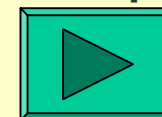


The Royal Borough of Windsor and Maidenhead  
**The Primary Strategy for Change**  
Consultation on principles  
Spring 2008

Please complete your school name (or other organisation) below:







Please complete your name and title below:

next page....






This is the main menu page, from which you can move to any other page in the consultation document. To return to this page from elsewhere in the document, please use the green 'home' button in the top right or bottom right corners. To move back and forwards through the document, you can also use the green arrow buttons.







## Introduction

Foreword	Page 3	
Navigating around and completing the document	Page 4	
Background to the PSfC, nationally and locally	Page 5	
Layout of the document	Page 6	
Returning the document and Questions	Page 6	
Some useful documents	Page 7	



## General issues

Funding	Page 8	
Raising standards	Page 10	
Addressing deprivation	Page 12	




## Sufficiency strand

Supply of school places	Page 13	
Choice and diversity	Page 15	
School sizes	Page 16	
Admission numbers	Page 18	
First admissions to school	Page 20	
Early years education	Page 22	



## Condition strand

School condition	Page 23	
Sustainability	Page 25	
Kitchens	Page 27	



## Suitability strand

School suitability	Page 29	
Special Educational Needs	Page 32	
ICT	Page 34	


## Schools in the community strand

Children's Centres	Page 36	
Extended schools	Page 37	

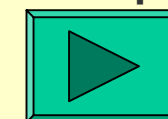
## Prioritisation of projects

Identifying investment priorities and projects	Page 39	
Prioritisation questions	Page 40 to 42	

## Final points

Final points	Page 43	
--------------	---------	---

next page....



## Foreword

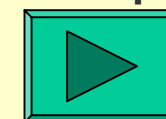
Over the past few months the Royal Borough's Schools Accommodation Service has been talking to Headteachers informally about the Primary Strategy for Change (PSfC). This will see, from 2009/10, an injection of over **£40m** of new capital monies, with the expressed aim of transforming teaching and learning in the primary sector over a fourteen year period. The PSfC will cover all nursery, infant, first, primary and junior schools in the borough, together with the primary Pupil Referral Unit at Brocket.

This consultation document follows on from those informal discussions and we are now seeking your views on the principles that should underpin that strategy. The next few pages give more detail about the PSfC programme itself, together with information about how to use this document and how to return it to the borough. The consultation document examines then each of the issues that the borough believes will need to be addressed in the PSfC, with suggestions for long-term aims, an approach to change and initial investment priorities. Consultees are given the opportunity to assign a priority grading to each of the issues addressed in the document.

It should be emphasized at this point that absolutely no decisions about the PSfC have yet been taken. Clearly, the borough has an idea about the principles underlying the strategy and the way in which the money should be spent (at least in the first few years of the programme) but these are likely to change as a result of this consultation. It is also likely that, given the scope of the PSfC, that there are things have not been covered or that schools will suggest new ideas worthy of consideration and these may be included as well. It is worth noting that the borough will need to demonstrate to the DCSF that the strategy has the support of the majority of primary schools.

We believe that it is vital, therefore, that all schools in the primary sector, including the PRU, should be as fully involved in the development of the borough's PSfC as possible and so we are expecting a response from each school. Responses will also be invited from middle, secondary and upper schools as well as the Diocesan authorities and other stakeholders. This is a fairly lengthy document, but it is hoped that it will serve as a firm foundation for a successful PSfC for the borough.

next page....



## Navigating around and completing the document

This Primary Strategy for Change consultation document is being sent out to schools as a powerpoint document, which can be completed electronically. It was felt that this approach provided the best solution to allowing consultees the opportunity to comment on all the various aspects of the document without having to wade through pages of empty boxes to provide the space for those comments.

### Navigation

You can navigate your way around this document using the green buttons at the top and bottom of each page. The 'home' button will take you back to the main menu page (from which you can jump from page to page). The backward and forward arrows will move you back or forward a page. If you know your way around powerpoint, then the other usual commands will also work. You may find that a left-mouse click advances you a page when you might not necessarily want to – if this happens, please just use the back navigation button to return to the desired page. If you have a scroll wheel on your mouse you can also use this to move back and forwards.

### Answering questions and providing comments

This consultation document asks you to answer many questions, usually by putting a tick in the relevant box. All of these questions are in bars that are coloured and numbered according to which of the five elements of the Primary Strategy it relates to (see following pages). You will usually also have the opportunity to comment on the particular aspect of the consultation. To do so, click on the "click to make comments" button on the right hand side of the bar.

This will take you to page with space for your comments. Some of these pages will have several spaces for comments – the questions are colour-coded to the appropriate comments box for easy identification.

Although the comments spaces may seem relatively small, you can keep typing in them and they will keep scrolling down to provide more space. If you want to start a new line or paragraph hold SHIFT on your keyboard and and press RETURN.

To then return to the original page, click the button on the right.

### Saving the document

Once you have started making changes to your version you will need to make sure that you save it - the document can be saved to your PC hard-drive, a network or a disc as with any normal document. The only way to save the document appears to be by shutting it down, unfortunately. To do so, press escape at any time – the computer will then prompt you to save the document. When you then come to submit this document back to us at the end of the consultation period it will be a simple matter of attaching it to an e-mail.

### Completing the document in hard copy

You may, of course, prefer to complete the document in hard copy. If so, it would probably be easier for you to print the document single-sided and simply use the reverse of the sheets for making comments, rather than trying to put them in the correct boxes on the comments pages. This is fine.

The consultation period on the PSfC runs from **Monday 25<sup>th</sup> February 2008 to Friday 4<sup>th</sup> April 2008**. Given the importance of this strategy we will be chasing responses from all primary sector schools, including the PRU and nursery schools. To return the document, please e-mail it to [ben.wright@rbwm.gov.uk](mailto:ben.wright@rbwm.gov.uk), or send it by hard copy to **Ben Wright, Education Planning Officer, Schools Accommodation Service, Room 215, Town Hall, Maidenhead, SL6 1RF**.

## Background to the Primary Strategy for Change nationally

The Primary Strategy for Change (PSfC) is a national programme to rebuild, remodel or refurbish about half of all primary schools nationally, taking out of use or rebuilding the worst 5% condition schools. The intention is that this programme will enable local authorities to move away from the current 'patch and mend' to a more strategic, service-wide approach, equipping schools as learning environments for the 21<sup>st</sup> Century and as hubs of their local communities. Local authorities are instructed to:

*"think long-term and strategically about the transformation of teaching and learning in the primary sector. This is a unique opportunity to be bold, innovative and consider radical options"*

The PSfC supports the national policy agenda, as set out in the Children's Plan, of raising standards, having extended services and meeting the objectives of Every Child Matters. It is also targeted to address deprivation both nationally and locally. To this end, the government have made available ring-fenced funding of £650 million in 2009/10 and £1.1 billion in 2010-11. Thereafter the funding level will revert to £650 million per year, for the subsequent eleven years, subject to future government spending plans. These monies, which for most authorities will be grants, are in addition to existing funding streams.

In order to access this money, each local authority has to prepare its own Primary Strategy for Change and have it agreed by the DCSF. The deadline for submission is 16<sup>th</sup> June 2008. The plan, which must be consulted upon and endorsed by the majority of primary schools, the diocesan authorities and the local authority, should only be a small document of no more than 15-20 sides of A4. The format of the plan should be based upon five elements as follows:

- (a) **the local perspective** – an overview of the local authority's aims and objectives for primary education;
- (b) **baseline analysis** – results of a thorough analysis of primary education in the borough;
- (c) **long-term aims** – setting out the borough's long-term aims, and how the borough intends to support national policy objectives;
- (d) **approach to change** – should show how the borough will move from the baseline position to that described in the long-term aims;
- (e) **initial investment priorities** – should identify (i) specific priorities for investment for the first four years and (ii) specific school projects for the first two years of the programme.

Once the plan has been submitted the DCSF can approve it, approve it with modifications or reject it. The latter two decisions could delay investment, possibly into subsequent financial years.

## Background to the Primary Strategy for Change locally

The Royal Borough of Windsor and Maidenhead, as a small authority in a generally wealthy area, has been allocated £3m for 2009/10, £5.4m for 2010/11 and £3m thereafter. This money will all be grants, rather than supported borrowing.

The Royal Borough is now consulting with schools and other stakeholders, through this document, on the principles that should underpin the borough's PSfC. This consultation period runs from **Monday 25<sup>th</sup> February 2008** to **Friday 4<sup>th</sup> April 2008**. Following this consultation, the PSfC itself will be drafted and will be considered by the Cabinet on **Thursday 22<sup>nd</sup> May 2008**.

**The Royal Borough will be expecting a response from all nursery, infant, junior, primary and first schools in the borough, as well as the primary PRU, and hopes that all middle, secondary and upper schools will also take the opportunity to comment.** This strategy will shape the direction of investment in primary schools for the next 15 years, and so it is obviously desirable that all schools contribute.

Two other consultation processes will be happening concurrently, both of which will have an impact on the eventual shape of the borough's PSfC. These are the consultations on Rising Numbers in Windsor First Schools and on First Admissions to Schools.



## The layout of this document

This document is divided up into five main sections or strands, which address the key areas of primary school provision. These strands are:

**General** – addressing the overarching considerations of the PSfC;

**Sufficiency & School Organisation** – which relates to the pattern of school provision and the match between supply and demand

**Condition** – which relates to the physical fabric of school buildings

**Suitability** – which concerns the relationship between the spaces in schools and their function;

**Schools at the centre of the community** – which looks at how schools can be a hub for the local community.

Within each of these strands there are then a number of topics. So, for example, the Sufficiency and School Organisation Strand has topics relating to Admission Numbers, First Admissions to School and Choice and Diversity (amongst others). These topics address specific issues facing primary schools and the implementation of the PSfC in the borough. Each of these topics can be accessed individually via the main contents page.

Each strand and topic then examines its particular issue on the basis of four of the five elements referred to by the DCSF in their guidance and on the previous page –

- (a) **baseline analysis**
- (b) **long-term aims**
- (c) **approach to change**
- (d) **initial investment priorities**

The first DCSF element – local perspective – has been replaced in these topics with a brief summary of the national policy aim. Adhering to this format in the consultation should make it easier to draft the final PSfC. (The questions relating to these elements are colour coded.)

A further section – **Prioritisation of projects** – which comes at the end of the five main sections, then gives consultees the opportunity to assign a level of priority to each of topics considered. This should help the borough determine which projects should be treated with more urgency.

The very last section of the consultation document – **Final points** – then gives you the opportunity to raise anything that we have missed, as well as outline any other ideas you might have for the future development of your school.

## Returning the consultation document

The consultation period on the PSfC runs from **Monday 25<sup>th</sup> February 2008 to Friday 4<sup>th</sup> April 2008**. Given the importance of this strategy we will be chasing responses from all primary sector schools, including the PRU and nursery schools. To return the document, please e-mail it to [ben.wright@rbwm.gov.uk](mailto:ben.wright@rbwm.gov.uk), or send it by hard copy to **Ben Wright, Education Planning Officer, Schools Accommodation Service, Room 215, Town Hall, Maidenhead, SL6 1RF**.

## Any questions?

If you have any questions about any aspect of the PSfC, or any problems in using this document, please contact Ben Wright on **01628 796572**, or by e-mail at the address above. We will also be willing to come and visit schools to discuss the PSfC and how it might impact on you, and will endeavour to meet all those requesting a meeting within the consultation period (or at least soon after), although this may prove difficult in practice.

**Please note also that I will, unfortunately, be on leave for the first week of the consultation period (25<sup>th</sup> to 29<sup>th</sup> February) – if there are any problems during this period, please contact Ann Pfeiffer on 01628 796364.**



## Useful documents

The government guidance for local authorities on the Primary Strategy for Change can be found online at:

<http://www.teachernet.gov.uk/docbank/index.cfm?id=12292>

Teachernet also has a general PSfC page at:

[http://www.teachernet.gov.uk/management/resourcesfinanceandbuilding/Primary\\_Capital\\_Programme/](http://www.teachernet.gov.uk/management/resourcesfinanceandbuilding/Primary_Capital_Programme/)

Some other documents related to this consultation have been put together in one folder on First Class at XXXXX.

This folder includes a copy of:

- **Primary Strategy for Change consultation document (i.e. this document)**
- **Expanding First Schools in Windsor consultation document**
- **First Admissions to School consultation document**

All three issues, which are closely related, are out to consultation between Monday 25<sup>th</sup> February 2008 and Friday 4<sup>th</sup> April 2008.

The folder also includes a copy of:

- **The School Organisation Plan 2007-2012**
- **Asset Management Plan Local Policy Statement (which sets out the current methodology for prioritising building works at schools).**

## 1. National Aim:

It is the aim of the government that the funding provided under the PSfC should be used to benefit all schools, and that, to do this, local authorities should be joining up funding streams.

## 2. Baseline assessment:

The Royal Borough will receive from the government, in the 2009/10 financial year, **£3m** under the PSfC programme, which will rise to **£5.378m** the following year. Beyond that, it is the assumption that funding will continue at the lower £3m for the remaining 12 years of the programme. This is, of course, subject to future public spending decisions. It is important to note that this money is grant, not supported borrowing, so it is 'real' money for the borough. It is also on top of all of the existing funding streams for capital spending. The following table gives the various grant funding streams that may contribute to the borough's Primary Strategy for Change. Supported borrowing approvals have not been included.

### Funding streams for the Primary Strategy for Change

	2009-10 (£)	2010-11 (£)	
<b>PRIMARY SCHOOL SPECIFIC FUNDS</b>			
<b>Devolved Formula Capital Non-VA Schools</b>	1,084,339	1,084,339	devolved formula capital, given directly to schools. Currently all RBWM primary schools receive the higher, unmodernised, rate. Schools receiving major investment from the PSfC will then receive a lower 'modernised' rate.
<b>Devolved Formula Capital VA Schools</b>	420,519	420,519	
<b>Primary Capital for Change</b>	3,000,000	5,378,000	<b>additional monies made available under the PSfC</b>
<b>S106 funds - total currently available</b>	537,854		monies from developers targeted specifically at increasing school capacities

The general school capital funds listed below may also be available, but it is unlikely that they will be available exclusively for the primary sector, as the secondary and SEN sectors will also have needs to be addressed under them.

