available in the information age. The new Advanced Learning Centres allow us the opportunity to rethink the physical organisation and layout of our learning spaces and build on the high quality foundations already in place to support the delivery of this step change in aspiration and expectation.

Barnsley is a national leader in terms of ICT provision and our eLearning strategy is set in the context of progress from a solid base in terms of existing ICT investment, infrastructure and skills. In the future, we want Barnsley to be at the forefront in the use of new technologies within our learning processes.

There is a very clear agenda for taking forward eLearning, ICT and information management within the Council, our partners and ALCs across the borough.

In Barnsley our vision is to empower every learner and associated stakeholders to harness the power of ICT to achieve excellence and engender a passion for, and enjoyment of, learning.

In this vision we see children and young people, teachers, support staff, parents, carers, governors and the wider community using our Advanced Learning Centres as a hub for access to technology, learning and associated services. Our aim is to create a borough where our citizens are at ease in the digital world, having the confidence and skills to access information and services whether delivered by computer, mobile phone, television or other devices.

We will harness the power of ICT to modernise our services so they are as personalised, efficient and responsive as possible. These new technologies will underpin the development of more joined up services centred around our ALCs. The value of our information/knowledge will be maximised ensuring that the right information is accessible at the right time to the right people.

As such, our stakeholders have developed statements for their perception of how learning, supported by ICT, will be seen in the near future.

9.4 Current Developments

Since 1998 there have been significant improvements in ICT in schools with heavy investment in creating a comprehensive infrastructure and building the borough-wide learning network.

Barnsley has embraced, and is realising, the vision of a connected learning community and through the use of Information and Communications Technology (ICT), is offering new opportunities and making learning resources accessible to learners. In realising the concept of a Learning Society, Barnsley has established a Borough-wide broadband learning network delivering the benefits of a localised learning network throughout the community. Through the strategic and cohesive planning of ICT, the initiatives and associated funding have been maximised to lay down the foundations for innovative and exciting educational developments in ICT.

The Barnsley learning network connects all schools, study support centres, libraries, CLCs, youth centres, children's homes and other community learning centres within a secure environment and is a focal point for resources and information surrounding learning and personal development. Integrated with the corporate network this facilitates information sharing and access to 'corporate' services across the both networks.

Schools are increasingly aware of the potential of ICT to enhance learning and teaching and are making significant steps to becoming more e-confident schools.

A common virtual learning environment (VLE) supports web-based e-Learning for community users, SMEs, colleges and schools.

We have a well-planned and strategic approach to information management and have made significant improvements in the way that management information about schools, teachers, and our pupils is defined, processed and used as part of raising standards. Further development of our information governance arrangements is a major project for us at present ensuring that we have the necessary policies and protocols to facilitate the sharing and exchange of data to enable more joined up and efficient services.

Barnsley schools have always significantly exceeded all national ICT related targets in particular with all secondary schools since 2004 having a broadband connectivity of 100mbps (primary schools have 10mbps connections).

9.5 What BSF Will Provide

Initial plans suggest that the prerequisites for the physical infrastructure are:

- Each ALC will have a connection to the Barnsley corporate/learning net WAN with bandwidth of at least 100mbps into the institution and high bandwidth connectivity to National Education Network (NEN)
- Broadband connectivity will extend beyond the ALC boundaries into the community to facilitate access to learning and services for learners, their families and the community
- There will be a high speed backbone infrastructure with wireless provision throughout the ALC ie every learning space will be electronically enabled including power and access to the LAN either through cabling or through wireless connection - including the ALC grounds outside the buildings
- We intend that every learner has their own device. This may will be a mixture of desktops, laptops, tablets, handhelds and other portable devices. This is an area of rapidly changing development and so we fully expect the actual technology deployed to change over time

