

LONDON BOROUGH OF RICHMOND UPON THAMES

**COMMITTEE: EDUCATION AND CULTURE OVERVIEW
AND SCRUTINY COMMITTEE**

Agenda Item No.

DATE: 1 DECEMBER 2005

5

**REPORT OF: DEPUTY LEADER AND CABINET MEMBER
FOR SCHOOLS**

**SUBJECT: BUILDING SCHOOLS FOR THE FUTURE ONE-SCHOOL
PATHFINDER**

WARDS: TEDDINGTON AND WHITTON

1. Summary

The Council has been afforded an opportunity to benefit from a £23million capital grant from the DfES under the terms and condition of the Building Schools for the Future One-School Pathfinder initiative. This funding is to support the Council to rebuild one of the borough's secondary schools. This was announced with the outcome of the Targeted Capital Fund bids on the 12 October 2005, but details of the One-School Pathfinder terms and conditions, including when the funding would be available, were not announced until 2 November 2005. Further details of the timetable and consultation arrangements have been laid out in this report.

Extensive consultation has been undertaken with regard to the priorities and needs of the secondary and special schools in the borough. Prior to the submission of the 'Building Schools for the Future: Pathfinder Proposal' for PFI credits on 29 October 2003, the Local Authority consulted on the views, needs, and visionary aspirations of the secondary and special schools. The LEA's vision, outlined in the bid, had the support of all stakeholders.

Following the unsuccessful bid of October 2003, the LEA carried out further consultation with secondary and special schools to inform the Council's own initiative that took the form of the 'Secondary & Special School Investment Programme'. The outcome of this process confirmed the needs and focus of the original bid, particularly in terms of condition and suitability of school buildings.

It is therefore appropriate to shortlist the two schools, Teddington and Whitton, based on prior consultation, Asset Management Plan data, the previously agreed proposals for a complete rebuild and the need to maximise on the capital grant available to the Local Authority.

This report also outlines some of the considerations that must be undertaken as outlined in the DfES guidance. The Committee is asked to consider the report and take account of the statements at **Appendix A** and presentations to be given by the two short-listed schools, Teddington and Whitton.

Any final decision would need to be supported by site surveys, see paragraph 3.20. This information should be available for the 16 January 2006 Cabinet meeting.

2. Recommendation

That the Committee consider the criteria in paragraph 3 for the One-School Pathfinder and make their recommendation of either Teddington or Whitton School to the Cabinet Member for Schools.

3. BACKGROUND

3.1 The criteria for what was to become the Building Schools for the Future (BSF) One-School Pathfinder, applied to Local Authorities (LAs) who on current criteria would be in BSF from wave 10 and who would not be targeted for an Academy. The DfES have decided to prioritise eligible LAs to receive one-off additional funding of around £20million, to be adjusted by regional cost factors to address the needs of the highest priority school in terms of building need.

3.2 The outcome of the Targeted Capital Funding, and other associated bids, was announced on 12 October 2005. The appendix to the letter received on this date included notification that Richmond upon Thames would be offered an allocation to rebuild one secondary school as a BSF One-School Pathfinder. The LA was informed that further details on the proposed allocation, process and terms and conditions would follow shortly.

3.3 Funding

On 2 November 2005 the DfES provided further details and guidance for this initiative. The DfES confirmed that Local Authorities in this programme were to be prioritised for funding over the next six years.

The letter to Richmond upon Thames confirmed that the indicative allocation would be up to a limit of £23million. The funding is to be provided as capital grant and the DfES expect to phase the allocations of 25%, that is £5.75m, in 2006-07, 50%, that is £11.5m, in 2007-08, and 25% in 2008-09.

3.4 The **timescales** for the process were laid out in the terms and conditions as outlined below:

19 November 2005: the LA to confirm that it wishes to take up the offer of funding – letter to be signed by both the Chief Executive and Leader of the Council.

6 December 2005: all LAs who have confirmed acceptance of a BSF One-School Pathfinder offer to attend a conference with the DfES.

- January 2006:** meeting with DfES to discuss proposals in outline. Prior to this, LA to provide a brief summary of initial strategic secondary vision and details of the proposed school.
- End-March 2006:** LA submits detailed proposals.
- End-April / early May 2006:** DfES / Partnership for Schools (PFS) to respond to proposals with agreement to proceed.
- September 2008:** School building ready for occupation.

CONSULTATION

3.5 Richmond upon Thames is well placed to meet this timetable. Extensive consultation has been undertaken with regard to the priorities and needs of the secondary and special schools in the borough. Prior to the submission of the 'Building Schools for the Future: Pathfinder Proposal' for PFI credits on 29 October 2003, the Local Authority consulted on the views, needs, and visionary aspirations of the secondary and special schools.

The LEA's vision, outlined in the bid, had the support of all stakeholders. Those who signed up to the proposal included the Leader of the Council, the Leader of the Opposition, Dr Vincent Cable MP, Dr Jenny Tonge MP, Chairmen of Governors of all secondary and special schools, Richmond Adult Community college, Richmond upon Thames College, the Diocese of Westminster, the Southwark Diocesan Board of Education, the South London Learning and Skills Council Executive Director and the South London Connexions Chief Executive.

3.6 Following the unsuccessful bid of October 2003, the LEA carried out further consultation with secondary and special schools to inform the Council's own initiative that took the form of the 'Secondary & Special School Investment Programme'. The outcome of this process confirmed the needs and focus of the original bid, particularly in terms of condition and suitability of school buildings.

3.7 It is therefore appropriate to shortlist the following two schools, based on prior consultation, Asset Management Plan data, the previously agreed proposals for a complete rebuild and the need to maximise on the capital grant available to the Local Authority –

Teddington School
Whitton School

TIMETABLE FOR FURTHER CONSULTATION

3.8 In the first instance, the LEA will seek approval to accept the offer of the capital grant for £23m, as a special approval in advance of any Cabinet meeting. This will enable the LEA to respond to the DfES by the 19 November deadline. The acceptance of funding and the process of consultation will be reported to Cabinet on 5 December 2005 for retrospective approval.