<b>GENERAL SCHOOL CAPITAL FUNDS</b>			
<b>Modernisation Allocation</b>	0	1,345,894	for condition, suitability and sufficiency work for non-aided (i.e. community & controlled) :
<b>Extended Schools</b>	171,078	88,422	funds specifically targeted at enabling schools to offer extended services
<b>ICT Harnessing Technology Grant</b>	452,965	439,424	targeted at ICT improvements
<b>LVCAP Allocation</b>	836,565	836,565	capital for VA schools, allocated in consultation with Diocesan authorities

The Royal Borough may also wish to allocate additional funding from within corporate resources

The S106 'pot' will, of course, vary as new housing developments are completed. The borough prioritises projects corporately, so the allocation of funding of the PSfC will be subject to the prioritisation process. Aside from S106/devolved capital, the above funding streams (including PSfC) are 'use it or lose it' funds to be spent within the financial year + 6 months.

The DCSF have specified that the Primary Strategy for Change should consider the needs of all schools of all types, including Voluntary Aided Schools. This means that voluntary aided, voluntary controlled and community schools (there are no foundation or trust schools in the borough) must all be considered equally for investment under the strategy. VA schools are, however, still required to find 10% of the cost of any project themselves, which cannot come from their formula capital or the LVCAP monies.

## 3. Long-term aims:

The long-term aim of the borough will be to ensure that, by joining up funding streams and undertaking co-ordinated forward planning, all primary schools can benefit from additional investment over the lifetime of the Primary Strategy for change.

Queries? Please call Ben Wright on 01628 796572

8

To quit at any time, press **ESC** & then **'Yes'** to save

navigation





## 4. Approach to change:

In considering the funding of the PSfC programme, Members will need to consider several questions.

Firstly, to what extent should existing funding streams be subsumed within the PSfC programme? The modernisation and LCVAP grants, for instance, are currently assigned to individual projects, including secondary and SEN sector schools, on the basis of priority. The priorities are determined by Members and the Diocesan authorities respectively. One approach would be for these (and other sources of funding) to be combined into a PSfC pot on the grounds that this would make the allocation of funds simpler, although Members and the Diocesan authorities would then need to consider how much of the relevant funding, if any, should be retained for secondary/SEN provision. This approach might not be suitable for those funding streams with specific outcomes attached, although they would still feed into the overall objectives.

Secondly, what approach to spending should the strategy take? It would, for example, be possible to have a 'big-bang' or holistic approach, whereby the borough does everything required at a particular school all at once. This would most likely entail either one complete rebuilding programme or several refurbishment/remodelling programmes a year. There would be some advantages in that it could be the most cost-effective way to achieve big improvements in primary provision, and would, in the longer-term, minimise disruption for individual schools. The major drawback would be that some schools would have to wait many years before seeing any improvements and temporary accommodation may well be required. An alternative would be to seek to spread the funds more widely each year, which would mean more schools would see improvements more quickly, but it could prove less-cost effective in the long run. Without careful management this could simply result in a better funded version of the existing 'patch and mend' approach. It is likely, therefore, that a mixture of both approaches will be necessary.

Thirdly, where will Voluntary Aided schools obtain their 10% from? Clearly, schools have managed this in the past, but it is possible that some of the improvements programmes to be undertaken will be substantial, perhaps resulting in a need to find tens of thousands of pounds or more. The two Diocesan authorities (Oxford and Portsmouth) may be expected to meet some of the shortfall, although with all other local authorities also implementing their PSfC's resources are likely to be stretched thinly. Aside from using S106 funds (which are not evenly spread between schools) schools will probably be placed in the challenging situation of finding the money from within their own resources and fundraising programmes.

**Question 1.i** If you have any views on these questions, please use the comments section:

**Question 1.ii** If your school is a voluntary aided school, please indicate at what level you feel finding 10% would become prohibitive (i.e. a top amount that the school could find):

Click to make comments

Whatever decisions Members take on these questions the suggested approach to use of funding is that:

- (i) there should be complete co-ordination between all plans (and thus budgets) relating to the future development of school buildings and sites;
- (ii) generally, improvements to condition, suitability and sufficiency should be undertaken at the same time, to maximise value for money and minimise disruption;
- (iii) schools will be expected to co-ordinate their devolved formula capital with the PSfC, with a strong expectation that they would part-fund projects at their school;
- (iv) The borough will continue to hold regular meetings with diocesan partners over priorities and progress for voluntary aided schools.

**Question 1.iii** Do you agree with this general approach?

Yes ☐

No ☐

Don't know ☐

Click to make comments

## 1. National Aim:

The government has explicitly stated that PSfCs that do not address the issue of standards at poor performing schools will not be approved. Robust solutions, it says, must be put in place for schools where less than 65% of pupils are achieving Level 4 or above at Key Stage 2 in English, Maths or Science.

## 2. Baseline assessment:

The identification of poor performing primary schools on the basis of their Key Stage Two (KS2) results is less than helpful for the Royal Borough as first schools do not have KS2 results – children leave the first schools at the end of Year 4 and move onto middle schools, which are not covered by the strategy.

Although KS2 standards in the borough are generally very good, two schools have consistently been performing below the national floor target of 65% of pupils achieving Level 4 or above at KS2 in both English and Maths, although the Science results have generally been better. Three other primary schools have dropped below the 65% threshold in English, Maths or Science at some point in 2005, 2006 or 2007.

For first schools, it is possible to look at the Key Stage One results, stating that those schools scoring 10% or more below the national performance have weak results. Again, standards in the first schools at KS1 are generally very good. None have consistently fallen below this floor target for English, Maths and Science at KS1. Three first schools have, however, dropped below the thresholds for English, Maths or Science at some point in 2005, 2006 or 2007.

## 3. Long-term aims

The long-term aim for the borough is that all barriers to learning caused by either the pattern of school provision, the quality of school buildings or the facilities available therein will be removed, to enable all children to achieve their potential in primary school education.

### Question 2.i

If you have any comments with regard to this long-term aim, please make them here:

[Click to make comments](#)

## 4. Approach to change

There is no single reason why standards at a school may fall below levels considered acceptable. The socio-economic background of pupils has a large impact, including deprivation levels, the proportion of children speaking English as a second language, pupil mobility and so on. It is worth noting, for instance, that of the five KS2 schools given above, four are in the top ten most deprived list (as on the previous page). It is additionally the case that schools with small year groups are particularly vulnerable to swings in standards. Also very important, however, is the effectiveness of the school itself and particularly the quality of teaching, which may or may not be helped by the quality of the school buildings. These factors will be different at each school, and so it is important to note that rebuilding a school is not a necessarily panacea for problems with standards. Improvements are most likely to be found in range of solutions, first and foremost of which is effective support from the School Improvement Partners.

Other approaches may nonetheless also be required, including consideration of new governance arrangements (such as federations or Trust status) or even wholesale reorganisation of school provision locally. There can be no question that the DCSF will be expecting local authorities to implement such solutions where improvements are not being made. Local authorities are already expected to consider such action when a school goes into Serious Weaknesses or Special Measures. It is suggested that similar exercises should be undertaken wherever standards of achievement at a school are weak. This consultation suggests that 'weak' can be defined in terms of schools performing below the 65% national floor in English, Maths or Science at KS2 for primary and junior schools and performing 10% below the national average at KS1 for first and infant schools. A better definition may well be found!



## 4. Approach to change continued:

The suggested approach to change, therefore, with regard to removing barriers to better outcomes, is that where school standards of achievement are weak:

- (i) support from School Improvement Partners should include an assessment of whether the school buildings, facilities and/or site are specific barriers to improvement;
- (ii) consideration is given to whether performance could be significantly improved by changing the pattern of school provision locally; including:
  - (a) federations or amalgamations;
  - (b) school closure, twinned with either the expansion of popular and successful schools locally or the running of a competition for a new school;
  - (c) other changes to the governance arrangements.

Where raised standards could be achieved through improvements to accommodation/facilities or through school re-organisation these should have priority under the PSfC, particularly where school performance falls below the KS1 or KS2 floor).

With regard to the schools mentioned on the previous page, two of them have received substantial capital funding over the past few years to rectify deficiencies in their accommodation and, over time, this may help to raise standards in tandem with other improvements put in place by the Heads and senior management teams. The other schools are also making improvements. Nevertheless, it will be necessary to undertake an assessment of the eight schools on the basis of the suggested approach to change as part of the development of the priorities of the PSfC for the first two years.

In the wider context it is hoped that the addressing the issues discussed in the rest of this consultation document should help to raise standards across all schools. With more classrooms of the right size and better ICT provision, for example, there should be fewer barriers to delivering the curriculum.

<b>Question 2.ii</b>	Do you agree that, for first schools, performance 10% or more below the national average at KS1 should be defined as weak?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Don't know <input type="checkbox"/>
<b>Question 2.iii</b>	Do you agree with this general approach to raising standards in schools with weak standards of achievement?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Don't know <input type="checkbox"/>
<b>Question 2.iv</b>	Do you agree that where raised standards could be achieved through improvements to accommodation/facilities or through school re-organisation these should have priority under the PSfC?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Don't know <input type="checkbox"/>

Click to make comments

## 5. Investment priorities:

It is suggested that the investment priorities for the borough under raising standards should reflect the outcome of the assessment of schools identified as having weak performance on the basis of the agreed approach to change. It may, of course, be that the action required at such a school may not have any implications for the PSfC.

<b>Question 2.v</b>	Do you agree with this approach to identifying investment priorities relating to raising standards?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Don't know <input type="checkbox"/>
---------------------	---	------------------------------	-----------------------------	-------------------------------------

Click to make comments

## 1. National Aim:

The PSfC has identified that often the children with the poorest achievement and outcomes are those living in areas of high deprivation. These areas are also often those with the worst condition schools. The PSfC aims to rebuild or take out of use the worst 5% condition schools generally, with a higher proportion in more deprived areas.

## 2. Baseline assessment:

There are many ways of identifying deprivation, but the government have chosen the Tax Credit Deprivation Indicator as the methodology for determining relative deprivation at local authority level. Tax Credits are available at different levels of entitlement based on family income, and this is analysed to show relative deprivation at a Super Output Area (SOA) or local authority level. In measuring deprivation in individual schools, pupils are assumed to match the deprivation level of their home SOA. The score for each pupil is then averaged to provide a school score. The most deprived schools and SOA are given below – at a local authority level, RBWM is the 6<sup>th</sup> least deprived nationally.

### Using the Tax Credit Deprivation Indicator in the borough...

#### most deprived schools...

School level data is based on pupils attending the school

- 1 **Larchfield Primary**
- 2 **St Luke's CE Primary**
- 3 **Ellington Primary**
- 4 **Dedworth Green First**
- 5 **Eton Wick First**
- 6 **Woodlands Park Primary**
- 7 **Hilltop First**
- 8 **Maidenhead Nursery School**
- 9 **Datchet St Mary's Primary**
- 10 **Alexander First**

#### and most deprived areas...

the area data, given here by Super Output Area, is based on resident population. Ward and nearest schools are indicated.

- 1 **E01016529 - Belmont Ward** (nearest to St Luke's, Ellington, Maidenhead Nursery, St Mary's)
- 2 **E01016594 - Oldfield Ward** (nearest to Larchfield)
- 3 **E01016574 - Furze Platt Ward** (nearest to Maidenhead Nursery, St Mary's)
- 4 **E01016555 - Clewer North Ward** (nearest to Dedworth Green)
- 5 **E01016573 - Furze Platt Ward** (nearest to Maidenhead Nursery, St Mary's)
- 6 **E01016590 - Oldfield Ward** (nearest to St Luke's)
- 7 **E01016593 - Oldfield Ward** (nearest to Larchfield)
- 8 **E01016599 - Pinkneys Green Ward** (nearest to Alwyn, Courthouse)
- 9 **E01016556 - Clewer South Ward** (nearest to Hilltop)
- 10 **E01016584 - Maidenhead Riverside Ward** (nearest to St Luke's, Ellington)

In essence, this data identifies three main areas of deprivation. Firstly, the area around Larchfield School in Maidenhead; secondly, a swathe of land in east Maidenhead running roughly along both sides of Cookham Road and served by St Luke's, St Mary's, Ellington and Maidenhead Nursery schools; and thirdly (and in Windsor) an area around Dedworth down into Clewer Hill, served by Dedworth Green and Hilltop schools. These conclusions tally with ways of calculating deprivation, such as the Indices of Deprivation 2004. More detail about the condition of school buildings can be found on pages 23 and 24, but it is the case that Ellington School, which is identified above, is the primary school with the worst condition primary school buildings in the borough. Other schools in the list do also have some issues with the condition of their buildings.

## 3. Long-term aims, 4. Approach to change and 5. Investment priorities:

The long-term aim of the borough is to improve outcomes for all children and, in line with the DCSF aims for the PSfC, this will mean targeting resources to more deprived areas where there are issues with the condition of the school buildings. It is suggested that this approach should be implicit within all strands of the strategy. It does need to be recognised, however, that not all schools in the relatively more deprived areas have significant problems with their school buildings, and that some schools in more affluent areas do have urgent needs to be addressed. The suggested priorities for investment are identified under the particular strands in the main consultation.

### Question 3.i

If you have any comments about the deprivation in the borough and how it might impact on the priorities in the primary strategy, please make them here:

[Click to make comments](#)



# Sufficiency strand: Supply of school places

(1 of 2)



navigation

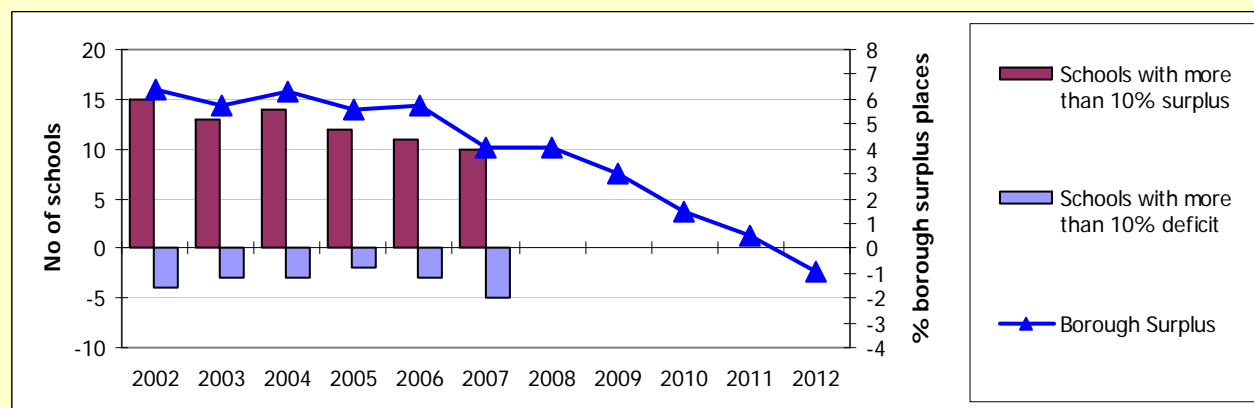
## 1. National Aim:

It remains a key duty of local authorities to ensure that there are sufficient school places available for children and young people in their area, whilst avoiding expensive maintenance of surplus – empty - places. In order to preserve access for young children, there may be more empty places in rural than urban areas.