- Cameras will be available in all teaching areas to support video conferencing technologies, to routinely record lessons and potentially to deliver CCTV
- The ALC network will allow high speed internal data transfer and the IP network will also carry CCTV and IP telephony. The network will be able to accommodate one to one on demand IP video conferencing
- There will be a 1:1 ratio of laptops/tablets to teachers/teaching support staff from which staff will be able to support learning – generating, accessing and collaborating over digital content and e-learning resources
- The virtual/managed learning environment and learning portal will be used to structure blended learning opportunities and assessment of and for learning of individual pupils. It will be accessible anywhere and anytime by anyone involved in the learning process. It will facilitate secure access to accurate and timely information for learners from the MIS systems, teachers, support staff, parents and other partners to support learning and personal development. ePortfolios will be available to every learner and comprehensive, engaging and motivating content will be accessible wherever and whenever the learner wishes to learn
- Smartcard/RFID proximity devices and/or biometrics will be used to deliver services within and across the ALCs such as: security and access; real and virtual attendance; cashless catering and vending; access to the network; reward schemes – these will integrate with wider initiatives such as travel passes
- To support the transformational change the technology must be dependable, predictable and secure and all stakeholders must have confidence in it's effective operation. Therefore proactive and timely support for the technology is a prime consideration in realising our vision.
- Effective technical support, deployed to harness all the advantages of standardised systems and remote support, releasing staff from pursuing technical support issues themselves
- A managed service will provide onsite network management that will play a full part in the strategic developments in the ALC, supported by onsite and remote technical support.
- We will deploy accessible, reliable and durable hardware to minimise technical support and technical support standards will be introduced including more proactive support

9.6 The Experience of Stakeholders

9.6.1 Learners

There is flexibility in terms of the times, places and ways in which I learn. I am able to access learning and support from outside of the typical learning environment. There is sufficient and appropriate equipment to allow me to have individual access and the underlying infrastructure is reliable and widespread.

I use the virtual/managed learning environment to access my learning which has an appropriate interface. It is very similar to the one I used at my primary school so it made it easier when I moved to the ALC. I have access to my learning resources and online support 24/7 apart from a few hours over night when security backups and system updates take place. I can access great dynamic interactive content that supports my learning. I can also create digital content which, once approved, can be shared with others

I have an increased curriculum choice and can now access some minority subjects – these are taught across several institutions (both within Barnsley and wider). I feel fully empowered

which means I can take advantage of the full range of learning opportunities and flexibility that the technology offers

My learning is personalised to me – it is responsive to my individual needs throughout my life. It is tailored to my own learning style, ability level, interests and my aspirations. I have increased personal access to alternative sources of learning support and information/knowledge but I have access to an adult on a regular basis – they set programmes of work, expectations and targets. I also have access to my eMentor whenever I feel I need help or support. All my friends and I achieve excellence and find learning an enjoyable experience. I use different technologies to collaborate with other students – sometimes this is via video conferencing or by using the VLE tools to share and work together

If I miss a 'lesson' or need to clarify part of a lesson I attended, I can use the VLE to access the 'recorded' lesson which I can play back later. My friend cannot attend the ALC at the moment but she has access to the recorded lessons via the VLE and also can access relevant learning resources, support and our collaborative work. We often work together on projects even though she is in hospital at the moment, we often use the video conferencing facilities to 'meet up'.

The infrastructure, hardware, applications and content is selective and responsive to the individual needs of SEN/SLD and EAL learners. Adaptive technology is able to cater for the needs of learners with specific disabilities. The ability by users to switch to large text size possibly with the use of large screens will help the visually impaired. Hearing loop systems and headphones will help those with hearing difficulties. The increased availability of electronic learning materials and the ability to record and replay lessons will enhance the provision to learners who experience absence through illness or disrupted attendance through lifestyle – for instance Traveller children.

9.6.2 Teachers, practitioners, support staff and other learning providers:

Learning is the driver of innovation in the use of technology and the technology is transparent. This means that we use technology for learning's sake. There are no barriers to the use of technology. We are all fully trained in the use of the technology. It is reliable and contains exciting and motivating content

We are able to facilitate excellent learning. Technology has become a tool allowing us to create excellent learning opportunities. As practitioners we are able to embrace emerging pedagogy, technology and practice

Our learners enjoy their independent and differentiated learning – we are aware that they are more engaged and motivated. We find this has positive effects on behaviour, attendance and attainment / achievement whilst it reduces student disengagement with the learning process

The integrated systems and processes enable individual monitoring and allow us to easily track progress giving evidence-based, timely feedback to learners, without increasing the bureaucracy on us. These systems help us to 'get to know our learners better', and using them we can handle data seamlessly to inform learning, teaching and wider support

The new technologies have meant that collaboration has increased amongst ALC staff (teaching and non-teaching). I create digital resources which are shared throughout the ALC and with other ALCs and institutions.