3.9 A letter has been sent to all schools, Chairmen of Governors, diocesan representatives and members of the Capital Strategy Group, to inform them of the process to be undertaken and providing an opportunity to comment or make their views known as to the preferred school.

3.10 Cabinet will make the final approval of the proposed school for investment when it meets on 16 January 2006.

3.11 The terms and conditions of the grant appear under the following headings: General Conditions, Mandatory Conditions, and Other Considerations. A brief description has been attached at the end of this report. This report provides some of the key data and comment on those items requiring consideration. A written statement by both schools prepared for the 'Building Schools for the Future: Pathfinder Proposal' PFI submission has been updated by the schools and is attached as Appendix A.

3.12 CRITERIA FOR CONSIDERATION

Expanding successful and popular schools/replacing weak and failing schools. T

The DfES guidance states that any proposal for investment should take into account the Choice, Diversity and Access agenda set out in the recently published White Paper; '*Higher Standards, Better Schools For All, More choice for parents and pupils*'. In particular, if the chosen school is successful and popular, and therefore oversubscribed, options for expansion must be considered. If a school is weak or coasting, federating or collaborating with a strong partner school must be considered.

3.12.a Data pertinent to this element is detailed below:

	Teddington	Whitton
Applications for 2005 entry	802	327
Standard intake	225	200
Number Year 7 on roll September 2005	225	148
Published number	1125	1000
No. on roll	1138	785

3.12.b Extracts taken from the most recent Performance and Assessment (PANDA) and Ofsted reports for each school state:

Teddington PANDA Report re:20/3/00	Whitton PANDA Report re:27/5/02
Standards achieved by pupils were good	Standards achieved by pupils were requiring some improvement
The quality of education provided by the school was good	The quality of education provided by the school was requiring some improvement
The management and efficiency of the school were requiring some improvement	The management and efficiency of the school was good
The school's climate for learning was requiring some improvement	The school's climate for learning was requiring some improvement
Inspection 20 March 2000	Inspection 27 May 2002
"Overall the poor condition of much of the school building and the small size of many teaching spaces adversely affects the quality of teaching and the environment in which pupils learn. Too often accommodation for a subject is scattered and where this is the case there are	"The space for reading and individual study is inadequate." "The numbers of students studying courses in ICT is increasing and access to computer rooms is not always possible at times required by departments."

<p>difficulties in sharing resources between teaching rooms.”</p> <p>“Constraints on financial expenditure, have meant that much badly needed repair and maintenance of the school buildings has not taken place and some facilities, such as toilets and drains, are a health hazard to pupils.”</p> <p>“The poor maintenance and availability of toilets was raised by parents and in meetings of the school council.”</p> <p>“The education of pupils currently suffers from buildings that are in a poor state of repair.”</p> <p>“The standard of accommodation is poor. Most rooms are well worn and drab. Fittings and floorings are of poor quality. The graphics accommodation is cramped or taught in an art room. Electronics is taught in a workshop.”</p> <p>“There is no computer aided design/computer aided manufacture or information and communication technology facilities for graphics.”</p> <p>NB:At the time of inspection the school was under the management of a different Headteacher.</p>	<p>“Accommodation is unsatisfactory. The studios are in a poor state of repair, which is not conducive to learning. Damaged ceilings with peeling paint do not provide students with a suitable environment that will encourage the development of visual awareness. There are large classes in studio space that is inadequate for groups of 20 or more.”</p> <p>“The accommodation for art, music practice and history is unsatisfactory.”</p> <p>“There is also a restricted number of rooms available for assemblies, lunches and examinations.”</p> <p>“Both the school and parents agree that areas of the school are in need of redecoration and modification to improve the quality of the learning environment.”</p> <p>“Accommodation is in need of refurbishment.” (Design and Technology.)</p>
---	--

3.12.c Comparative data for Key Stage 3 and Key Stage 4 results are:

Key stage 3 results				
Percentage of pupils achieving -				
Level 5 or above in:	2001/02	2002/03	2003/04	2004/05
English				
Teddington School	82	77	88	88
Whitton School	57	65	73	66
Mathematics				
Teddington School	83	81	83	86
Whitton School	55	52	64	64
Science				
Teddington School	83	85	82	87
Whitton School	55	52	58	47

Level 6 or above in:	2001/02	2002/03	2003/04	2004/05
English				
Teddington School	48	26	55	53
Whitton School	18	34	28	32
Mathematics				
Teddington School	57	61	67	69
Whitton School	34	30	42	32
Science				

Teddington School	43	58	45	66
Whitton School	17	32	28	20
Average pupil point scores	2001/02	2002/03	2003/04	2004/05
Teddington School	36.4	35.7	37.0	37.7
Whitton School	31.9	32.1	33.2	32.0

Key stage 4 results - Percentage of pupils achieving				
	2001/02	2002/03	2003/04	2004/05
5 or more A* - C grades				
Teddington School	55	67	66	65
Whitton School	31	45	46	40
5 or more A* - G grades				
Teddington School	94	95	93	94
Whitton School	84	87	94	86
One or more GCSE or equivalent grades				
Teddington School	95	98	98	100
Whitton School	93	97	97	97
Average pupil point scores*				
Teddington School			372.4	379.3
Whitton School			306.3	278.5

* From 2003/04 a new system for calculating average pupil point scores was implemented. Comparative data for the previous two years is not available.

Value added measures for key stage 2 to key stage 4				
	2001/02	2002/03	2003/04	2004/05*
DfES Achievement and Attainment tables				
National median position = 1,000				
Teddington School	n/a	n/a	988.5	988.08
Whitton School	n/a	n/a	981.9	958.37
* Value added measure unvalidated				
Fischer Family Trust contextual value added				
Percentile rank with 1 = highest rank; 100 = lowest				
Percentile rank - 5 or more A* to C passes				
Teddington School	n/a	84	84	89
Whitton School	n/a	37	55	70
Percentile rank - capped point scores				
Teddington School	n/a	62	76	76
Whitton School	n/a	67	50	89

3.13 School improvement and raising standards

The DfES guidance states that the project must address links to school improvement targets and how the project will contribute to raising standards, for example, through greater opportunities for pupil engagement, and for innovative and flexible approaches to teaching and learning, particularly personalised learning.