## 2. Baseline assessment:

The level of surplus places considered acceptable to balance the operation of parental preference with the efficient use of resources varies from authority to authority, but is generally considered to lie between 5 and 10%. This authority has a long-standing policy of seeking to maintain around 5% surplus places. As at Summer 2007 the level of surplus places in the borough's primary schools stood at 4.44%, which is marginally below the preferred target. Summer figures are used because that is when the largest number of Reception children are on roll.

In Summer 2007, 14 schools (out of 45) had a deficit of places, including five with deficits of more than 10%, although in no case was this more than 25 pupils. In some cases, the admission of Rising Fives - in breach of the borough's current admissions policy - is adding to the overcrowding. 27 schools had a surplus of places, including two with more than 25%, and ten with between 10 and 25% surpluses. Numerically, the highest surplus in any school was 75 places.



In seeking to maintain an appropriate supply of school places the borough relies on five-year forecasts of pupil numbers. Full details of the forecasts and the issues arising can be found in the borough's School Organisation Plan 2007-2012. This plan shows that there are expected to be significant rises in demand for primary school places in both Maidenhead and Windsor, whilst Ascot and Datchet/Wraysbury will remain at or close to capacity. By Summer 2012, therefore, it is expected that there will be an overall deficit on places of about 1%, as shown in the graph on the left. This is likely, of course, to lead to far fewer schools with large surpluses and more schools with deficits.

## 3. Long-term aims:

The long-term aim of the borough is to ensure that there are sufficient school places to meet demand. It is suggested that, generally, there should be a surplus of around 5%, and no more than 10%, to give a balance between the efficient use of resources and the operation of parental preference, although in practice this will vary from year to year and between areas without any significant impact on either.

### Question 4.i

Do you agree with the long term aim of maintaining around 5% surplus places (and no more than 10%) in the primary school sector?

Yes ☐

No ☐

Don't know ☐

Click to make comments



# Sufficiency strand: Supply of school places

(2 of 2)



navigation

## 4. Approach to change:

The match between supply and demand for school places in the Royal Borough is kept under constant review, with the latest thinking published in the annual School Organisation Plan (SOP) which covers a five year period on a rolling basis. Although this document is no longer statutory, it is intended to continue producing this in tandem with the preparation of the individual school forecasts (used for the multi-year school budgets). The SOP identifies areas for future action on the basis of the school forecasts, but does not include specific proposals. These are developed instead through reviews of school places provision that may result in public consultation.

The Royal Borough also now has to consider recent legislation which introduces, firstly, a presumption in favour of expanding successful and popular schools and secondly, a duty to consider and respond to any representations made by parents requesting change to the existing pattern of school provision. In neither case is the existence of surplus places in neighbouring schools to be regarded as an obstacle to change (although there may be other practical difficulties), meaning that the borough may then need to bring forward proposals to reduce the level of surplus places locally.

Proposals for change will also need to consider the longer term, particularly when they may result in a school closure. New, suitable sites for schools (particularly in urban areas) can be extremely difficult/expensive to obtain when pupil numbers rise. This will need to be balanced against any short-term financial gains made by selling land.

The suggested approach to change on the supply of school places, therefore, is that:

- (i) proposals should be brought forward for discussions with schools and other stakeholders where:
  - (a) the surplus is set to fall significantly below 5% or above 10%; or
  - (b) parental representations about the pattern of school provision have been made.
- (ii) where schools are closed efforts should be made to retain the site for community use, to allow it to be taken back into school use when pupil numbers rise in the longer term.

**Question 4.ii**

Do you agree with this general approach?

Yes ☐

No ☐

Don't know ☐

[Click to make comments](#)

## 5. Priorities for action:

**Areas forecast to require additional primary school provision over the next five years**

**By September 2009**

**Windsor First Schools - provision of at least 30 additional places for Year 1 and then subsequent year groups**

**East Maidenhead Primary Schools - provision of up to 15 additional places for Year 1 and then subsequent year groups**

**By September 2011**

**South West Maidenhead - address forecast rapid rise in demand for places**

**North West Maidenhead - address forecast low level of surplus places**

**Beyond September 2011**

**Ascot - address forecast low level of surplus places**

The expansion of places in the Windsor First Schools is the subject of a public consultation that is running concurrently with that on the Primary Strategy for change, and small changes to the designated areas of schools in East Maidenhead have been proposed to begin to address problems there. Further proposals relating to the supply of school places will be brought forward in due course.

**Question 4.iii**

Do you agree with these priorities for action on the supply of places?

Yes ☐

No ☐

Don't know ☐

[Click to comment](#)

Queries? Please call Ben Wright on 01628 796572

14

To quit at any time, press **ESC** & then **'Yes'** to save

navigation



# Sufficiency strand: Choice and diversity

(1 of 1)



Choice and diversity refers to the types of primary schools available and the opportunities for children to attend them

navigation

## 1. National Aim:

The Education and Inspections Act 2006 introduced a requirement on local authorities to secure diversity in the provision of schools and to increase the opportunities for parental choice. A requirement was also introduced on authorities to respond to parental representations about the pattern of school provision locally.

## 2. Baseline assessment:

There are, in the Royal Borough, 49 primary schools, including 4 nursery schools, of which 24 are community schools, 12 are voluntary controlled (VC) and 13 are voluntary aided (VA). There are no Trust schools in the borough. All 12 VC schools are Church of England, whilst four of the VA schools are Roman Catholic, the remainder being Church of England. No other faiths are directly represented in the makeup of the borough's primary schools. Generally, the Royal Borough believes that there is sufficient choice and diversity in the provision of primary school places, with 51% of pupils in a VA or VC school (i.e. a school with a religious character), compared to roughly 29% nationally.

Question 5.i

Do you agree that there is sufficient choice and diversity in the borough's primary schools?:

Yes ☐

No ☐

Don't know ☐

Click to make comments

## 3. Long-term aims:

The long-term aim of the borough is to ensure that there remains a diversity of provision in the primary school sector.

## 4. Approach to change:

In certain areas, particularly Ascot, Cookham and the eastern part of Windsor, the Royal Borough would not support moves by community schools to become VC or VA as this would reduce, rather than increase, the diversity of provision in those areas. Clearly, where there is a requirement for a competition for a new school, either as a result of parental representations or due to rising pupil numbers, there will be implications for diversity in the school system. The borough will need to examine each case to assess the impact on diversity. It is proposed that where there is a competition for a new school the Royal Borough should seek consent from the Secretary of State for Education to publish a proposal for a community school where that will help extend choice and diversity.

Question 5.ii

Do you agree that where there is a competition for a new school, the Royal Borough should seek to publish a community school proposal?

Yes ☐

No ☐

Don't know ☐

Click to make comments

## 5. Priorities for investment:

There are no suggested priorities for investment under increasing choice and diversity in the borough's primary schools.





# Sufficiency strand: School sizes

(1 of 2)



navigation

School size refers to the overall number of pupils on roll at a school

## 1. National Aim:

There are no specific policies relating to school size, although there is a presumption against the closure of rural schools. At the same time, local authorities have to achieve value for money, with an annual target for all public services of 3% annual 'cash-releasing value for money gains' between 2008/09 and 2010/11.

## 2. Baseline assessment:

Primary schools in the Royal Borough are generally small, with an average size of just 179 pupils, excluding nursery classes and the nursery schools, as at Spring 2007. This compares with an average for England (in Spring 2004, based on data from the Audit Commission) of 247 pupils per school. Five borough primary schools (11%) had fewer than 100 pupils, and 21 (47%) had between 101 and 200 pupils in Summer 2007 – this compares with national figures in 2004 of 14% and 38% respectively. Only three schools had more than 300 pupils.

Small schools are relatively more expensive to run. Based on the 2007/08 Section 52 return, the five schools with fewer than 100 pupils cost £3,990 per pupil to run, whilst the three schools with more than 300 pupils cost £2,909 per pupil to run. The average for the borough's primary schools was £3,055, and £4,525 for the four nursery schools. In addition, not only are smaller schools generally relatively more expensive to run, they can be difficult to recruit headteachers and other staff to (although of course this is not exclusively a problem for small schools).

There are several groupings of small schools in the borough (with some schools falling into more than one group). Firstly, there are the nine first schools which are small, by virtue of the fact that they only have four full year groups as opposed to six. Secondly, there are the rural schools, including four of the five schools with fewer than 100 pupils, which are often limited in size due to their buildings and geographical location. Although the borough has many schools in village locations, only eleven are designated as rural schools by the DCSF, and of these only nine have fewer than 200 pupils on roll. Thirdly, there are the schools, often in urban areas, that have suffered low numbers due to relative unpopularity either now or in the past.

One other factor to be considered on school sizes is that many of the borough's schools are on sites that are too small. 15, for instance, have insufficient team games playing field space on site for the number of children on roll, which is a matter of concern given that this provision is stipulated by government regulations. Many sites are also deficient in other aspects of open space provision, such as habitat areas and soft play areas. Some schools with little or no open space do have arrangements in place to access land at other schools or providers.

## 3. Long-term aims:

The long-term aims of the borough for school size should be to achieve the best balance between value for money and parental choice, diversity of provision and ease of access to school provision. As far as possible, this will mean retaining village schools where there is a proven local need. In addition, the mismatch between team games playing field space (other other areas of open space) and the numbers of children on roll should be reduced as far as possible over the lifetime of the Primary Strategy.

<b>Question 6.i</b>	Do you agree with the long term aim on school size?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Don't know <input type="checkbox"/>
<b>Question 6.ii</b>	Do you agree that the borough should seek to preserve the benefits of small village schools?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Don't know <input type="checkbox"/>
<b>Question 6.iii</b>	Do you agree that the borough should seek to improve the balance between open space and pupil numbers?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Don't know <input type="checkbox"/>

Click to make comments





# Sufficiency strand: School sizes

(2 of 2)



navigation

School size refers to the overall number of pupils on roll at at school

## 4. Approach to change:

There is a legal presumption against closing rural schools, essentially on the grounds that they are an important element of a rural community, not only reducing journey times for local children but providing a key role in the social life of the village. This is ever more important in the delivery of extended services. Having smaller schools in urban areas can also have the same effect and in many cases smaller schools can and do, with careful planning and skilful teaching, offer a rich, full and high quality primary curriculum. Nevertheless, small schools are generally more expensive to run and so impact on the resources available for all children and where possible there should be a bias towards larger schools.

Addressing the mismatch between pupil numbers and the amount of open space available, and in particular the team games playing field provision, will necessarily be a longer term issue. In many cases any reduction in the numbers of pupils on roll would take the school below 30 pupils per year group and might in any case be difficult to undertake at a time when pupil numbers seem to be set to rise. One alternative - to consider moving schools to larger sites - is reliant on suitable land becoming available locally (which rarely happens). The final approach is to ensure that schools do have access to land at other sites and that any existing arrangements are being taken advantage of. In any case, there should be a bias against any proposals that result in schools having less than the required amount of open space, and in favour of those that improve provision at schools where there is a current deficiency.

The suggested approach to change with regard to school sizes, therefore, is that in consideration of all admissions/school organisation proposals there should be:

- (a) a presumption in favour of the retention of rural schools where there is a proven local need;
- (b) a recognition that small schools are often a hub of the local community;
- (c) a presumption in favour of proposals that result in schools with a minimum of 30 and maximum of 90 school places per year group; and
- (d) a presumption against any proposals that would result in a school having less than the required amount of open space.

In addition, the borough should:

- (a) examine existing arrangements in place for those schools with insufficient open space to ensure they are working; and
- (b) consider whether any new sites that become available for development within the borough would be suitable for school use.

Question 6.iv

Do you agree with this general approach to school sizes?

Yes ☐

No ☐

Don't know ☐

Click to make comments

## 5. Investment priorities:

Addressing school size is not, in isolation, suggested as an immediate priority for investment by the Royal Borough. Changes to school provision – expansion of the Windsor First Schools, for example - may nevertheless result in one or more larger schools from September 2009.

Question 6.v

Do you agree that school sizes *per se* should not be an immediate priority for investment?

Yes ☐

No ☐

Don't know ☐

Click to make comments



# Sufficiency strand: Admission numbers

(1 of 2)



navigation

Admission Numbers refer to the number of pupils admitted to the school in each cohort

## 1. National Aim:

There is no specific national policy on preferred admission numbers, although the Infant Class Size Legislation is intended to ensure that class sizes do not exceed 30. Implicit within this aim is an expectation that admission numbers should make achieving class sizes of 30 easier.

## 2. Baseline assessment:

Seventeen schools teaching infant children have Admission Numbers (ANs) that are not a multiple of either 15 or 30. In some circumstances this can make it more difficult for schools to implement the Infant Class Size legislation without recourse to additional staff, at an annual cost to the borough of around £477k. In other cases such admission numbers can mean that a school has mixed year group teaching, which is not something that the borough wishes to encourage. Of course, there may be good reasons for maintaining a particular admission number, which is in any case partly a function of the existing accommodation. Schools with ANs not a multiple of 15 or 30 are:

### Schools with admission numbers that are not a multiple of 15 or 30

Alexander First	24	Cheapside Primary	16	Knowl Hill Primary	13
Alwyn Infant	101	Clewer Green First	38	St Luke's Primary	40
Bisham Primary	20	Cookham Dean Primary	20	St Mary's Primary	40
Boyne Hill Infant	78	Furze Platt Infant	81	Waltham St Lawrence Primary	19
Braywood First	20	Hilltop First	32		

The three pairs of infant and junior schools - Alwyn and Courthouse, Boyne Hill and All Saints and the Furze Platt schools – have admission numbers that do not match, although Courthouse is also linked to Burchett's Green Infant School. This can be confusing for parents, particularly where the junior school has fewer places than the infant school.