Information about students is securely shared much more readily (e.g. real time attendance records) with consequent improvements in academic and pastoral care through early warning systems. The systems facilitate joined up information between all relevant partners. I can easily and securely register a concern about one of my students and know that this will be registered and acted on appropriately.

As a specialist tutor I, use video conference type technologies to allow small cohorts from my ALC and across the borough to form practicable 'classes'. This collaboration has allowed niche or specialist subjects to become economically and academically viable

The entire teaching workforce is "e-competent" – we have a continuous training regime to keep the workforce up to date with new technology. There has been a change management programme for teaching and learning using new technologies. We all use online collaboration and mentoring to support study. All staff will have the necessary skills and competencies to use and manage information and understand the governance arrangements underpinning this

I can plan my work from any location, I use the online systems at home and from anywhere in the ALC – truly anytime and anywhere access.

ICT provision is sufficient and appropriate to help address the needs of pupils with special educational needs, or who are absent, at risk, or disaffected with traditional methods of learning

The use of ICT is embedded across the curriculum ensuring access to ICT as and when it is needed for teaching and learning

9.6.3 Parents/Carers

As a parent/carer I am fully supportive of my child's development. As a parent/carer I am fully informed of my child's progress. I have direct access to my child's work portfolios including homework and can communicate electronically with staff when I have concerns.

I am fully involved as a member of the ALC community – I have always been very supportive of my child's education but I now have started learning myself. I have access to my e-learning material and I am able to fulfil my lifelong learning aspirations it's great fun.

Like other parents, I have high aspirations and expectations for my children. We all want our children to achieve excellence and we are supportive of our ALCs in their efforts to achieve this. I remember when I started my secondary school – it was so different and I felt really unhappy for the first few weeks until I 'settled in'. It's different now – our whole family is used to going into the ALC to access services and to use their facilities like sports and ICT. Also they make it really easy for the new pupils – before my children started at the ALC they had worked with several pupils and teachers from the ALC on on-line projects and used video conferencing to 'meet' pupils and staff of the school. My children also had access to virtual inductions and online mentoring.

9.6.4 Governors

As a Governor I have had training and feel sufficiently conversant with the Learning portal to access all the electronic information relevant to the planning and management of my ALC – including financial information and the SIMS system. The technology is straightforward and intuitive to use.

My fellow governors commit to the principle of collaborative learning – i.e. we develop links with and work with our partners (schools, colleges learning centres, partners and employers), with common goals for maximising choice and diversity for all learners using common technologies and integration of information

9.6.4 Members of the community

Our ALC provides a range of services and activities, available both within and beyond the school day, to help meet the needs of pupils, their families and the wider community. These are delivered by partners working together and are recognised as a resource for all

We can access services within or outside of the ALC. Electronic service delivery enables us to access services within the home. We can use video conferencing type facilities in the ALCs to allow us 'face to face' access and support to professionals in services around the borough and outside the borough (whether social care, health, local authority etc)

I access a learning portal which recognises me and delivers relevant information, access to learning applications and web-based services. I also have access to electronic personalised learning materials for my own use

When I visit the ALC, technology is used to control building security so I am restricted to specific areas

The ALC has close, mutually beneficial, links with me as a local employer. I work with the ALC to develop learning pathways and nationally recognised qualifications closely tied to my skills need and the career opportunities in our sector. We have established interview and job guarantee schemes with the ALC and we now sponsor the specialist technology training facilities.

9.6.5 LEA and other support services

The relationship between the LEA and schools and other stakeholders is one of trust, respect and empathy. Implicit in achieving this are excellent two way communications and transparency. We use electronic communications to target specific information to relevant stakeholders.

We have well publicised and well understood information governance arrangements which enables the sharing of information and knowledge between all agencies putting citizens at the heart of our services

A performance management culture is embedded throughout. Monitoring and reporting are effortless with automated, integrated systems alerting to potential weakness, at all levels, where appropriate.