See school statements and vision for raising standard.

3.14 Broad and balanced curriculum

The DfES guidance states that facilities must include excellent science, design and technology facilities, and PE and sports facilities enabling every pupil to have access to at least two hours per week of high-quality PE and sport.

See school statements and vision for raising standards.

Comparative data:

Teddington	Whitton
<i>Science</i>	
Three science laboratories undersized and a further four laboratories in need of refurbishment.	Science laboratories refurbished in two phases 2003-2004
<i>Design & technology</i>	
Six rooms undersized with five with Medium Health & Safety risk – poor environment	Six rooms undersized with five with Medium Health & Safety risk
<i>Sports facilities</i> <i>Existing/condition</i>	
<ul style="list-style-type: none"> • 3 all weather pitches in good condition • Sports hall adequate • Reasonable size gymnasium • Changing areas fair but need improvement • No fitness suite • 2 netball courts in need of renovation • 2 squash courts in fair condition – offsite 	<ul style="list-style-type: none"> • Lincoln field grass play area other side of A316 – awaiting planning permission to develop floodlit astro turf, new grass pitch, community changing facilities, with combined funding of £350k from Education and Corporate with £350k match funding subject to Football Foundation bid (TBD). • ‘Dome’ rather than sports hall, outlived life expectancy • Gymnasium too small but good condition • Changing rooms in need of renovation • Fitness suite is annex of the Dome, too small • School hard play area, ‘the Cage’ in reasonable condition used for netball, football & tennis. Floodlit but needs development.

<ul style="list-style-type: none"> • Very small playground area 'quadrangle' • Access to field of the public park located next to the school. Good facility. 	<ul style="list-style-type: none"> • Dance studio is excellent, built 2002-2003. • School playground poorly planned.
<i>Access to 2 hours per week PE and sport – 2005 data</i>	
90 minutes curriculum time – working towards 2 hours 74% of students do 2 hours when curriculum and out of school hours clubs combined	2 hours curriculum time 100%

3.15 14 – 19 agenda

The DfES guidance states that the project must address the need to support an area approach to delivery of the 14-19 agenda, including an appropriate range of high quality, high status academic, vocational, technical, and mixed options which provide tailored programmes of learning that meet young people's individual needs and aspirations.

See school statements and presentation.

3.16 ICT

The DfES guidance states that the project must address the need to embed the use of ICT across the curriculum, enhancing teaching and learning and enabling more effective and efficient management and organisation of the school. A *Five Year Strategy for Children and Learners* was published in July 2004, and the Department's e-strategy *Harnessing Technology: Transforming Learning and Children's Services* was published in March 2005. There must be built in flexibility so that the school will be able to operate within the proposed BSF ICT environment.

Comparative data

Key stage 4 results - Percentage of pupils on roll achieving				
	2001/02	2002/03	2003/04	2004/05
Information Technology A*-C or equivalent grades				
Teddington School	7	10	38	42
Whitton School	8	23	28	30

See school statements and presentation.

3.17 Provision for special educational needs / behaviour and attendance / inclusion

The DfES guidance asks how the project will address provision for special educational needs, behaviour and attendance and inclusion.

	Teddington	Whitton
DDA compliance Access audit data		
Rating A (highest)	£20,900	£18,300
Rating B	£ 3,500	£ 400
Rating C	£ 3,050	£ 1,850
Rating D	£ 0	£ 0
Total	£27,450	£20,550
SEN provision - specific		Plans are in progress to build a new unit for 20 pupils with Autistic Spectrum Disorder

SEN pupils as a percentage of roll:				
	2001/02	2002/03*	2003/04	2004/05
SEN pupils with statements				
Teddington School	2.0%	2.6%	2.1%	1.8%
Whitton School	4.5%	4.5%	4.1%	4.5%
SEN pupils without statements				
Teddington School	17.5%	7.3%	8.9%	10.0%
Whitton School	24.7%	12.3%	12.6%	11.4%
Total SEN pupils				
Teddington School	19.5%	9.9%	11.0%	11.9%
Whitton School	29.2%	16.8%	16.8%	15.9%

* In 2003, the categories of provision for SEN were changed and this is reflected in the statistics.

Number of pupils excluded				
Permanent exclusions	2001/02	2002/03	2003/04	2004/05
Teddington School	4	3	8	1
Whitton School	4	7	3	3
Fixed term exclusions	2001/02	2002/03	2003/04	2004/05
Teddington School	105	88	96	107
Whitton School	103	165	104	87

Percentage of pupils excluded				
Permanent exclusions	2001/02	2002/03	2003/04	2004/05
Teddington School	0.3%	0.3%	0.7%	0.1%
Whitton School	0.4%	0.8%	0.4%	0.4%
Fixed term exclusions	2001/02	2002/03	2003/04	2004/05
Teddington School	9.1%	7.7%	8.4%	9.4%
Whitton School	11.3%	19.0%	13.0%	11.4%

Absence – percentage of pupil sessions missed through:				
	2001/02	2002/03	2003/04	2004/05
Authorised absence				
Teddington School	7.0%	5.4%	6.1%	5.5%
Whitton School	7.5%	7.8%	7.4%	6.4%
Unauthorised absence				
Teddington School	2.8%	2.3%	1.8%	2.5%

Whitton School	5.0%	2.8%	3.8%	4.0%
Total absence				
Teddington School	9.8%	7.7%	7.9%	8.0%
Whitton School	12.5%	10.5%	11.2%	10.4%

3.18 High Suitability and Condition Need

The DfES guidance states that it is expected that the school will be one of those with the highest building need as identified in the local asset management plan. Asset management plan data for schools is based on Condition Survey data, Suitability Survey and Curriculum Analysis data, and Net Capacity Assessment data.