### Admission numbers for infant and junior schools

Alwyn Infant	101	}	Courthouse Junior	105
Burchetts Green Infant	12			
Boyne Hill Infant	78		All Saints Junior	67
Furze Platt Infant	81		Furze Platt Junior	75

The borough already has a policy in place of actively encouraging the amalgamation, or at the very least the federation, of paired infant and junior schools if one or other headteacher leaves. It is not intended that this policy should change.

## 3. Long-term aims:

It should be the long-term of the borough to ensure that, as far as possible, admission numbers are multiples of 15 or 30. This will make the implementation of the infant class size pledge easier for schools and less costly for the borough.

The long-term aim of the borough is also that paired infant and junior schools should be amalgamated into primary schools, although as an interim measure the borough should also seek to make admission numbers for paired infant and junior schools the same. It may also be appropriate to pursue federations in some instances.



# Sufficiency strand: Admission numbers

(2 of 2)



navigation

Admission Numbers refer to the number of pupils admitted to the school in each cohort

## 3. Long-term aims continued:

- |                       |   |                              |                             |                                     |
|-----------------------|---|------------------------------|-----------------------------|-------------------------------------|
| <b>Question 7.i</b>   | Do you agree that ANs should generally be multiples of 15 or 30?  | Yes <input type="checkbox"/> | No <input type="checkbox"/> | Don't know <input type="checkbox"/> |
| <b>Question 7.ii</b>  | Do you agree that in the longer term, all linked infant and junior schools should become primary schools? | Yes <input type="checkbox"/> | No <input type="checkbox"/> | Don't know <input type="checkbox"/> |
| <b>Question 7.iii</b> | Do you agree that linked infant and junior schools should have identical ANs?                             | Yes <input type="checkbox"/> | No <input type="checkbox"/> | Don't know <input type="checkbox"/> |

Click to make comments

## 4. Approach to change:

Changes to admission numbers can have a number of implications. Where numbers are reduced there can be an impact on parental 'choice' locally (particularly in a time of high demand), as well as impact on school budgets where overall pupil numbers are reduced. Conversely, where numbers are raised there can be a requirement for additional accommodation as well as an impact on other local schools when demand for places is low. These factors will need to be considered when proposing change. Admission numbers are usually altered as part of the consultation on admissions arrangements which runs from December to January each year.

The suggested approach to change with regard to admission numbers, therefore, is that:

- (i) in consideration of all admissions/school organisation proposals there should be a presumption in favour of:
  - (a) admission numbers that are multiples of 15 or 30, and
  - (b) linked infant and junior schools being federated or amalgamated into primary schools;
  - (b) identical admission numbers at linked infant and junior schools;
- (ii) the schools identified on the previous page should be invited to consider whether they wish to change their admission number; and
- (iii) any approval of altered admission numbers will need to consider (amongst other things) the impact on the school's budget and accommodation, as well as possible effects on the supply and demand of school places locally.

- |                      |   |                              |                             |                                     |
|----------------------|---|------------------------------|-----------------------------|-------------------------------------|
| <b>Question 7.iv</b> | Do you agree with this general approach to admission numbers? | Yes <input type="checkbox"/> | No <input type="checkbox"/> | Don't know <input type="checkbox"/> |
|----------------------|---|------------------------------|-----------------------------|-------------------------------------|

Click to make comments

## 5. Investment priorities:

These proposed changes to admission numbers are not, in isolation, suggested as an immediate priority for investment by the Royal Borough. Changes to school provision – expansion of the Windsor First Schools, for example - may nonetheless address these issues at some schools. Other action under the strategy, such as increasing the size of small classrooms, may also result in changes to admission numbers. Other changes will be pursued with an expectation that changes will start to be introduced from September 2010 onwards.

- |                      |  |                              |                             |                                     |
|----------------------|--|------------------------------|-----------------------------|-------------------------------------|
| <b>Question 7.v</b>  | Do you agree that ANs <i>per se</i> should not be an immediate priority?   | Yes <input type="checkbox"/> | No <input type="checkbox"/> | Don't know <input type="checkbox"/> |
| <b>Question 7.vi</b> | If your school is identified on the previous page, would you consider a change of admission number as suggested? | Yes <input type="checkbox"/> | No <input type="checkbox"/> | Don't know <input type="checkbox"/> |

Click to make comments



# Sufficiency strand: First admission to school

(1 of 2)



Refers to the capital implications of any changes to the date at which children are first admitted to mainstream school

navigation

## 1. National Aim:

n/a

## 2. Baseline assessment:

At present, the published policy of the Royal Borough is that children are admitted to mainstream community and voluntary controlled (VC) schools at the start of the term after that in which they had their fifth birthday. In practice, 16 of these schools admitted 'Rising Fives' in January 2007, joining 11 voluntary aided schools (who set their own admissions policies). The Royal Borough is currently consulting on changing this policy so that Rising Fives are admitted. If it is changed then there may be capital implications for a number of schools. Initial work by the Schools Accommodation Service has identified a number of schools where additional accommodation – perhaps a whole new classroom – would be required. For those schools that are asterixed, it may be more appropriate to consider a change to the admission number. These are listed below:

### Schools that may require additional accommodation if the first admissions to school policy is changed

The table below gives the type of school (C – Community, VC – Voluntary Controlled, VA – Voluntary Aided); whether or not the school was full in Summer 2007, and whether the school had Rising Fives on roll in January 2007

Alwyn Infants	C	Y	N	Kings Court First	C	N	N
Boyne Hill Infants*	VC	N	N	Knowl Hill Primary	VC	N	Y
Braywood First	VC	Y	Y	Lowbrook Primary	C	Y	Y
Clewer Green First	VA	Y	Y	Oakfield First	C	Y	Y
Ellington Primary	C	N	N	St Edmund Campion Primary	VA	Y	Y
Furze Platt Infants	C	Y	N	St Edward's First	VA	Y	Y
Hilltop First*	C	N	Y	St Mary's Primary	VA	Y	N
Holy Trinity, Cookham*	VC	Y	N	Woodlands Park Primary	C	N	N
Holyport Primary	VA	N	N				
Homer First	C	N	Y				

## 3. Long-term aims:

The policy of the borough with regard to first admission to school is being addressed by a separate, and concurrent, consultation on the principle of admitting Rising Fives as part of the borough's admission policy. The long-term aim here should, therefore, be that accommodation is provided in accordance with the admissions policy.

### Question 8.i

Do you agree with the long-term aim with provision of additional accommodation to support the admissions policy?

Yes ☐

No ☐

Don't know ☐

Click to make comments



# Sufficiency strand: First admission to school

(2 of 2)



Refers to the capital implications of any changes to the date at which children are first admitted to mainstream school

navigation

## 4. Approach to change:

Assuming that consultation on first admissions to schools results in a change of policy, the borough will need to address how to prioritise need for new accommodation. It could be argued, for instance, that schools already taking Rising Fives, or schools that are not full, are less of a priority than schools which are full and do not take Rising Fives. At the same time, however, some delay may be appropriate at individual schools where school provision is being altered to address changing demographics.

The suggested approach to change with regard to requirements for new accommodation to admit Rising Fives, therefore, is that:

- (i) priority should initially be given to those schools that are already full **and that do not currently admit Rising Fives**; and
- (ii) the addition of new accommodation should be linked with other PSfC strands, particularly sufficiency, to increase cost-effectiveness and minimise disruption.

**Question 8.ii** Do you agree with this general approach to addressing requirements for new accommodation to admit Rising Fives?

Yes ☐

No ☐

Don't know ☐

Click to make comments

## 5. Investment priorities:

On the basis of the above approach to change, the following schools would have immediate priority on the basis of being currently full, and not admitting Rising Fives:

**Alwyn Infant and Nursery School, Furze Platt Infant School, Holy Trinity CE Primary School (Cookham), St Mary's Catholic Primary School**

The following schools, which do not take Rising Fives, are not currently full but are expected to become so over the next few years and so would have next priority:

**Ellington Primary School, Holyport CE Primary School, Kings Court Primary School**

The remaining schools would be of a lesser priority (although new accommodation might be needed because of other sufficiency issues). As noted, for some schools it may also be more appropriate to address a shortage of accommodation for Rising Fives by reducing the admission number, rather than by adding more provision.

**Question 8.iii** Do you agree with the priorities as given above?

Yes ☐

No ☐

Don't know ☐

**Question 8.iv** Whether or not it is listed on the previous page, do you believe your school will require additional accommodation for Rising Fives?

Yes ☐

No ☐

Don't know ☐

Click to make comments



# Sufficiency strand: Early years education

(1 of 1)



navigation

Early years education refers here to the provision for Foundation Stage children

## 1. National Aim:

n/a

## 2. Baseline assessment:

There are a number of processes currently happening which will shape the future of early years education in the Royal Borough. In addition to the consultation on first admissions to school detailed on the previous pages, the Early Years and Childcare Service have also been undertaking the first statutory Childcare Sufficiency Assessment, looking at the relationship between demand and supply of childcare in the borough. At the same time, the funding and delivery of the flexible free entitlement across all sectors is changing nationally in a staged way up to 2010. This PSfC consultation is not intended to address these issues directly as work in those areas is still ongoing. Nevertheless, the PSfC will bring in capital monies which may enable schools to consider how they deliver Foundation Stage provision.

## 3. Long-term aims:

No long-term aims are currently suggested as part of the PSfC – these will be established via other processes and incorporated following consultation.

## 4. Approach to change:

Rather than suggest at this stage how Foundation Stage provision may be delivered in future, the borough is taking this opportunity to ask schools about their vision for change as they embrace the future implementing the Early Years Foundation Stage (statutory from September 2008). Some things to consider might include:

- the need to ensure appropriate high quality provision based upon the Early Years Foundation Stage across the authority as a whole, planned according to parental need and our duty to manage a mixed market of provision;
- adopting a Foundation Unit approach, whereby children are not split into nursery and reception classes, but are grouped together across the Foundation Stage. this approach can be successful, but could have significant accommodation implications if it were widely adopted and may also affect the viability of other provision across all sectors;
- developing effective working partnerships with non-maintained providers, for example co-locating to provide the flexibility to offer daycare around the traditional school day in a seamless way for families;
- federating nursery schools with the associated primary schools.

It should be emphasised that the borough is not necessarily suggesting that these ideas should go ahead, and there is also a strong recognition that a solution appropriate for one school might not be for another. Embracing, however, new statutory duties around flexible integrated care/education and managing the childcare market gives **all** stakeholders the opportunity to consider change.

### Question 9.i

If you have any suggestions on how your school (or the borough) could change the way it offers Foundation Stage education, please use the comments section here to make them. Please include any implications this would have for your accommodation:

Click to make comments

## 5. Investment priorities:

No immediate investment priorities are suggested under early years education (aside from those that might arise as a result of any changes to First Admissions to School).

Queries? Please call Ben Wright on 01628 796572

22

To quit at any time, press **ESC** & then **'Yes'** to save

navigation



# Condition strand: School condition

(1 of 2)



navigation

Condition refers to the state of repair of school buildings

## 1. National Aim:

That 50% (or more) of primary schools nationally should be rebuilt, remodelled and/or refurbished over 14 years from 2009/10. 5% of the worst condition schools to be rebuilt or taken out of commission.

## 2. Baseline assessment:

The Asset Management Plan Local Policy Statement gives a methodology for grading the condition of school buildings based on the physical state of the buildings and the priority of the work, assessed by onsite surveys. This gives a general overview of the school estate and although it may be reviewed in due course, the borough does not intend to change it as part of this process. In the view of borough the condition of most primary schools is reasonable. Nevertheless there are issues at individual schools:

### Condition D1

Condition - **Bad**. Priority 1 - **Urgent**

All Saints	Floors
Ellington	Roofs/Structure
Holy Trinity, Cookham	Heating
Holy Trinity, Sunningdale	Heating
Knowl Hill	Heating
Larchfield	Floors
St Luke's	Water System
Wessex	Heating

### Condition D2

Condition - **Bad**. Priority 2 - **Essential**

All Saints	Structure/External windows & doors/Sanitary Services
Cheapside	External works
Ellington	Internal walls, doors and windows/External windows and doors
Eton Wick	External works
Larchfield	Roofs/Weatherproofing/Floors
Lowbrook	Roofs/Electrical Services
SA Village Nursery	External Works
St Edwards First	External decorations/Fire Alarm
St Luke's	Lighting
St Michael's	Roofs
Waltham St Lawrence	Roofs/Weatherproofing/External windows and doors
Wessex	External decorations/Electrical Services

### Condition C2

Condition - **Poor**. Priority 2 - **Essential**

All schools, including the four nursery schools and the PRU, have at least one item that is graded C2, and a third have ten or more such items.

Many schools also have a longer-term issues with elements of the buildings that require regular replacement or repair, even though they may not appear on condition surveys at present. These include flat roofs, which only last up to 20 years compared with 60 years for a pitched roof, and PVC windows. Once these are damaged they generally have to be replaced, whereas powder-coated aluminium windows can usually be repaired).

Question 10.i	Do you agree that the condition of schools is generally reasonable?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Don't know <input type="checkbox"/>	
Question 10.ii	Do you think that the condition of your school is:	Good <input type="checkbox"/>	Satisfactory <input type="checkbox"/>	Poor <input type="checkbox"/>	Bad <input type="checkbox"/>

Click to make comments



# Condition strand: School condition

(2 of 2)



Condition refers to the state of repair of school buildings

navigation

## 3. Long-term aims:

The long-term aim of the borough is, of course, that all primary school buildings should be in good condition, performing as intended and operating efficiently.

Question 10.iii

Do you agree with the long term aim with regard to addressing the condition of primary schools in the borough?