The new culture of openness is prevalent throughout the Service – information is openly and routinely shared and all staff understand the policies and principles around this. Demands on ALC and other partners for data/information have been minimised

We support ALCs to develop high quality teaching, learning and assessment in ICT as a core subject and in other subjects where ICT is used

In support of ALCs , I help develop effective strategic leadership and management of ICT and support schools to become e-confident. We also work together to build effective working partnerships with other organisations and departments to ensure maximum benefit to schools and learners

9.6.7 School Management

At our ALC we undertake continuous self-evaluation using appropriate technology and data resulting in greater school effectiveness and school improvement

Our integrated systems support flexible working and personalised learning and provide information about the location of pupils at any time, what they are doing, where they stand in relation to personal targets and what they need to do next

We are all committed to continually improving information management and governance within the whole ALC. We have become a knowledge based Service with all staff having an understanding of the values of good information management. Information is a resource which is managed like any other asset

All staff have an e-portfolio will allows an us to carry out an institutional skills audit and consequent access to in-house expertise and specialist support e.g. niche languages

There are opportunities for new roles within the ALCs including content developers and/or and learning resource assistants

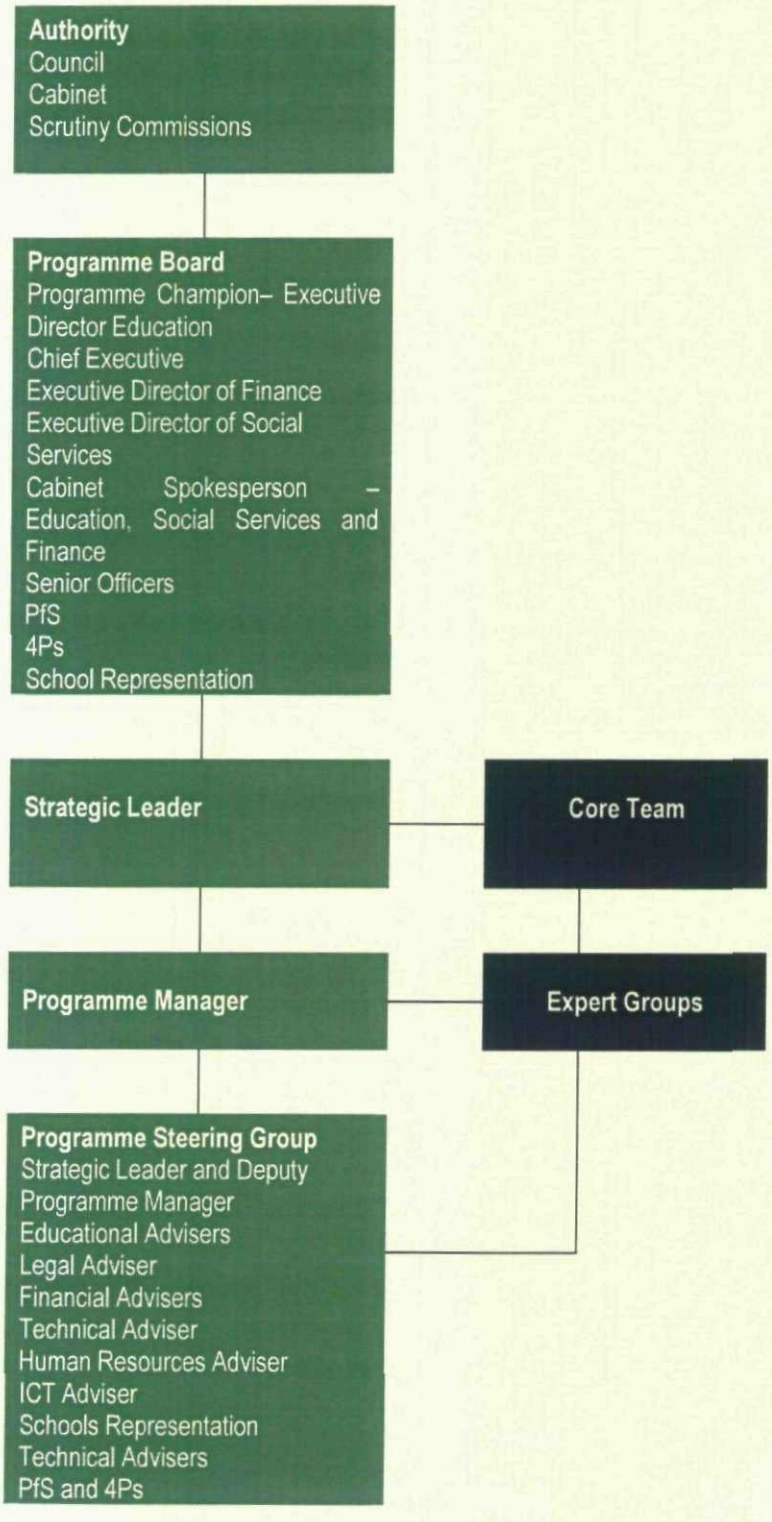
We use online communities of practice to support workforce development and reform across all areas