Condition survey data identifies the work necessary to bring premises up to a necessary state of repair and to rectify breaches of legislation. An assessment of the costs of repair and the priority year in which the work should be undertaken also form part of the survey. Surveys are generally non-intrusive and may therefore suggest further investigative reports be undertaken.

Comparative data is shown below:

Condition	Teddington	Whitton
2005 data		
Priority 1	£ 99,900	£ 0
Priority 1-3	£845,629	£918,430
2003 data		
Priority 1	£ 396,700	£1,122,000
Priority 1-3	£1,123,500	£2,457,800

Suitability is defined as how well premises meet the needs of pupils, teachers and other users, and contribute to raising standards of education. Suitability surveys identify any need for additional accommodation and for improvements to existing accommodation, and deal with some aspects of health and safety requirements.

Suitability	Teddington	Whitton
2005 data		
A	0	0
B	35	22
C	12	11
D	12	37
*Weighted impacts	596	411
Health & Safety		
High	1	1
Medium	7	9
Low	6	2
Curriculum analysis frequency of use % -		
General teaching	90	85
Science	89	79
Business/IT	67	61
Art	77	49
Design & technology	66	42
Music	83	88
Drama	70	90

PE GCSE PE & Dance	70 N/A	62 90
Hunter & Partners suitability assessment costing exercise undertaken October 2003 – based on 2003 prices, BB82 area requirements and excluding fees	£13,916,000	£13,660,000

NB: A – unable to teach curriculum, B – teaching methods inhibited, C – management or organisation of school adversely affected and D – pupil or staff morale or pupil behaviour affected adversely. *Weighted in accordance with DfES guidelines where multiplier A = 32, B =16, C = 2 and D = 1. Curriculum analysis where 66% below is considered under usage.

3.19 Joined up capital funding – Children’s Centres / Childcare Strategy / Extended Schools

The DfES guidance states that approval of proposals for the chosen school will be subject to the authority and the school growing the core offer of extended schools and community use agenda in line with the extended schools prospectus, either wholly on the school site, or in partnership with other nearby schools, as part of an area wide strategy.

Children’s centres and extended schools are two of the key delivery mechanisms to achieve the objectives set out in the government’s Every Child Matters programme. The government is advocating a shift to more co-located, multi disciplinary services at neighbourhood level, that provide support to children and their families.

The local authority must ensure that all of the most disadvantaged families will have access to children’s centre and extended schools services, i.e. families in the 30% most disadvantaged areas as defined by the ODPM Super Output Areas (SOA).

When considering this aspect with regard to the two schools, please note:

	Teddington	Whitton
Super Output Area (SOA) profile	60% upwards least deprived	Much of the community falls into the 20-50% highest deprivation indices for the borough
Children’s Centre planned	2008-2010	Full service centre to be established
Social Services profile	Indicates a population with least number of children affected by income deprivation No families on the child protection register	Indicates mid to high numbers of children in need, with some areas showing as ‘most deprived’ by income deprivation Mid-range of children on the child protection register

	Less than 4% children overall affected	4%+ in Whitton and 6%+ in Heathfield
Extended schools	Sports Centre Canoe Club Hockey Club	Sports Centre 'Hub' extended school, establishing links with local providers of early education and day care. School well placed to deliver the children's agenda for change. Community Police office planned on site

3.20 Minimum abnormal site costs

The DfES guidance states that they expect the authority to ensure that the chosen site for the project will require minimum abnormal costs.

Abnormal site costs, expected to be 5% of the overall construction costs, and would include issues in connection with site accessibility, in terms of construction traffic, any arrangements required for decanting or temporary accommodation prior to or whilst building works are in progress, ground conditions that may delay or make difficult the construction process, planning issues and phasing of works.

There are other factors but these are the ones that are likely to lead to largest cost variations and that therefore lead to a risk of the DfES's expectation of abnormal costs being exceeded.

These key issues can only be evaluated at this stage with a range of caveats, not least because they are all influenced by where the new buildings could be constructed in planning terms. A best estimate of abnormal costs for each of the two schools will be produced for the 16 January Cabinet Meeting as part of the wider report on which school should be put forward to the DfES.

These best estimates will be produced via desk top studies that are influenced by early informal planning advice and by a practical approach to where new buildings could and would be sited given the desired project timetable. In terms of ground conditions and whether any unusual style of foundations or level of decontamination would be required, we will need to add to the limited existing survey information that we have, by undertaking sample soil surveys at each site using bore equipment.

3.21 Workforce reform

The DfES guidance states that the project will need to address workforce reform.

	Teddington	Whitton
Remodelling roll-out	Tranche 3	Tranche 2
Statutory requirements of the National Agreement	Addressed by school	Addressed by school

Remodelling principles	Embedded in the new staffing structure	Cross diagonal change team established to consider different ways of working.
------------------------	--	---

See school statements and presentation.

3.22 Comments from schools

The two schools will be considering further items in the DfES guidance, including application for a second specialism, foundation status, sixth form, school meals and Healthy Schools.

Teddington	Whitton
Specialist status existing:	
Visual Arts College	Sports College
2 nd specialist bid would be for:	
Business and Enterprise	Business and Enterprise
Healthy Schools:	
Not at present	Yes

4. Financial Implications

The existing Project Board that is overseeing the Primary PFI contract and the Secondary and Special Schools Investment Programme has met to consider the DfES offer of Capital Grant.

The offer of this investment as *capital grant* rather than borrowing approval (as has often been the case with previous capital schemes) is key in the Council moving forward with this development i.e. borrowing this sum of money would cost the Council in the region of £1.6m per annum and, under current funding arrangements, would largely fall to be met by the local taxpayer. The Council has stressed in its initial acceptance of this offer that any change in the nature of this funding could impact our ability to proceed.

Although officers are confident that the Council can deliver within the timescales set by the DfES, the offer of grant has a number of conditions attached to it around limits of funding on various elements of the scheme. Officers will only be in a position to judge whether the Council can stay within these restrictions or need to negotiate any changes to them when a school has been chosen and an outline scheme developed and discussed with DfES i.e. the costs of “abnormals” (see para 3.19) requires consideration of planning issues and ground surveys etc. The purpose of the discussions with the DfES in January will be to clarify many of these issues and their impact on cost and timings.