Yes ☐

No ☐

Don't know ☐

Click to make comments

## 4. Approach to change:

The school condition surveys were last comprehensively reviewed as a block in 2005, which now means that some are out of date. As the surveys are now updated on a rolling basis they (and thus the resulting D1 to A4 gradings) will never be precisely comparable (i.e. to say one school has a greater need for funding than another at any particular time). In any case, undertaking a new round of surveys for all schools would not be possible within the timescale for completion of the PSfC.

The suggested approach to change with regard to condition, therefore, is that:

- (i) it should be reviewed continuously, based on a rolling programme of condition surveys and discussions between RBWM officers/individual schools;
- (ii) where possible, condition issues should be tackled together with other improvements to increase cost-effectiveness and minimise disruption; and
- (iii) investment should be made with a view to reducing longer term maintenance and/or replacement costs, although initial costs may be higher.

Question 10.iv

Do you agree with this general approach to addressing condition?

Yes ☐

No ☐

Don't know ☐

Click to make comments

## 5. Investment priorities:

It is the view of the borough that almost all schools can be brought up to a good standard of condition, cost-effectively, without the need for a substantial rebuilding programme. This is not to underplay the extent of condition work required, but large rebuild/remodelling projects are nonetheless likely to be driven mainly by suitability or sufficiency issues (see pages 29 to 31). Where this is the case, any condition issues can be addressed at the same time.

The worst condition primary school is, according to the borough's current information, **Ellington Primary School** in Maidenhead. This school has, amongst other things, significant problems with its roof, general structure, wiring, lighting, pipework and plaster and it is likely to be more cost-effective to address this poor condition through rebuilding the school, rather than by refurbishing it. A complete rebuild of the school will probably require one or two year's worth of PSfC funding.

More generally, other specific priorities for investment for the first four years and specific projects for the first two years will be dictated by the outcome of this consultation, both in terms of any new condition items raised and their relative importance with regard to other strands of the PSfC.

Question 10.v

Do you agree that rebuilding Ellington School should be a priority?

Yes ☐

No ☐

Don't know ☐

Click to make comments

Question 10.vi

Please give any other specific condition related projects or priorities, particularly for your school, in the comments section:





# Condition strand: Sustainability

(1 of 2)



Sustainability refers to meeting present needs without compromising the ability of future generations to meet their needs

navigation

## 1. National Aim:

School buildings have a substantial environmental impact and new building projects need to meet increasingly stringent government requirements for sustainability. By 2016, the government is likely to expect all new buildings to be carbon neutral.

## 2. Baseline assessment:

The Royal Borough has signed up to the Carbon Trust's Local Authority Carbon Management Programme and has set a target of reducing its CO<sub>2</sub> emissions by 25% by the 2012/13 financial year. This will not only significantly improve the sustainability of the council's buildings, but also allow it to realise substantial cost savings. Areas included in this programme include schools, as well as borough offices, street lighting and staff travel.

The borough's sustainability development team are now producing a Carbon Management Programme (CMP), which is due to be considered by Cabinet in April. This document, which sets out the borough's baseline, identifies schools as a major source of CO<sub>2</sub> emissions, responsible for 36% of the borough total in the 2006/07 financial year.

In addition to the CMP, the EU Energy Performance of Buildings Directive requires the borough to have a Display Energy Certificate in a prominent position on all public buildings of over 1000m<sup>2</sup> from 1<sup>st</sup> October 2008. An accompanying Advisory Report must also be available. With access to gradings for buildings similar to the A-G grades used for electrical appliances, it will be possible to determine where improvements to windows, heating systems, roofs and insulation (for example) will have the most impact with regard to the borough's 25% target for reducing emissions.

Of course, sustainability also takes into account things like home to school travel. This is being addressed on one level via the Green Travel Plans programme, but also needs to be taken into account when considering school organisation proposals. Reducing the number of small schools, for instance, would almost certainly result in longer, and therefore, more unsustainable, journeys to and from school.

## 3. Long-term aims

The suggested long-term aim is that all school buildings/sites should contribute towards a sustainable future, with emissions reduced at least in line with the borough's targets.

**Question 11.i** Do you agree with suggested long-term aim for addressing sustainability in primary schools?

Yes ☐

No ☐

Don't know ☐

Click to make comments

## 4. Approach to change

All new school buildings and major refurbishment projects valued over £0.5m are required to have a Very Good BREEAM rating by the DCSF. The Building Research Establishment's Environmental Assessment Method is a long-standing approach to investigating the environmental impact of buildings, and has become the de facto standard. The Very Good rating is the second highest rating. Achieving a Very Good or Excellent Rating will help minimise the environmental impact of PSfC projects. There will, of course, also be scope to consider installation of more sustainable energy technology, such as solar panels or wood-chip burners, as well as grey water systems, green roofs and so on. There are some sources of additional government funding relating to sustainability that could be tapped in these instances. The borough will need to begin to develop expertise in these areas in any case as moves are made nationally towards zero-carbon buildings by 2016. This is likely to coincide with the borough's Building Schools for the Future programme for secondary schools.

Many of the 'easy wins', however, will be through the perhaps more mundane insulation improvements and new, more efficient boilers/heating systems. In many cases these need to be done anyway and, as with other aspects of the PSfC, it is likely to be more cost-efficient and less disruptive in the long-run to implement these improvements alongside other suitability or condition work.



Queries? Please call Ben Wright on 01628 796572

25

To quit at any time, press **ESC** & then **'Yes'** to save

navigation



# Condition strand: Sustainability

(2 of 2)



Sustainability refers to meeting present needs without compromising the ability of future generations to meet their needs

navigation

## 4. Approach to change continued:

The suggested approach to change with regard to sustainability is, therefore, that:

- (i) all new building or refurbishment projects of £0.5m must achieve a BREEAM rating of Very Good, but the borough should aim for Excellent ratings where possible;
- (ii) sustainability issues should be tackled together with other improvements to increase cost-effectiveness and minimise disruption;
- (iii) within these constraints, priority should be given to 'easy win' projects, such as insulation or heating improvements, many of which need to be done anyway;
- (iv) consideration should nevertheless also be given to implementing the widest range of sustainability solutions, particularly on very large projects, where significant sums of additional government may be available;
- (v) any re-organisation of school provision will need to take account of sustainability issues.

**Question 11.ii** Do you agree with this general approach to addressing sustainability?

Yes ☐

No ☐

Don't know ☐

Click to make comments

## 5. Investment priorities:

No initial investment priorities are suggested here, as the suggested intention is that sustainability considerations are built into all school projects.

**Question 11.iii** If you do have any suggested initial investment priorities under sustainability, please make them in the comments section:

Click to make comments



# Condition strand: Kitchens

(1 of 2)



navigation

Refers to provision of cooked meals for pupils and, increasingly, for extended services

## 1. National Aim:

That schools should promote healthy eating, as part of the government's wider aims to improve the health and wellbeing of pupils and ensure their readiness to learn.

## 2. Baseline assessment:

Eight primary schools in the borough do not have their own kitchens. These schools, therefore, rely on meals being cooked at other sites and delivered instead.

### Schools without their own kitchens:

Burchetts Green CE Infant School  
Cheapside CE Primary School  
Cookham Dean CE Primary School  
Eton Porny CE First School

Hilltop First School  
Knowl Hill CE Primary School  
Trinity St Stephen CE Aided First School  
Waltham St Lawrence Primary School

The capital cost of providing a new kitchen (including equipment) in an existing space depends on the size of the school and other factors, but could range from £30k to £70k. In new build the cost could be substantially higher.

In addition, 23 schools need new kitchen equipment – ovens, hobs, dishwashing – whilst 22 schools need improvements to the kitchen premises. This includes enlarging premises that are too small, providing adequate ventilation or replacing old and worn shuttering between the kitchen and the dining areas. The capital cost of these works is estimated by the Contract Management Service to be in the region of £750k. This excludes any additional costs that may arise from any asbestos removal.

Overall, therefore, 32 of the 45 primary schools in the borough have been identified as requiring kitchen related works, at a minimum cost of between **£1.0** and **£1.5m**.

### Question 12.i

Do you think the kitchen facilities at your school are:

Good ☐

Satisfactory ☐

Poor ☐

Bad ☐

n/a ☐

Click to make comments

## 3. Long-term aims:

It is suggested that the long-term aim with regard to kitchens should be to ensure that all schools are able to provide a quality school lunch cooked on site. Further, kitchen premises and equipment should be to the highest industry standard in terms of health and safety, environmental health requirements and building regulations. In addition, schools should be able to provide a welcoming dining environment to be used by extended schools' breakfast and after-school clubs, and for other community uses as appropriate.

### Question 12.ii

Do you agree with the long term aim with regard to kitchens in primary schools in the borough?

Yes ☐

No ☐

Don't know ☐

Click to make comments



# Condition strand: Kitchens

(2 of 2)



navigation

Refers to provision of cooked meals for pupils and, increasingly, for extended services

## 4. Approach to change:

The provision of kitchens for schools that currently do not have them has wide implications. Not only is considerable additional space required for a kitchen (a minimum of 35m<sup>2</sup>), but there are also considerations about the day-to-day management, staffing and funding of those kitchens. The capital made available through the PSfC could, however, help remove one of the barriers to new kitchens in these schools. The Contract Management Service will resume discussions with schools about how best to proceed.

Similar discussions will need to be had about improvements to the equipment and facilities of existing kitchens. The prioritisation of kitchen and related dining room issues is likely to be to the same criteria as already discussed for condition (pages 23 and 24) and for suitability (see pages 29 to 31). Again, it is likely to be much more cost-effective to improve kitchens at the same time as dealing with other issues at a school, as well as less disruptive in the long run.

The suggested approach to change with regard to kitchens, therefore, is that:

- (i) the capital implications of providing new kitchens will need to be considered in tandem with issues about day-to-day management, funding and staffing;
- (ii) where possible, improvements to kitchens should be tackled together with other work (on condition or suitability, for instance) to increase cost-effectiveness and minimise disruption.

**Question 12.iii** Do you agree with this general approach to addressing kitchens?

Yes ☐

No ☐

Don't know ☐

**Question 12.iv** If you are a school without a kitchen, do you think your school would benefit from having one? Please give any comments:

Yes ☐

No ☐

n/a ☐

Click to make comments

## 5. Investment priorities:

There are no suggested specific investment priorities for the first two years of the PSfC, as these will be determined in response to this consultation.

**Question 12.v** If you do have any suggested initial investment priorities for kitchens, please make them in the comments section:

Click to make comments



# Suitability strand: School suitability

(1 of 3)



Suitability refers to how well premises meet the needs of pupils, teachers and other users, and contribute to raising standards

navigation

## 1. National Aim:

The government sets out the minimum standards for school buildings, in terms of space requirements for example, in the Building Bulletins. It is their expectation that all schools should meet or exceed these standards.

## 2. Baseline assessment:

The Asset Management Plan Local Policy Statement gives a methodology for grading the suitability of school buildings based on the number of spaces of a particular type and their characteristics. Suitability covers both internal and external spaces, and are generally assessed by comparison with what would be the norm if a new school were to be built, based on the government guidance in the Building Bulletins. Suitability covers not only where spaces may be undersized, but also where there may be an insufficient number of spaces, such as classrooms or toilets. The assessments on suitability are made jointly by schools and the Schools Accommodation Service.

The Building Bulletins have been re-written in the last few years and, as in general the space requirements were increased, many schools now have poorer suitability scores than previously. A standard classroom, for example, used to have a minimum size of 54m<sup>2</sup> – this has now increased to 56m<sup>2</sup>. Accordingly, there are suitability issues across many schools:

### Suitability needs

Examples of Type of suitability issue

**Classrooms that are too small**

**Insufficient classrooms**

**Undersized halls**

**Unsuitable Foundation spaces**

**Unsuitable administration areas**

**Unsuitable medical rooms**

**Shortage of small group rooms**

**Undersized staffrooms**

**Issues with vehicle/pedestrian separation/car-parking**

**Shortage of disabled toilets**

**In need of disabled access improvements**

**Toilets in need of refurbishment**

Schools with this suitability issue

22 (= approx 80 classrooms)

12

17

14

19

12

11

15

4

All

26

Some schools also have issues with undersized libraries or dining spaces, insufficient storage space, cloakrooms or circulation space. Few primary schools have changing rooms as they are not recommended by government guidelines.

It is also important to note that there are degrees of unsuitability. Many classrooms, for instance, may be below the standard size, but only by a couple of m<sup>2</sup>. There are also differences between schools where only one or two classrooms may be a problem and others where all of the classrooms are an issue. This particularly applies to older schools with a more open plan layout but also to school still using Victorian buildings.

The suitability of primary schools with regard to children with Special Educational Needs is discussed on pages 32 and 33.

Question 13.i

Do you think the suitability of the borough's schools is:

Good ☐

Satisfactory ☐

Poor ☐

Bad ☐

Don't know ☐

Question 13.ii

Do you think that the suitability of your school is:

Good ☐

Satisfactory ☐

Poor ☐

Bad ☐

Don't know ☐

Click to make comments

## 3. Long-term aims:

The long-term aim of the borough is, of course, that all primary school buildings should be suitable, meeting at the very least the minimum standards set by government.

Question 13.iii

Do you agree with the long term aim with regard to addressing the suitability of primary schools in the borough?

Yes ☐

No ☐

Don't know ☐

Click to make comments



Queries? Please call Ben Wright on 01628 796572

29

To quit at any time, press **ESC** & then **'Yes'** to save

navigation



# Suitability strand: School suitability

(2 of 3)



Suitability refers to how well premises meet the needs of pupils, teachers and other users, and contribute to raising standards

navigation

## 4. Approach to change:

Suitability is likely to be one of the key drivers for the PSfC and this means that the methodology for prioritising the needs of one school over another will need to be robust. Although the AMP Local Policy Statement gives a way to prioritise projects, this has rarely been used as funding has been prioritised to more urgent sufficiency or condition needs. In addition, since schools have had their own formula capital budgets they have been able to fund their own suitability projects.

The existing model determines whether or not a space within a school is suitable, based on size or other deficiency, and grades it as per the following DCSF system:

- |  |                                       |
|--|---------------------------------------|
| <b>A – Cannot deliver the curriculum</b>   | <b>(x 8)</b> (weightings – see below) |
| <b>B – Impacts on curriculum delivery</b>  | <b>(x 5)</b>                          |
| <b>C – Organisational impact</b>           | <b>(x 3)</b>                          |
| <b>D – Impacts on morale and behaviour</b> | <b>(x 1)</b>                          |

The spaces are divided up into teaching, non-teaching, external and SEN spaces. Numbers of spaces of each grading are counted up to establish which school has the most unsuitable spaces. Alternatively, the Local Policy Statement suggests that weightings could be used, giving greater importance to curriculum related issues.