9.7 Support for the Management of Change

- Working with other SY authorities on pilots to tighten up the specification to help determine the ICT strategy in terms of ICT infrastructure and solutions
- Establish proof of concept on the e-learning portal in relation to ICT delivery, so that learners, parents, staff can achieve greater access to information, such as an assessment, attendance, so as to facilitate their involvement in exploring the technologies and using collaborative tools
- Piloting video-conferencing, tablet PCs, other interactive media, e-mentoring devices such as digital TV, and general web-access
- Training of e-mentors
- Review and map progression from existing VLE to a Learning Gateway
- Engaging schools through the pilots in exploring the architecture of ICT that will deliver the e-learning of the future
- Developing access to consultancy and assistance through the Corporate Joint Venture arrangements for ICT
- Meeting with Wave 1 and Wave 2 BSF authority ICT teams to apply learning from their experience
- Supporting schools in the development of their own ICT visions
- Planning the transition from the current brokered support system to a more comprehensive Managed Service system and mapping onto the ALC's support requirements
- Planning the development of the ICT common infrastructure to support the BSF vision
- Planning the initial provisioning of the ALC's ICT equipment in conjunction with the ALC
- Planning the refresh cycle of the ICT equipment

10 The Management and Governance of the BSF Programme

The organisation structure for Barnsley is represented in the following diagram:



Programme Champion

The Programme Champion is the Executive Director Education, Edna Sutton, who provides the key officer voice nationally and on the Programme Board, at Cabinet and with the key stakeholders e.g. schools

Programme Strategic Leader

The Assistant Executive Director, Performance, Infrastructure and Development, Steven Mair is responsible for the delivery of the programme, with overall targets of keeping within budget, timetable and providing the complete product as required. He will be assisted on this by the Head of Service, Infrastructure for Learning, Tom Storey

Programme Manager

The Programme Manager is responsible for the day to day detailed management of the programme

Programme Board

The Programme Board will have delegated to it the objectives of the programme and carry out the following functions:

- Recommend the Strategic and Outline Business Cases to Cabinet
- Recommend the selection of the short-list of bidders to Cabinet
- Recommend the ITN, including all contractual documentation to Cabinet
- Select and recommend the Preferred Bidder to Cabinet
- Recommend the Final Business Case to Cabinet

The Programme Board will also be responsible for monitoring programme progress and managing the political dimensions of the programme.

The Programme Board will meet monthly, will be serviced by the Strategic Leader, Deputy and Programme Manager and the meetings will be minuted.

Programme Steering Group

Programme Steering Group will include education, technical, financial, procurement, human resource and legal officers, Partnerships for Schools and 4Ps.

The Programme Steering Group will support the Strategic Leader in the delivery of the programme.