In developing the scheme the Council will need to carry out initial survey work, draft up designs and receive specialist advice in a number of areas including planning. The report to Cabinet in December will therefore include a request that funding is made available to support such work.

5. Policy and Equality Implications

The Building Schools for the Future One-School Pathfinder is an opportunity to provide a modern and up to date secondary school which will support the raising of standards and quality of education. If final DfES agreement to proceed is received, this capital grant will also support the work of the Council in meeting the needs of the local community in providing sufficient high quality schools places and post-16 education in secondary schools.

6. Background Papers

Cabinet reports:

30 July 2001 Secondary Schools Investment Programme
December 2002 PFI Phase 2
25 March 2003 Unitary Development Plan: Proposed modifications
23 September 2003 Secondary and Special Schools PFI
14 October 2003 Secondary and Special School Investment Programme
23 March 2004 Secondary and Special School Investment Programme
27 April 2004 Secondary and Special School Investment Programme
22 June 2004 Secondary and Special School Investment Programme
20 July 2004 Secondary and Special School Investment Programme
14 September Secondary and Special School Investment Programme
7 December 2004 Secondary and Special School Investment Programme
10 October 2005 Secondary and Special School Investment Programme

Overview & Scrutiny reports:

10 March 2004 Secondary and Special Schools PFI
6 September 2004 Secondary and Special School Investment Programme

7. Contact Officer

Paul Bettles, Interim Divisional Manager, Planning and Resources, Education, Arts and Leisure.

TEDDINGTON SCHOOL

BSF Submission to Richmond Borough Council

Introduction

Teddington School is an 11 -16, specialist Visual Arts school with 1142 students on roll. We serve a buoyant and stable catchment area and are among the highest achieving LEA schools within the borough. Despite our high rates of success, the school buildings are in grave need of significant redevelopment and investment. It is clear that with this level of investment, Teddington will not only achieve much more as a school but will serve to influence other schools and shape the future BSF programme for the London Borough of Richmond on Thames.

In serving and meeting the needs of each child, our aim is to provide an environment in which every student will flourish and develop to their full potential. In doing so, we:

- Promote self-esteem, self-discipline and respect for others within the School and the wider environment.
- Promote an atmosphere in which achievement, effort and participation are highly valued.
- Provide an encouraging and stimulating learning environment.
- Provide every pupil with a well balanced, high quality and relevant curriculum.

In meeting these aims, we now feel that we are reaching an optimum point within our current building and the restrictions it places on our plans for development. Our aspirations as senior managers and governors are high and the once in a lifetime opportunity being offered through the Pathfinder is something that we are ready to fully embrace for the benefit of our school community and Richmond.

It would be very easy and simplistic to state that with a new building we could achieve so much more, but the challenges are about setting a new vision for what will take place inside. The entire BSF programme is founded on this and not just on new pieces of architecture. We would deliver innovative teaching and learning which has the very latest technology underpinning it, offer much broader curriculum pathways which will engage all our students ensuring smooth and seamless transition between stages of learning which maximises attainment and achievement, and seek to engage the entire community in the broadest aspects of lifelong learning. We firmly believe that these are the factors that will turn a building into a genuine school of the future.

Site Constraints

The LEA are acutely aware of the detailed site issues and constraints and have a range of data to examine and analyse. However, it is worth noting a number of key points which we believe strengthen the case for the school to be rebuilt. OFSTED had made several comments about the physical state of the site and buildings in 2000 and reported that *“There has been insufficient expenditure on the maintenance of the buildings in recent years and urgent action is required to the state of the toilets and drains. (Further) the quality of teaching suffers from a number of small sized and scattered rooms.”* In considering this, it is possible to view these aspects as issues which can be rectified given some capital investment. However, OFSTED went on to report serious health and safety issues, which under the current framework and

pending inspection may cause significant concerns, which need addressing and added *“The supervision of pupils at breaktime is limited but this situation is made worse by the difficult nature of the crowded site... Some facilities are a health hazard to pupils...The environment in which pupils and staff work is generally unsatisfactory.”*

The small corridors, narrow open stairwells and lifting wooden floors all represent serious health and safety issues of the school. The growth in litigation against schools is a genuine possibility at Teddington – there is a major accident waiting to happen.

OFSTED also believed that much of the accommodation was in urgent need of redecoration and refurbishment and whilst acknowledging the efforts of parents and the caretakers to try to improve things they still reported that *“These efforts do not address major deficiencies.....Overall the poor condition of much of the school building and the small size of the teaching rooms adversely affects the quality of teaching.”*

We have worked very hard since this inspection report to improve the general fabric and décor of the building through painting programmes, quality displays in corridor spaces, improvement schemes for window replacement, drains and areas of the roof – all of which have made a significant difference, albeit superficial. However, it is clear from this that the school is in need of major investment, to the point where it may be more cost effective to rebuild it. The last submission to the DfES highlighted the level of investment needed to improve some of the fabric of the building would be approximately £1,123,500.

Despite this staggering figure, it would not address the real needs of size, suitability and sufficiency of classrooms. There are currently 11 mobile classrooms/huts which are used for virtually 100% of the time. This poses real difficulties in terms of timetabling due to the non-specialist nature of these rooms, difficulties for access to resources for students with particular learning needs and a less than adequate climate for our social inclusion work. These aspects, along with the size of corridors, were also commented on as “serious issues” in the DfES Curriculum Analysis Report (EPIC Consultancy, 2003).