A further suggested refinement was that the prioritisation could then take account of pupil numbers, so that suitability failings affecting many pupils would take priority over those affecting a smaller number of children. There is not space here to reproduce the full methodology as briefly explained here, but your views on whether any weightings should be used as suggested above would be welcome.

An alternative to the above system would be to not prioritise schools on the basis of their overall suitability needs, but to decide to address a particular kind of suitability need first. This could mean, for example, dealing with all undersized classrooms at all schools first, then moving onto undersized halls. This would, of course, be a more piecemeal approach than might be desired.

- |                        |  |                              |                             |                                     |
|------------------------|--|------------------------------|-----------------------------|-------------------------------------|
| <b>Question 13.iv</b>  | Do you agree the A-D gradings should be weighted as suggested when prioritising suitability projects?  | Yes <input type="checkbox"/> | No <input type="checkbox"/> | Don't know <input type="checkbox"/> |
| <b>Question 13.v</b>   | Do you agree that prioritisation of suitability projects should make reference to the numbers of pupils on roll?                                   | Yes <input type="checkbox"/> | No <input type="checkbox"/> | Don't know <input type="checkbox"/> |
| <b>Question 13.vi</b>  | Do you think that the borough should give priority to particular kinds of suitability? If so, please indicate which kinds in the comments section: | Yes <input type="checkbox"/> | No <input type="checkbox"/> | Don't know <input type="checkbox"/> |
| <b>Question 13.vii</b> | If you wish to suggest an alternative method of prioritising schools, please use the comments section:   |                              |                             |                                     |

Click to make comments

The school suitability information was last comprehensively reviewed as a block in 2005, which now means that some may be out of date. Schools are, however, given the opportunity every six months or so to submit revisions. This applies particularly where new work has been undertaken by the school. It should not be particularly onerous for the borough to check the suitability information it currently has over the period of this consultation, to allow prioritisation then to go ahead for the first 2 year's worth of projects on the basis of up-to-date information. Beyond that, however, it will continue to be necessary to update the information on a six monthly basis. One inconsistency in the data that will need addressing relates to the assessment of spaces for extended services, which is currently only included where schools identify it as a need.

In addition to determining how projects are prioritised, the approach to improving suitability will need to take account of some key principles. The most important is that it is likely to be much more cost effective in the long-run and result in less overall disruption if other improvements, particularly those relating to condition, are carried out at the same time as suitability works. It will also be important that wherever possible projects result in spaces in schools that can be adapted in the future. It is possible, for instance, to build new blocks with structures, such as walls, that can be moved if required. It should be noted that this does not mean having walls that are little more than partitions – a builder would still need to come in to relocate the walls – but even this flexibility is likely to prove useful as priorities in schools change over time.



Queries? Please call Ben Wright on 01628 796572

30

To quit at any time, press **ESC** & then **'Yes'** to save

navigation



# Suitability strand: School suitability

(3 of 3)



Suitability refers to how well premises meet the needs of pupils, teachers and other users, and contribute to raising standards

navigation

## 4. Approach to change continued:

The suggested approach to change with regard to suitability, therefore, is that:

- (i) schools (and the borough) should continue to amend their suitability data at six month intervals, although of course amendments will be accepted at any time;
- (ii) extended services considerations should be included in future suitability surveys as a matter of course;
- (iii) where possible, suitability issues should be tackled together with other improvements to increase cost-effectiveness and minimise disruption;
- (iv) the specifications laid down in the Building Bulletins with regard to suitability should be regarded as a minimum standard;
- (v) where possible, school buildings should be flexible, so that spaces can be adapted or changed in future to address new priorities and needs.

**Question 13.viii** Do you agree with this general approach to addressing suitability?

Yes ☐

No ☐

Don't know ☐

[Click to make comments](#)

## 5. Investment priorities:

Priorities for investment under suitability will be determined in response to this consultation, and so are not identified here.

**Question 13.ix** If you do have any suggested initial investment priorities addressing suitability issues, please make them in the comments section:

[Click to make comments](#)



# Suitability strand: Special Educational Needs

(1 of 2)



navigation

Refers to provision for children with Special Educational Needs

## 1. National Aim:

To provide a suitable education for all children with additional or special educational needs, where possible in mainstream school.

## 2. Baseline assessment:

Children with Special Educational Needs have a wide range of needs, and this is reflected in the provision for them in the borough. Many children - of all ages - with Special Educational Needs are taught at Holyport Manor Special School, which is the subject of a £25m relocation and rebuilding project under the government's One School Pathfinder programme. Many improvements for primary age children with Special Educational Needs will, therefore, be delivered through this, rather than the PSfC.

A much larger number of children with Special Educational Needs are taught in mainstream school and, accordingly, the borough has a statutory duty under the Disability Discrimination Act 1995 (as amended) to increase the accessibility of schools for disabled pupils, including pupils with learning difficulties. In particular, the borough must:

- increase the extent to which disabled pupils can participate in the school curriculum;
- improve the physical school environment; and
- improve the delivery of information to disabled pupils.

These issues are addressed in the borough's Accessibility Strategy. It is important to note that delivering these improvements involves considerably more than adaptations to buildings - the role of teachers and school leadership in adopting an inclusive mindset is paramount with regard to access to the curriculum for all. Nevertheless, things can be made much easier through better buildings design. With regard to disabled access improvements, although most primary schools in the borough can accommodate pupils needing wheelchair access, very few have been adapted for other accessibility needs, such as visual impairment or hearing loss.

Some schools would also benefit from more small group spaces to help teach children with Special Educational Needs.

<b>Question 14.i</b>	Do you think the accessibility of the borough's schools is:	Good <input type="checkbox"/>	Satisfactory <input type="checkbox"/>	Poor <input type="checkbox"/>	Bad <input type="checkbox"/>	Don't know <input type="checkbox"/>
<b>Question 14.ii</b>	Do you think the physical accessibility of your school is:	Good <input type="checkbox"/>	Satisfactory <input type="checkbox"/>	Poor <input type="checkbox"/>	Bad <input type="checkbox"/>	
<b>Question 14.iii</b>	Do you think the accessibility to the curriculum for pupils with learning difficulties at your school is:	Good <input type="checkbox"/>	Satisfactory <input type="checkbox"/>	Poor <input type="checkbox"/>	Bad <input type="checkbox"/>	

Click to make comments

## 3. Long-term aims:

The long-term aim of the borough is that all primary schools should be fully accessible, so that no child's access to the delivery of the curriculum is disadvantaged by the school buildings or facilities available. There will remain a recognition that some children will have special educational needs that would be best addressed through attendance at either a Special School or a school with a Special Resourced Unit attached.

<b>Question 14.iv</b>	Do you agree with the long term aim with regard to addressing the accessibility of primary schools in the borough?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Don't know <input type="checkbox"/>
-----------------------	--	------------------------------	-----------------------------	-------------------------------------

Click to make comments





## 4. Approach to change:

It is suggested that suitability needs with regard to SEN should continue to be addressed through the wider suitability assessment process, and that the approach to change should follow the same principles. That is that:

- (i) schools (and the borough) should continue to amend their suitability data at six month intervals, although of course amendments will be accepted at any time;
- (ii) extended services considerations should be included in future suitability surveys as a matter of course;
- (iii) where possible, suitability issues should be tackled together with other improvements to increase cost-effectiveness and minimise disruption;
- (iv) the specifications laid down in the Building Bulletins with regard to suitability should be regarded as a minimum standard;
- (v) where possible, school buildings should be flexible, so that spaces can be adapted or changed in future to address new priorities and needs.

A further principle should be attached, that:

- (vi) there should be a presumption in favour of addressing the widest range of accessibility issues in all new build, remodelling and refurbishment projects.

This does not mean that all adaptations will be appropriate in all circumstances, but will require a justification as to why certain adaptations are not necessary or suitable.

### Question 14.v

Do you agree with this general approach to addressing accessibility?

Yes ☐

No ☐

Don't know ☐

[Click to make comments](#)

## 5. Investment priorities:

Priorities for investment under Special Educational Needs will be determined in response to this consultation, and so are not identified here.

### Question 14.vi

If you do have any suggested initial investment priorities addressing accessibility issues, please make them in the comments section:

[Click to make comments](#)

# Suitability strand: ICT

(1 of 2)



navigation

ICT refers to the use of information technology in schools

## 1. National Aim:

Every school will provide first-class ICT facilities so pupils can study in a way that suits them, facilities of some scale that can equip them to play in the Every Child Matters agenda, and quality learning environments that enhance teachers' flexibility.

## 2. Baseline assessment:

The ICT in Schools Action Plan has introduced a programme of ICT Health Checks for schools to evaluate the information technology provision in schools. More than half of the primary schools in the borough have undertaken these, but all will need to be completed to enable a full baseline assessment. One key element as far as the PSfC is concerned is the infrastructure required to support ICT in schools – i.e. the wiring, power supply, air-conditioning and security. The borough will need to collect and collate the data on this infrastructure and on how it impacts on ICT, as part of the PSfC process.

<b>Question 15.i</b>	Do you agree that ICT provision in borough schools is:	Good <input type="checkbox"/>	Satisfactory <input type="checkbox"/>	Poor <input type="checkbox"/>	Bad <input type="checkbox"/>
<b>Question 15.ii</b>	Do you think that the ICT provision at your school is:	Good <input type="checkbox"/>	Satisfactory <input type="checkbox"/>	Poor <input type="checkbox"/>	Bad <input type="checkbox"/>
<b>Question 15.iii</b>	Do you think that the infrastructure supporting ICT provision at your school is:	Good <input type="checkbox"/>	Satisfactory <input type="checkbox"/>	Poor <input type="checkbox"/>	Bad <input type="checkbox"/>

Click to make comments

## 3. Long-term aims:

The suggested long-term aim for ICT in the PSfC is that all schools have a high quality ICT infrastructure in place, to support the use of e-learning to raise achievement for all, to help overcome disadvantage - the digital divide - and to support an informed and empowered community. Schools will be encouraged to take dramatic steps forward in e-learning, e-assessment, independent and personalised learning, the development of virtual classrooms and new ways of offering extended services.

<b>Question 15.iv</b>	Do you agree with the long term aim with regard to improving ICT provision in primary schools in the borough?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Don't know <input type="checkbox"/>
-----------------------	---	------------------------------	-----------------------------	-------------------------------------

Click to make comments



## 4. Approach to change:

The suggested long-term aims for ICT come from a number of action plans already in place or under development. Chief among these are the Education Information Strategy, the ICT in Schools Action Plan (which supports the effective use of ICT in the curriculum) and the Learning and Care Information Strategy (currently draft). The PSfC will support the aims in these plans by helping to provide the best possible basic infrastructure in schools for current and future ICT needs.

In particular, the focus must be on providing:

- stable power systems to cope with high usage of PCs, laptops, whiteboards and other peripherals, with sufficient power points;
- integral wired networks serving learning and management areas, with wireless access as appropriate;
- sufficient air-conditioning in rooms with servers and/or significant amounts of ICT equipment, to prevent overheating;
- security, particularly secure laptop storage and improved building security.

In turn this will enable improvements such as better use of the broadband network, development of video conferencing and so on to help underpin the long-term aims of the borough.

As with condition work, significant savings in cost and disruption are likely to be made if improvements to ICT infrastructure are done concurrently with other improvements, although any new build will need to take the above into consideration as a matter of course. Another key principle will be ensuring flexibility in design, so that future changes in technology can be accommodated with the minimum of additional cost and disruption.

### Question 15.v

Do you agree with this general approach to improving ICT provision in schools?

Yes ☐

No ☐

Don't know ☐

Click to make comments

## 5. Investment priorities:

Priorities for investment for ICT provision will be determined in response to this consultation, and so are not identified here.

### Question 15.vi

If you do have any suggested initial investment priorities for ICT provision, please make them in the comments section:

Click to make comments

# Schools in the community: Children's Centres

(1 of 1)



Children's Centres refer to services provided under the Sure Start programme for the under fives and their families

navigation

## 1. National Aim:

The Government is committed to providing a Children's Centre for every community by 2010, to help deliver better outcomes for all children and families and as part of the ten-year strategy to enable all families with children to have access to an affordable, flexible, high-quality childcare place for their child.

## 2. Baseline assessment:

The Royal Borough will have its target of six Children's Centres open in March 2008, based in areas of need across the authority. These centres are based in nurseries and schools, a hospital and a community centre, all of which have had significant capital investment from specific government grants. The centres offer a range of services and support for families with children under the age of five, including child and family health services and parental outreach.

In addition to this locally based provision, which is tailored to meet specific local needs, the borough has also implemented a comprehensive package of central services, most notably the Children's Information Service (CIS). This, working together with the Children's Centres, provides an access point for information relating to (amongst other things) childcare options, parenting courses and early years education. The CIS offers economies of scale and consistency as do other central services such as those focused on Speech and Language or those commissioned by Health.

## 3. Long-term aims:

The long-term aim of this programme (and of the extended services programme to which this is closely linked) is to change the way in which families access support. Schools and other community hubs are welcomed by families as local, familiar venues and this can increase take-up of those services, particularly amongst vulnerable groups. In turn, this should have a positive affect on improving outcomes for all children and young people. In the long-term, therefore, the suggested aim of the PSfC with regard to Children's Centres and extended services should be to assist the transformation of schools into community hubs, used and 'owned' by local people.

### Question 16.i

Do you agree with the long-term aim of the borough with regard to Children's Centres and extended services?

Yes ☐

No ☐

Don't know ☐

Click to make comments

## 4. Approach to change:

The six 'Phase 2' Children's Centres will be followed by a further four over the 2008-2010 period (Phase 3). These will also be based in areas of need, but will be less likely to result in new centres. Rather, it is the intention that these should be delivered through small-scale improvements to existing community facilities. This will enable the expansion of the sorts of services provided in Phase 2 to all parts of the borough and reflects the way in which the Children's Centre and Extended Services agendas can be expected to merge over the next few years.