Expert Working Groups

Under the overall leadership of the Assistant Director Performance, Infrastructure & Development, Education and the Head of Infrastructure for Learning, Education and the day to day management of the Programme Manager the following Expert Groups will operate:

Work Stream	To include
Learning	Leadership and Governance Models Curriculum Analysis Learning & Teaching Planning Relocation School re-engineering Full service & Extended Schools Community Use
Property & Design	Sites Planning Space Planning Pupil Place Planning Surveying AMP School Reorganisation Design integration Designing in transformation
Change Management Support Group	Support for school management, leadership and governance in transition management
Workforce Remodelling (including HR)	New ways of working Trade Union Liaison TUPE Pensions Recruitment & Retention New requirements
Transport	Transport Links PTE
Finance	VFM Budget Analyses Modelling Revenue Projections Affordability Analysis Joined-up funding Pensions
ICT/E Learning	Curriculum Integration Software Hardware Management Information
Legal	Local Issues LEP Procurement Programme Agreement Pensions Site Issues
Communications	Consultation requirements

Assistant Executive Director, Performance, Infrastructure and Development, the Head of Infrastructure for Learning and the Programme Manager are members of all groups.

Trade Union Liaison

Regular meetings with the trade unions will take place jointly on aspects of both the PFI and BSF programmes. These will occur on a monthly basis chaired by a Council Officer from the working group team.

Core Management Group

A core group of officers will meet at least weekly and as and when required to drive the programme through.

11 Engagement with Stakeholders

The priorities and strategic objectives in this vision have been developed from a wide range of contexts in which stakeholders' and partners' views have been gathered.

The majority of developments, including specific projects within Education Services, have regular consultation with service users, customers, partners and providers as well as with learners of all ages.

We consult with:

- the general public through Think Local, area forums, community events, feedback from community newsletters and through individual contact with parents, for example on the budget.
- partners and providers in the process of generating all plans and strategies. We consult with Headteachers and governors through regular meetings and forums and through service surveys, including brokered services and strategic services, and the annual countrywide survey of schools' views of their LA, conducted by the Audit Commission.
- young people through the Youth Council, youth summits, speak-outs, speakeasies and school councils. We strongly believe that it is every young person's right to express their views and we are always ready to listen to them. We will be working with the Children and Young People Trust to establish more cohesive consultation with young people.

11.1 Involving Young People

In order to secure the participation of children and young people in all our major plans that affect them, we have set up a Voice and Influence Task Group, which is a sub-group of the Children and Young People's Strategic Partnership. The task Group involves young people, officers and strategic partners in steering the development of young people's participation, with the goal of achieving the Making a Positive Contribution outcome of Every Child Matters.

The Task Group has supervised the widespread consultation of several thousand children and young people about their hopes and ideas of what can be achieved through the first Children and Young People's Plan in Barnsley. A summary of the main ideas and issues raised by them was published to all adult participants in the borough-wide consultation about the plan.

Clearly, Building Schools for the Future is a crucial implementation strategy whose vision is at the heart of the plan. It affects and impinges on the futures of children currently in our primary phase of learning, and therefore we have involved over three hundred of them in a summer school at Elsecar Heritage Centre exploring the kind of learning we need for the 21st Century, and the kind of spaces in which their learning might take place.

This focus on listening to the views of young people and acting upon their insights and ideas is already well embedded in our processes and will be progressively strengthened as we move from borough-wide to school-specific visions and implementation plans.

In particular opportunities for young people to log onto and contribute to the BSF website are being made available

11.2 Key Stakeholders

As part of the initial BSF Communications Plan key stakeholders have already been identified. Following recommendations from Gateway Review and in order to build on and maintain existing relationships that have been developed as part of the Remaking Learning consultations further analysis of the stakeholders has been carried out. This has involved categorising stakeholders into three areas:

- Those who are critical to the success of the BSF Project
- Those who are important
- Those who need to be kept informed

Each stakeholder group or organisation has been reviewed in more detail to identify individual needs such as:

- What information do they need from the BSF Team?
- How will they want to receive this information – what is the best way of communicating our message to them?

Based on the outcomes of the stakeholder analysis a comprehensive plan of continuing consultations and communications is being developed to run throughout the life of the Programme.

11.1 Communications and Consultation Arrangements

A variety of consultation arrangements have been put into action and are planned to take place to ensure that Stakeholders are being kept informed and asked for comments at all stages of the BSF Programme:

- Remaking Learning Consultation - In February 2004 four events took place based on existing school clusters to deliver the Remaking Learning Vision presentation and all staff and Governors were invited to attend. In addition officers attended every area forum meeting (9) to deliver the presentation.