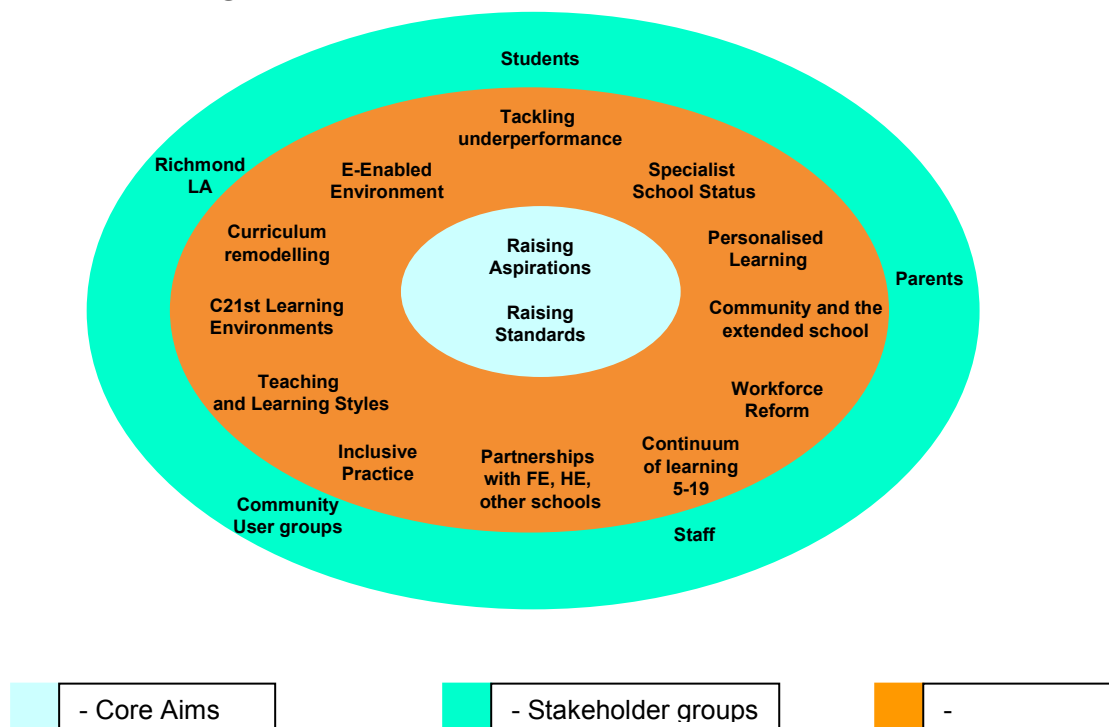
In addition to this, the electrical system has now reached capacity and we have been informed that no additional loading can be added. This severely restricts our vision and aspirations for more ICT usage and general site developments. Also, there is no dedicated playground space, apart from the Astroturf area. Crowding and difficult movement around the site, both inside and outside, is a very serious health and safety concern for the school. The poor state of specialist facilities in PE, Science and Technology, as well as the inadequacy of the library for online research and study, also gives rise to serious concerns of safety during lessons and the constraints then placed on learning. The use of the Main Hall for PE lessons is a good example of learning having to be interrupted through setting up and then cleaning up before and after each break and lunchtime – the adjacent Dining Hall is inadequate in only seating 100 students.

Access for the disabled is also poor and the requirements of the Disability Discrimination Act are not being met. This has led to some students, who were wheelchair bound and one who was visually impaired, being turned away as we were unable to meet their needs in and around the school buildings and site. This is something that we need to work with the LEA on in reaching a solution to the growing constraints and dangers currently posed on the school site.

Our Vision for Teddington

Despite the above, Teddington has achieved many things in the past five years but is not a complacent school. The Headteacher, Staff and Governors are all extremely positive about what the future may hold for the school, and for Richmond, in embarking on the BSF Pathfinder. The vision held by the Head and Governors is one of the future, one which will transform the way education is delivered and one which will ensure that all students and the wider school community will benefit from. At the heart of this vision, is a school of the future, going beyond the traditional definition, which focuses on the needs, aspirations and aptitudes of all learners matched to a challenging, enriching and technologically advanced learning environment in which they can flourish and achieve.

Teddington School – A School of the Future



The school achieves well at GCSE but we are clear about the improvements which need to be made. We are aware that the curriculum offer, restricted by the nature of the building and size and suitability of classrooms, whilst meeting the needs of most does not fully cater for all students. We are also very aware of the need to retain students in the system at ages 11 and 16, and would seek to maximise this within the new structure of the pathfinder.

The design aspects of a new school would fully meet Teddington's aspirations and vision for the future. As a high performing school, Teddington is extremely well placed not only to secure its own continued improvements but also, in partnership with the LEA, influence, shape and drive education innovation from a very sound and secure base. This partnership is not just about working with other secondary schools but also to ensure a continuum of learning through primary schools to FE, HE and beyond. The senior management team and governors have no ceiling on what they believe is possible.

We would be seeking, in partnership with the LEA, to ensure that the new Teddington School will be a high achieving, influential and dynamic institution that will:

- Raise achievement and attainment by developing individual and active learning opportunities which focus on new learning outcomes, skills, behaviours and competencies;
- Offer broad pathways throughout 14-19 in creating school-based P16 delivery and provision for over 350 students;
- Become a Centre for Excellence in promoting professional development, cross fertilisation of best practice within Richmond, innovation and pedagogical approaches being underpinned by the very latest e-learning material and technology platforms;
- Work very closely with the LEA in identifying specific borough-wide SEN issues which could be addressed through the placement of a unit or similar provision within the new school in fully embracing the inclusion agenda;
- Promote lifelong learning through innovative use of the latest technologies including remote access, accessibility to specialist facilities and support of a range of agencies and providers;
- Work in partnership with business, FE, HE and other schools to develop leading edge practice which will impact on performance across the 5-19 age range;
- Build on our existing relationships with Teddington Hockey Club in creating a Centre of Excellence for Hockey catering for students across Richmond and actively promoting wider participation of girls in sport in meeting the Government's targets in this area;
- Provide opportunities for access to specialist resources, facilities and provision for primary and secondary school learners through existing and second areas of specialism;
- Provide outreach support for those schools in more challenging circumstances;
- Seek to stem the leakage of approximately 35% of students in Richmond into private and selective schools, by offering a C21st environment with high quality learning experiences matched to very high standards, aspirations and expectations.