The key to success with this merging of agendas will be the joining up of funding streams and delivery targets that can be used for common purposes, and the identification of opportunities for joint delivery and single points of access. The Children's Centre programme, therefore, is expected to have fewer capital implications than in the past as the emphasis will change from setting up new centres (requiring new or remodelled rooms) towards improving existing facilities. In this respect the approach to change for Children's Centres will be identical with those for extended services. These are given on page 38 and so are not repeated here.

## 5. Investment priorities:

There are no suggested specific priorities for investment from within the PSfC with regard to Children's Centres at this stage, but in common with extended services in general, any suitability or sufficiency work that does go ahead should include where possible improvements to children's services provision if appropriate.

Queries? Please call Ben Wright on 01628 796572

36

To quit at any time, press **ESC** & then **'Yes'** to save

navigation



# Schools in the community: Extended schools

(1 of 2)



navigation

Extended schools refers services provided to children, parents and the community beyond

## 1. National Aim:

All schools should, by 2010, be offering a core set of sustainable extended services. These services are key to the government's aim of lifting children out of poverty and improving outcomes for them and their families. These aims are also closely tied to those for the Children's Centres.

## 2. Baseline assessment:

Children's Centres are addressed on the previous slide, but for wider extended services schools are required, by 2010, to offer access to a range of core, extended services, provided either by themselves in or partnership with other schools or the voluntary, community and private sector. These core services, which must be self-sustaining, are:

- (i) **a varied menu of activities**, including childcare, but also homework clubs, sports clubs etc, for five days a week, 48 weeks a year, in accordance with local need;
- (ii) **parenting support**, including parenting classes and family learning sessions;
- (iii) **swift and easy access** to targeted and specialist services, with a focus on identifying children at risk of poor outcomes; and
- (iv) **community access** to school facilities suitable for community use, such as playing fields, sports facilities and halls.

The main implication of extended services as far as the Primary Strategy for Change is concerned is the requirement for accommodation at schools. The extended schools funding from the government has been relatively limited, but a number of schools have been able to implement small projects. These include refurbishment of kitchen areas for delivery of breakfast clubs, developing outdoor play space and adapting library spaces into learning resources areas as well as the provision of small group spaces. A handful of schools have created 'family rooms', which have the potential for multiple uses. Family rooms can typically offer space for: meeting with parents; delivery of courses to small groups of children and/or parents; staff meetings and meetings with other agencies and services. They may also have Nurture Group facilities and ICT access for parents. These smaller projects tend to support the first three core services.

Less has been done on community access projects, as they tend to involve larger spaces and thus more expensive adaptations. Two schools have refurbished their school halls, with adaptations made to enable the school to offer the facility for community use. These facilities also have greater potential for leasing to community groups, thus generating a possible source of income. Nevertheless, many schools in the borough remain restricted in the extended services they can provide because of a lack of appropriate large spaces. Other difficulties include a lack of storage space and access issues for vehicles, car-parking, pedestrian access and an increase need for adult toilet, shower and kitchen facilities.

Extended services do not, however, necessarily have to be provided on site, as they may be offered through cluster arrangements with other schools or off site by other providers. The borough currently has fourteen extended services clusters and through these expects that all schools will be offering the full core service by 2010. At present around a third of schools are, which is in line with interim government targets. Some of this provision, particularly for smaller schools, is or will be by 'signposting' services that are available at other providers (often, but not always, other schools).

## 3. Long-term aims:

In addition to the general long-term aim given under the Children's Centres, no school should be unable to offer – either singly or as part of a cluster - the appropriate extended services due to accommodation difficulties and, at the least, all schools should have a 'family room' if required. Over the lifetime of the plan schools should be enabled to move towards less signposting through better accommodation.

**Question 17.i** Do you agree that all schools that want one should be provided with at least a space that could be used as a family room?

Yes ☐

No ☐

Don't know ☐

**Question 17.ii** Do you agree that all schools should be enabled to move towards offering more extended school services on their own sites?

Yes ☐

No ☐

Don't know ☐

Click to make comments



Queries? Please call Ben Wright on 01628 796572

37

To quit at any time, press **ESC** & then **'Yes'** to save

navigation



## 4. Approach to change:

The main vehicle for delivery of extended services are the borough's fourteen extended services clusters. These have been put in place in recognition of the fact that many schools currently have insufficient space and resources to offer the full core services themselves. The exact make-up of the clusters are being reviewed but it is likely that the cluster model will remain in place. This allows schools, particularly those without the larger spaces, to 'signpost' facilities that are available at other schools or providers.

In improving and expanding the delivery of extended services through schools the borough needs to continue to consider both the facilities that need to be put in place at schools, and to ensure that the needs of both the school community and those accessing the extended services are balanced (although obviously these may often overlap). It is important, for example, that extended services should be accessible to the local community, but also that pupils in school are kept safe and secure. This may require adaptations in a school beyond simply providing an additional space – it may mean, for example, that reception/entrance areas will need to be welcoming and multi-functional, to encourage families to drop by and use facilities and services when they are needed. Consideration of extended services, therefore, needs to be embedded within the suitability assessments of schools (see pages 29 to 31). This is particularly important because one very important strand of the PSfC will be addressing deficiencies such as undersized halls or classrooms - it would clearly be sensible to consider extended services at the same time.

The suggested approach to change with regard to extended services (which will increasingly apply also to Children's Centres as the two agendas merge), therefore, is that the borough should:

- (i) continue to work with the extended services clusters to identify where accommodation needs are a barrier to extended services delivery;
- (ii) embed the needs of extended services within the suitability assessment for each school with a view to:
  - (a) creating a basic minimum of a family room in each school that wants one;
  - (b) providing safe and secure access to extended services, both during the school day and beyond school hours;
  - (c) providing venues that are not only fit for purpose but also have flexibility to address changing service delivery;
  - (d) making schools attractive and welcoming to pupils and visitors.
- (iii) where possible tackle provision for extended services in conjunction with other projects, such as suitability work or sufficiency issues, to increase cost-effectiveness and minimise disruption.

**Question 17.iii** Do you agree with this general approach to addressing extended services and, increasingly, Children's Centres?

Yes ☐

No ☐

Don't know ☐

[Click to make comments](#)

## 5. Investment priorities:

There are no suggested specific priorities for investment with regard to extended services at this stage, but any suitability or sufficiency work that does go ahead should include where possible improvements to extended services provision. Schools are requested, however, to take this opportunity to identify any accommodation shortfalls or issues that are currently preventing the implementation of extended services.

**Question 17.iv** Please give any specific accommodation shortfalls or issues currently affecting the implementation of extended services (and particularly core services) at your school in the comments section:

[Click to make comments](#)

## Identifying investment priorities and projects

Unsurprisingly, there are many competing demands on the funding to be made available under the PSfC, as demonstrated by the main body of this consultation document. The document submitted to the DCSF in June will have to identify the funding priorities of the borough for the years 2009/10 to 2012/13, and the specific projects to be funded in the years 2009/10 and 2010/11. Although the final decision on projects will be made by Members, the role of this consultation is to help establish a consensus on what the priorities and projects should be.

### Possible investment priorities for first four years of PSfC (2009/10 to 2012/13)

The general investment priorities under the PSfC for the first four years are likely to be related to:

- (i) providing the accommodation for any change to the arrangements for first admission to school;
- (ii) addressing rising demand for places in the Windsor first schools;
- (iii) rebuilding the worst condition school or schools;
- (iv) addressing the most urgent suitability issues.

### Possible specific projects for first two years of PSfC (2009/10 & 2010/11)

The specific projects to be funded under the PSfC for the first two years are likely to include:

#### 2009/10

- (i) new accommodation at schools to allow for admission of rising fives, with specific needs and priorities to be determined following this consultation;
- (ii) new accommodation at one or more first schools to address rising demand, with schools to be determined following outcome of separate consultation;
- (iii) new classroom at Lowbrook School, on suitability (insufficient space) grounds.

#### 2010/11

- (i) rebuilding the worst condition school, Ellington.

These projects are likely to take up most, if not all, of the PSfC funding for the first two years, especially if they are combined (as suggested throughout the document) with other improvements to the schools involved to minimise longer-term disruption. It is possible that, in the longer term, some form of scoring system could be developed to prioritise projects on the basis of their impact across all of the PSfC issues. This would then make it easier to decide which projects should be funded each year. If it is decided to take such an approach then a separate consultation on this prioritisation model would need to occur. At present, the borough feels developing this model would be premature as much of it would hang on the outcome of this consultation.

It is important to emphasise that no decisions have yet been made on any aspect of the PSfC and, accordingly, the next few pages invite your views on the level of priority you believe that the borough should give to the issues raised in this consultation. Where relevant there is also the opportunity to indicate how important a particular issue is for your school. Having responses from all schools will help the borough determine not only the immediate priorities for spending, but the direction of the PSfC for the whole 14 year period.

# Prioritisation of projects

(2 of 4)



navigation

Click to make comments

Please place a tick in the relevant box below:

Low priority

High priority



## RAISING STANDARDS

Question 18.i	How high a priority for the borough should improvements to accommodation/facilities at 'weak' performing schools be?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	Don't know <input type="checkbox"/>
---------------	--	-------------------------------	-------------------------------	-------------------------------	-------------------------------	-------------------------------	-------------------------------	--

## ADDRESSING DEPRIVATION

Question 18.ii	How high a priority for the borough should improvements to accommodation/facilities at schools in more deprived areas be?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	Don't know <input type="checkbox"/>
----------------	---	-------------------------------	-------------------------------	-------------------------------	-------------------------------	-------------------------------	-------------------------------	--

## SUPPLY OF SCHOOL PLACES

Question 18.iii	How high a priority for the borough should ensuring there are sufficient places be?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	Don't know <input type="checkbox"/>
-----------------	---	-------------------------------	-------------------------------	-------------------------------	-------------------------------	-------------------------------	-------------------------------	--

Question 18.iv	How high a priority for the borough should ensuring there is a surplus of 5% (allowing operation of parental preference) be?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
----------------	--	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

## CHOICE AND DIVERSITY

Question 18.v	How high a priority for the borough should widening the type of primary schools on offer be?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	Don't know <input type="checkbox"/>
---------------	--	-------------------------------	-------------------------------	-------------------------------	-------------------------------	-------------------------------	-------------------------------	--

## SCHOOL SIZES

Question 18.vi	How high a priority for the borough should maintaining small, and particularly rural, schools be?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	Don't know <input type="checkbox"/>
----------------	---	-------------------------------	-------------------------------	-------------------------------	-------------------------------	-------------------------------	-------------------------------	--

Question 18.vii	How high a priority for the borough should reducing the number of small schools be?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-----------------	---	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Question 18.viii	How high a priority for the borough should addressing the mismatch between school size & team game playing fields be?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
------------------	---	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Question 18.ix	How high a priority for your school is addressing any mismatch between school size & team game playing fields space?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	n/a <input type="checkbox"/>
----------------	--	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	---------------------------------

## ADMISSION NUMBERS

Question 18.x	How high a priority for the borough should enabling all schools to have admission numbers in multiples of 15, 30 or 45 be?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	Don't know <input type="checkbox"/>
---------------	--	-------------------------------	-------------------------------	-------------------------------	-------------------------------	-------------------------------	-------------------------------	--

Question 18.xi	How high a priority for your school is, where relevant, changing the admission number to a multiple of 15, 30 or 45?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	n/a <input type="checkbox"/>
----------------	--	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	---------------------------------



Queries? Please call Ben Wright on 01628 796572

40

To quit at any time, press **ESC** & then 'Yes' to save

navigation





# Prioritisation of projects

(3 of 4)



navigation

Click to make comments

Please place a tick in the relevant box below:

Low priority

High priority



## FIRST ADMISSION TO SCHOOL

		1	2	3	4	5	6	Don't know
Question 18.xii	How high a priority for the borough should providing additional accommodation for Rising Fives be (if the policy changes)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Question 18.xiii	How high a priority for your school is new accommodation for Rising Fives if the policy changes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## EARLY YEARS EDUCATION

		1	2	3	4	5	6	Don't know
Question 18.xiv	How high a priority for the borough should changing early years education be?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Question 18.xv	How high a priority for your school is changing the way early years education is offered?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	n/a <input type="checkbox"/>

## CONDITION

		1	2	3	4	5	6	Don't know
Question 18.xvi	How high a priority for the borough should addressing condition be?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Question 18.xvii	How high a priority for the borough should rebuilding Ellington School, as the worst condition school, be?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Question 18.xviii	How high a priority for your school is addressing any condition needs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	n/a <input type="checkbox"/>

## SUSTAINABILITY

		1	2	3	4	5	6	Don't know
Question 18.xix	How high a priority for the borough should addressing sustainability education be?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Question 18.xx	How high a priority for your school is addressing sustainability?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## KITCHENS

		1	2	3	4	5	6	Don't know
Question 18.xxi	How high a priority for the borough should improving kitchens be?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Question 18.xxii	How high a priority for your school is improving the kitchens?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	n/a <input type="checkbox"/>

Queries? Please call Ben Wright on 01628 796572

41

To quit at any time, press **ESC** & then 'Yes' to save

navigation



# Prioritisation of projects

(4 of 4)



navigation

Click to make comments

Please place a tick in the relevant box below:

Low priority

High priority



## SUITABILITY

		1	2	3	4	5	6	Don't know
Question 18.xxiii	How high a priority for the borough should addressing suitability be?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Question 18.xxiv	How high a priority for the borough should making buildings flexible for future changes be?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Question 18.xxv	How high a priority for your school is addressing any suitability needs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	n/a

## SPECIAL EDUCATIONAL NEEDS

		1	2	3	4	5	6	Don't know
Question 18.xxvi	How high a priority for the borough should improving accessibility to the curriculum be?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Question 18.xxvii	How high a priority for your school is improving accessibility to the curriculum?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## ICT

		1	2	3	4	5	6	Don't know
Question 18.xxviii	How high a priority for the borough should improving ICT be?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Question 18.xxix	How high a priority for your school is improving ICT?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## CHILDREN'S CENTRES & EXTENDED SERVICES

		1	2	3	4	5	6	Don't know
Question 18.xxx	How high a priority for the borough should assisting the transformation of every school into a community hub be?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Question 18.xxxi	How high a priority for the borough should providing every school that wants one with at least a space for a family room?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Question 18.xxxii	How high a priority for your school is being provided with at least a space for a family room?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	n/a

Queries? Please call Ben Wright on 01628 796572

42

To quit at any time, press **ESC** & then 'Yes' to save

navigation





## A rebuilt school?

Having read and digested this consultation document, you may well feel that the best approach for your school would be a complete rebuild. The borough would be interested to hear if this is the case.