  The Remaking Learning Vision presentation was also delivered to the following:

  - All member seminar
  - All senior officer seminar
  - Barnsley College
  - All Headteachers
  - Chamber of Trade
  - "One Barnsley" Forum
  - Governors Forum
  - Trade Unions

  The Remaking Learning prospectus was published and distributed to all staff and partners in 2004/5. In addition a version for parents was distributed to all homes through the local free press

- BSF Website - The BSF website is now live and can be accessed via the barnsley.gov.uk site. The site provides access to all stakeholders on a range of BSF

issues and includes a section on "Frequently asked Questions". The site will be updated on a regular basis to inform all stakeholders of current developments and issues.

- Statutory Consultation - A programme of school reorganisation statutory consultation meetings began on 18 October 2005. The BSF Team are meeting with staff, governors and parents of pupils of the secondary schools and their feeder primaries to present the Remaking Learning Vision and outline the possible options for the potential reorganisations. Everyone has the opportunity to write in support or state their objections to the proposals. All issues and questions raised at the meetings will be recorded and will form part of the report to Cabinet on the preferred options.

  If approval is given for the preferred options Statutory Notices will be issued in the press and a further formal consultation on the single option will begin from March 2006 for a period of two months. Copies of the notices will also be placed in the main entrance of the schools and other conspicuous places. A further series of meetings will be held with all those who were previously consulted – again notes of issues will be taken and they will be informed how to submit a statutory objection.

  The statutory consultation process will be completed by July 2006 to enable SOC to take a decision.

  Meetings of a similar format for staff, governors and parents (including feeder primary schools) will also take place at those schools not subject to reorganisation proposals.

- Design Champions - All schools have now nominated a representative from staff to act as a Design Champion. They will look at how to develop the initial designs for an ALC that properly reflect the needs of the curriculum. Design Champions will be involved at every stage of the design process and will help to promote the participation of other staff and pupils in the school.

- School Link Officers - Each school has been appointed a dedicated Link Officer from the BSF Team. Lessons learned from PFI highlighted the need for a named point of contact for Heads and staff to make sure that any issue or question raised is dealt with and to support the school through the various stages of the BSF Programme.

- Governing Body Meetings - During the Autumn Term, in addition to the statutory consultations, all secondary school governing bodies (with the exception of the Elmhirst) will be provided with a briefing explaining in more detail about BSF.

  Two further meetings will take place in the Spring Term. The first meeting is to make specific proposals to the schools on their financial contributions and the second to seek their approval of the contribution.

- Communication to Staff – A communication to staff has been produced that sets out our commitment to colleagues in Barnsley's secondary schools. The Programme Board approved the draft document in November and subject to trade union consultation this will be distributed to all staff in secondary schools.

- Staff Meetings – Following feedback from the statutory consultation meetings to date it has been agreed that a further round of meetings will be arranged for staff at each school to discuss in more depth staffing issues and concerns. Regular staff meetings will be scheduled to take place throughout the BSF Programme and Trade Unions will be involved at all stages.

- Trade Union Liaison – Regular monthly meetings take place with the Trade Union Representatives to keep them up to date on all developments and to provide a forum for questions to be raised and responses provided.

  Trade Union Representatives have also been invited to attend the statutory consultation meetings for staff.

- Area Forum Meetings – Officers from the BSF Team will attend Area Forum meetings to inform the communities in the area of the developments in the BSF programme.

- BSF Newsletter – A regular newsletter will be forwarded to Secondary schools for circulation to all staff. The first newsletter will be issued prior to Christmas. This will continue throughout the life of the BSF Programme.

- BSF Headteachers Newsletter – A newsletter specifically for the information of Headteachers is being produced on a monthly basis. The second issue will be distributed by the end of November.

- Communications Officer – A dedicated Communications Officer for the BSF Team is to be appointed. This officer will develop and review the current Communications Plan to ensure appropriate levels of continuing consultation throughout the Programme.

  They will also act as a central point of contact for all stakeholders to raise issues and questions, helping to ensure that all stakeholders receive consistent accurate information.