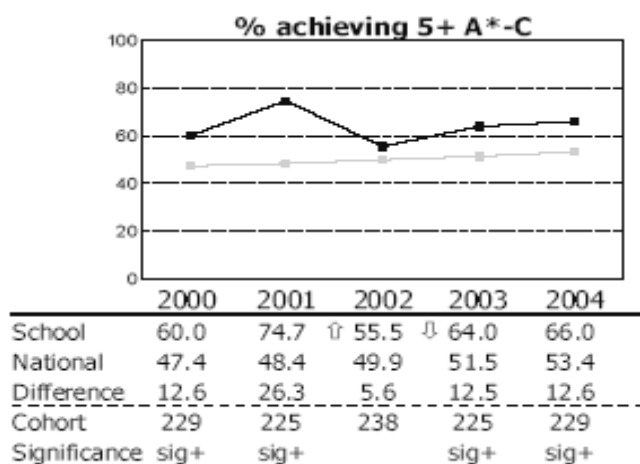
Tackling Underperformance

Teddington has a robust self-evaluation process and is aware of its own particular strengths and areas for development. The openness in which we approach this is reflective of our desire to continually improve. The attainment results for the school demonstrate some very good progress for the majority of students at the school. Analysis by the senior team has also highlighted key areas to focus on in improving results at all levels and not just at Level 5 or Grade C. This acceptance of using data to improve teaching and learning is leading to genuine debate and desire to challenge accepted norms and raise standards.

Key Stage Four Summary

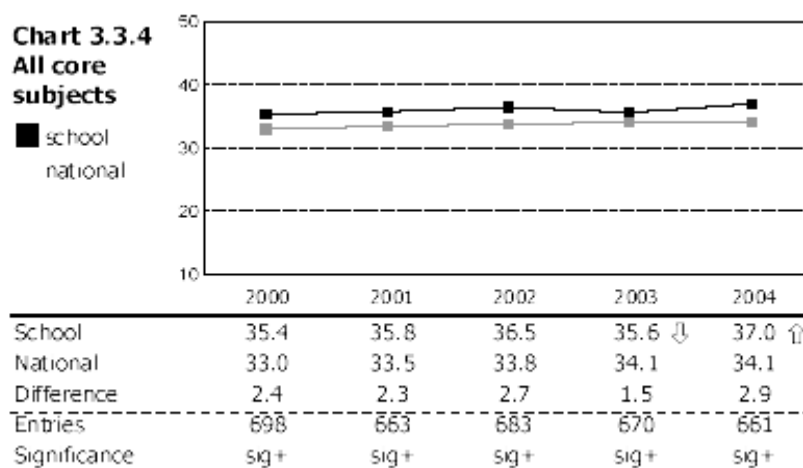
Our achievements at KS4 demonstrate our ability to achieve good results for the majority of students. We have been performing consistently above the national and LEA averages for the past five years with the performance of boys being the highest and girls being the second highest in the LEA. However, we are conscious that behind these figures there are issues to be addressed e.g. 34% of students do not

achieve 5A*-C, or the varying levels of gender performance. We believe a new curriculum structure will help to address these but in order to deliver it, we need to have much more modern, appropriate and specialist facilities.



Key Stage Three Summary

In KS3, a similar picture emerges with the school performing consistently above national and LEA averages. We are clear of the differences we need to continue to make to ensure that we add maximum value to our students. Investment in new science laboratories is desperately needed and much improved ICT infrastructure would help to support learning more effectively across all subject areas. Again, if this were achieved through the BSF Pathfinder we could begin to address the needs of the more able in completing KS3 in two years, opening up the range of pathways for students much earlier and assessing them when ready rather than when age dictates.



We are clear that a new school building, as impressive as it may appear from the outside, will become totally ineffective in raising standards if what is delivered is a similar provision to what is current. We are challenging our thinking, our operation and our professional aspirations in order to fully embrace the concept of Building

Schools for the Future in its entirety. We will ensure that we tackle underperformance and raise achievement through:

- Targeted support for identified groups of students based on a robust analysis and use of all available data;
- Remove the barriers to independent learning in providing an enriching and stimulating environment;
- Using technology, online materials and learning platforms to enhance teaching and learning experiences;
- Providing appropriate pathways throughout the school, and into P16, which ensure that learners of all abilities are placed on appropriate courses and qualification routes which motivate, enthuse and challenge them;
- Ensuring the transition phase into the new Teddington School both mirrors and builds on the experiences and prior attainment of learners within the primary school.

Curriculum Innovation

Our curriculum has been designed to meet the requirements of the national curriculum at both KS3 and KS4 with a range of further options available for students in KS4. We have been conscious that this provision, whilst yielding some very good results, does not fully meet the needs of all our students. We have begun to address some of these issues in linking with Richmond College for vocational GCSE delivery and also the beginnings of developing a work-related strand. What is clear to us is that a broader and much more innovative curriculum model would help to raise standards across the entire ability range.

In being the Pathfinder school, we would devise and implement a model which offers a range of different pathways for all students. This would not simply be more vocational provision for the minority of students who are difficult to engage but broad pathways in which all students can achieve. For example, the concept of more able students following modern apprenticeships into degree courses, in partnership with leading businesses and HE, is one which has been proven to succeed. Equally, the involvement of business and HE as part of the new school environment, and also as a partner in delivering and developing both academic skills and technical capabilities, is something which we would wish to promote.

Our proposed curriculum will open up pathways for students from 11 to 19 and support personalised learning throughout each Key Stage. It will build on the work undertaken by our primary colleagues, it will ensure a smooth transition between phases and it will embrace "assessment when ready" as the norm. The proposed timescale for the Pathfinder would also align itself with the delivery of the first five of the "Tomlinson" diplomas planned for 2008. These broader based qualifications will offer students a mixture of academic, vocational and occupational pathways which will require very different teaching in both the school and workplace, new resources and a range of assessment considerations. Teddington School, as the Pathfinder, would embrace these in not only meeting the needs of its own students, but in developing partnership arrangements with others. This would certainly assist in meeting the wider needs and demands within the LEA and building on the relatively few schools who offer alternative routes to GCSE.