### Question 19.i

Do you think that, in light of the issues raised here, the future development of your school would be best served by a major rebuild?

Yes ☐

No ☐

[Click to make comments](#)

## Other ideas for your school?

You may have other ideas about the future development of your school which could be aided by PSfC funding. These may perhaps be a little 'leftfield', but now is the time to put these forward for consideration.

### Question 19.ii

Do you have any alternative ideas for the future direction of your school? Please use the comments section to outline these further:

Yes ☐

No ☐

[Click to make comments](#)

## What have we missed?

It is inevitable that in a consultation as wide-ranging as this that we will have missed something. If you think we have, please use this space to raise the issue.

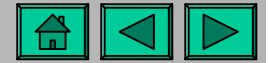
### Question 19.iii

If you think we have missed something from this consultation, please use the comments section to highlight it:

[Click to make comments](#)



# Funding comments



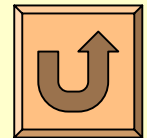
navigation

The boxes are coloured coded for ease of reference to the consultation sheet. Use SHIFT+RETURN to start a new line within the box.

## Comments for Questions 1.i/1.ii/1.iii

(Comments on approach to funding, comments on VA 10% threshold and on suggested approach to funding)

return



# Raising standards comments



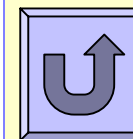
navigation

The boxes are coloured coded for ease of reference to the consultation sheet. Use SHIFT+RETURN to start a new line within the box.

## Comments for Question 2.i

(Comments on the long term aim to remove all barriers to raising standards relating to school accommodation)

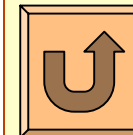
return



## Comments for Question 2.ii/2.iii/2.iv

(Comments on definition of 'weak' performance, approach to raising standards and giving priority to projects at 'weak' schools?)

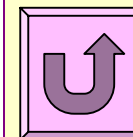
return



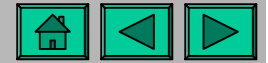
## Comments for Questions 2.v

(Comments on approach to identifying investment priorities under raising standards)

return



# Addressing deprivation comments



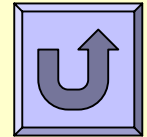
navigation

The boxes are coloured coded for ease of reference to the consultation sheet. Use SHIFT+RETURN to start a new line within the box.

## Comments for Question 3.i

(Comments on deprivation in the borough and how it might impact on PSfC priorities)

return



# Supply of school places comments



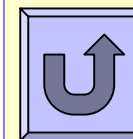
navigation

The boxes are coloured coded for ease of reference to the consultation sheet. Use SHIFT+RETURN to start a new line within the box.

## Comments for Question 4.i

(Comments on the 10% surplus places policy)

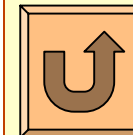
return



## Comments for Question 4.ii

(Comments on the triggers for a review of school organisation and retention of sites for community use)

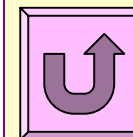
return



## Comments for Question 4.iii

(Comments on investment priorities under the supply of school places)

return



# Choice and diversity comments



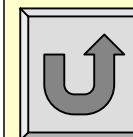
navigation

The boxes are coloured coded for ease of reference to the consultation sheet. Use **SHIFT+RETURN** to start a new line within the box.

## Comments for Question 5.i

(Comments on view that there is sufficient choice and diversity in RBWM primary schools)

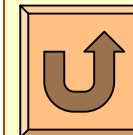
return



## Comments for Question 5.ii

(Comments on seeking to include proposal for community school in all competitions for a new primary school)

return





# School sizes comments



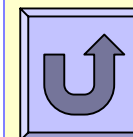
navigation

The boxes are coloured coded for ease of reference to the consultation sheet. Use **SHIFT+RETURN** to start a new line within the box.

## Comments for Questions 6.i/6.ii/6.iii

(Comments on school sizes aims, benefits of small village schools and balance between pupil numbers and open space)

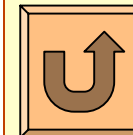
return



## Comments for Question 6.iv

(Comments on approach to school sizes, including presumption in favour of rural schools, size limits and alternative school sites)

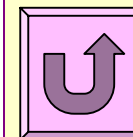
return



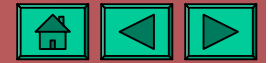
## Comments for Question 6.v

(Comments on investment priorities for school sizes [none, immediately])

return



# Admission number comments



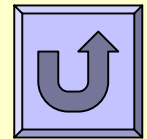
navigation

The boxes are coloured coded for ease of reference to the consultation sheet. Use SHIFT+RETURN to start a new line within the box.

## Comments for Question 7.i/7.ii/7.iii

(Comments on admission numbers as multiples of 15, amalgamating infant and juniors or matching their admission numbers)

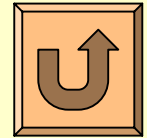
return



## Comments for Question 7.iv

(Comments on presumption in favour of proposals meeting suggested long-term aims)

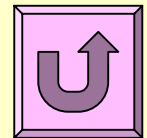
return



## Comments for Questions 7.v/7.vi

(Comments on changing admission numbers not being an immediate priority and on specific suggestions for your school)

return



# First admissions to school comments



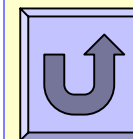
navigation

The boxes are coloured coded for ease of reference to the consultation sheet. Use SHIFT+RETURN to start a new line within the box.

## Comments for Question 8.i

(Comments on providing additional accommodation for any changes to the admissions arrangements)

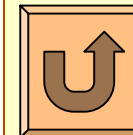
return



## Comments for Question 8.ii

(Comments on prioritising schools for additional accommodation?)

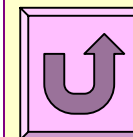
return



## Comments for Questions 8.iii/8.iv

(Comments on suggested priorities for additional accommodation and on needs at own school)

return



# Early years education comments



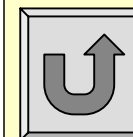
navigation

The boxes are coloured coded for ease of reference to the consultation sheet. Use **SHIFT+RETURN** to start a new line within the box.

## Comments for Questions X.i and X.ii

(Do you think the condition of primary schools is generally good? & Do you think the condition of your school is...?)

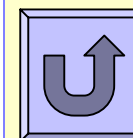
return



## Comments for Question X.iii

(Do you agree with the long term aim with regard to condition?)

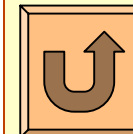
return



## Comments for Question X.iv

(Do you agree with this general approach to addressing condition?)

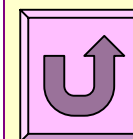
return



## Comments for Questions X.v and X.vi

(Do you agree that rebuilding Ellington should be a priority? & Please give any other specific condition related projects.. (etc))

return



# Condition comments



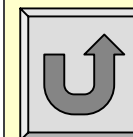
navigation

The boxes are coloured coded for ease of reference to the consultation sheet. Use **SHIFT+RETURN** to start a new line within the box.

## Comments for Questions 10.i/10.ii

(Comments on the condition of the borough's schools and of your school)

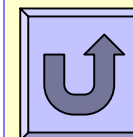
return



## Comments for Question 10.iii

(Comments on the long-term aim for addressing condition)

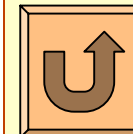
return



## Comments for Question 10.iv

(Comments on approach to dealing with condition, i.e. constant review, combining condition works with other projects, etc)

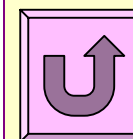
return



## Comments for Questions 10.v/10.vi

(Comments on Ellington as a condition priority? & Please give any other specific condition related projects.. (etc))

return



# Sustainability comments



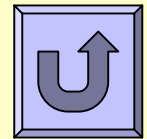
navigation

The boxes are coloured coded for ease of reference to the consultation sheet. Use SHIFT+RETURN to start a new line within the box.

## Comments for Question 11.i

(Comments on the long term aim with regard to sustainability)

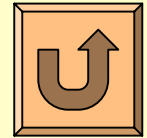
return



## Comments for Question 11.ii

(Comments on the approach to sustainability, BREEAM ratings, prioritising quick wins, combining sustainability with condition etc)

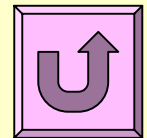
return



## Comments for Question 11.iii

(Comments on investment priorities for sustainability [none, immediately])

return



# Kitchen comments



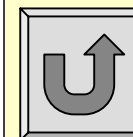
navigation

The boxes are coloured coded for ease of reference to the consultation sheet. Use **SHIFT+RETURN** to start a new line within the box.

## Comments for Questions 12.i

(Comments on the condition of your kitchen)

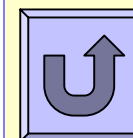
return



## Comments for Question 12.ii

(Comments on long term aim with regard to kitchens, i.e. kitchens at all primary schools)

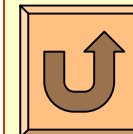
return



## Comments for Question 12.iii

(Comments on general approach to improving kitchens)

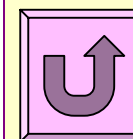
return



## Comments for Question 12.iv

(Comments on investment priorities for kitchens [none, immediately])

return



# Suitability comments



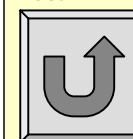
navigation

The boxes are colour coded for ease of reference to the consultation sheet. Use **SHIFT+RETURN** to start a new line within the box.

## Comments for Questions 13.i/13.ii

(Comments on the suitability of the borough's schools and of your school)

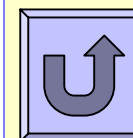
return



## Comments for Question 13.iii

(Comments on the long-term aim for addressing suitability)

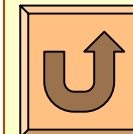
return



## Comments for Questions 13.iv/13.v/13.vi/13.vii

(Comments on weighting suitability gradings, using pupil numbers, prioritising particular types of suitability)

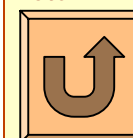
return



## Comments for Questions 13.viii

(Comments on general approach to addressing suitability, e.g. minimum standards, flexibility and extended services inclusion)

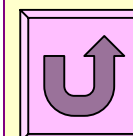
return



## Comments for Question 13.ix

(Comments on investment priorities for suitability [none, immediately])

return





# Special Educational Needs comments

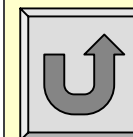


navigation

The boxes are coloured coded for ease of reference to the consultation sheet. Use **SHIFT+RETURN** to start a new line within the box.

**Comments for Questions 14.i/14.ii/14.iii** (Comments on the accessibility of the borough's schools and of your school)

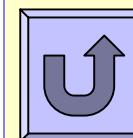
return



**Comments for Question 14.iv**

(Comments on the long-term aim for addressing accessibility)

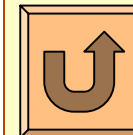
return



**Comments for Question 14.v**

(Comments on a presumption in favour of the widest range of accessibility in new build/refurbishments)

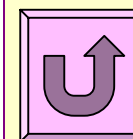
return



**Comments for Question 14.vi**

(Comments on investment priorities for accessibility [none, immediately])

return



# ICT comments

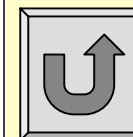


navigation

The boxes are coloured coded for ease of reference to the consultation sheet. Use **SHIFT+RETURN** to start a new line within the box.

**Comments for Questions 15.i/15.ii/15.iii** (Comments on the ICT provision and ICT infrastructure of your school)

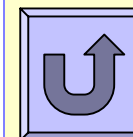
return



**Comments for Question 15.iv**

(Comments on the long-term aim for ICT provision)

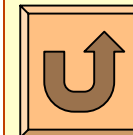
return



**Comments for Question 15.iii**

(Comments on approach to improving ICT – power systems, integrated networks, security etc)

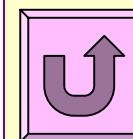
return



**Comments for Questions 15.iv**

(Comments on any ICT provision investment priorities)

return



# Children's Centre comments



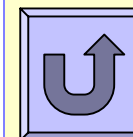
navigation

The boxes are coloured coded for ease of reference to the consultation sheet. Use **SHIFT+RETURN** to start a new line within the box.

## Comments for Question 16.i

(Comments on the long-term aim for Children's Centres/Extended Services re: making schools community hubs)

return



# Extended schools comments



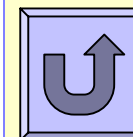
navigation

The boxes are coloured coded for ease of reference to the consultation sheet. Use SHIFT+RETURN to start a new line within the box.

## Comments for Questions 17.i/17.ii

(Comments on the long-term aims for extended schools, providing family rooms and allowing more extended services)

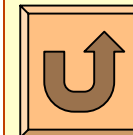
return



## Comments for Question 17.iii

(Comments on approach extended services, incl. Fit for purpose venues, reception areas and so on)

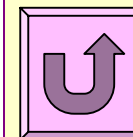
return



## Comments for Questions 17.iv

(Comments on needs at school or local area for extended services to work)

return



# Prioritisation comments



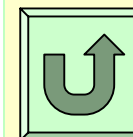
navigation

The boxes are coloured coded for ease of reference to the consultation sheet. Use **SHIFT+RETURN** to start a new line within the box.

## Comments for Question 18.i to 18.xi

((Comments prioritisation questions (first page))

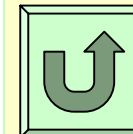
return



## Comments for Question 18.xii to 18.xxii

((Comments prioritisation questions (second page))

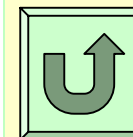
return



## Comments for Questions 18.xxxiii/18.xxxii

((Comments prioritisation questions (third page))

return



# Final points comments



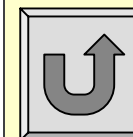
navigation

The boxes are coloured coded for ease of reference to the consultation sheet. Use **SHIFT+RETURN** to start a new line within the box.

## Comments for Question 19.i

(Comments on a total rebuild of your school)

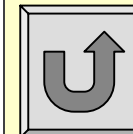
return



## Comments for Question 19.ii

(Comments on other ideas for the future of your school)

return



## Comments for Questions 19.iii

(Comments on issues missed in the consultation document)

return