The addition of P16 courses being offered within the school is much needed in ensuring a continuum of learning and meeting the needs, abilities and aspirations of all our students. There is an appetite for P16 delivery within schools. In order to be

effective, it needs to consider economies of scale and areas of expertise both in terms of subjects and qualification routes. In working with others, we believe that P16 provision in schools for around 350-400 students is achievable. We would be seeking to work with other schools in creating a P16 curriculum offer which students would see as the logical next step. We would seek to work with schools, Richmond College and other FE providers in ensuring that students had access to the highest quality provision at A Level, Level 2 and 3 Diploma Pathways, and L2 qualifications across the range.

ICT Infrastructure and Learning Platforms

All of the above would need to be supported through an extensive ICT infrastructure and investment. In planning out a new school, we firmly believe that ICT must be at the heart both in terms of design and also capability to support and integrate curriculum and management functions. BSF requires that ICT considerations and solutions are fundamental to the design and realisation of a new school. ICT is at the heart of the Government's drive for improving schools and personalising the curriculum for students. We wish to mirror that vision in focusing on leading edge thinking on flexible and adaptable working for staff and students and the impact of this on how the physical environment is managed. The size, variety and specification of learning spaces would ensure flexibilities in teaching and learning along with access to an ICT infrastructure which would allow for both collaborative and personalised experiences.

We would wish to secure a strategic ICT partner in addressing this issue e.g. Microsoft, Toshiba, Ramesys, to ensure that our aspirations not only as a school but for Richmond can be met. Teddington would become the hub – a centre for excellence in this area – from which emanate links to all schools in Richmond. This would allow access to a common learning platform and further promote the continuum of learning throughout the phases. Schools would share and develop resources, minority subjects would be facilitated through video conferencing and interactive learning materials, and all students in Richmond would have access to the very latest online-learning materials and support. In building on the activities of the school day, and in meeting part of the extended schools agenda, access would be remote and allow students and their parents to work alongside each other, allowing further access for the community and genuinely promote and support lifelong learning. The early vision of the Richmond Gateway could be achieved but in a much more ambitious and successful manner.

We would play a leading role in developing individualised learning programmes for all students, working collaboratively with all schools and FE to develop programmes which can be accessed anywhere. Information and learning would be online and accessible to parents and the wider community; we would support and deliver ICT training to all schools and community learners through our Centre For Excellence, and ensure that we share best practice in ICT teaching and learning which supports the transition from primary schools. We would ensure with our strategic partner that the learning platform would be fully adaptable to meet changing needs and demands of teachers, students, families and adult learners. In doing this, Richmond would achieve a genuine Networked Learning Community which feeds from, and into, the Teddington hub.

Every Child Matters

Behaviour, Attendance and Inclusion

The new Teddington School will have the capability to meet the inclusion agenda in its broadest sense and develop and share successful practice which meets the needs of learners with different abilities, interests and aptitudes. We would be looking to build on the current best practice on inclusion, both educational and social, and ensure that there are specialist facilities which will support students of varying stated needs and behaviours. The creation of a Learning Support Unit, in which engagement in learning to raise self-esteem becomes the norm and not an isolation/sin-bin experience, would also ensure that students can succeed in their learning where they once would have failed.

Our work on positive behaviour management has changed how parents and students view the school. A reduction in both fixed term and permanent exclusions has been a result of this policy. Attendance has also improved over the past few years with a reduction in unauthorised absence. However, we believe that this can be further improved through engagement in exciting curriculum and learning experiences which can only be catered for as part of the new vision, building development and partnership arrangements.

Children's Services, Extended and Full Service Schools

In meeting the new Children's Services agenda, we would be seeking to ensure that our new school will fully embrace the key areas of Every Child Matters through:

- Ensuring the school is a focal point for the local community in providing extended opening times and access to facilities and services for children, families and the wider community;
- Building effective partnership arrangements with health, social care professionals and the private and voluntary sectors in ensuring that the needs of vulnerable students and their families are catered for;
- Ensuring that any extended provision meets the needs of the wider Richmond community and builds on both the social and intellectual capital that exists within them.

“An extended school maximises the curricular learning of its pupils by promoting their overall development and by ensuring that the family and community contexts within which they live are as supportive as possible”. (Alan Dyson – DfES Research Project on Extended Schools)

In achieving the vision for the school, we would need to consider potentially different approaches to its structure and operation. In increasing the curriculum choice and number of pathways, considerations must be given to time allocations, more creative timetabling arrangements, flexible days to maximise learning, extended days for older students in meeting the needs and demands of their courses balanced against opportunities for enrichment, sporting and social activities.

Specialist School impact

As a specialist Visual Arts school, Teddington is clear about the role it plays in belonging to a system which is marked by high aspirations, partnerships with other schools, strong and effective leadership and reform of the school workforce. The work we undertake with our primary partners and business contacts helps to support much more effective teaching and learning not just within the Visual Arts but across the board.

We would seek a second specialist area which would complement existing specialisms within Richmond and add a new dimension to the LEA specialist school map. Our second specialism will be Business and Enterprise. As a Centre for Excellence in two specialist areas, we would seek to work with a broad range of partners in bringing together a network which serves and supports Richmond.

As part of our vision for broadening the curriculum offer for students in Richmond, we would wish to support others in:

- Working collaboratively to develop initiatives focused on meeting the needs of various schools and their local communities;
- Creating new and innovative curriculum models in line with the 14-19 agenda;
- Developing strategies and approaches to accelerated learning in specialist areas leading to early examination entry and a system of assessment when ready;
- Developing programmes which support higher aspirations, initiative and enterprise through developing thinking skills and creativity;
- Working with a range of partners to create “real world” experiences outside the school boundaries including business placements, community and voluntary organisations;
- Offering and supporting a range of specialist, challenging opportunities, masterclasses and career pathways, in conjunction with business, FE and HE, for gifted and talented students across all schools in Richmond;
- Working with businesses to develop opportunities for the development of business, enterprise and entrepreneurial activities both within and outside the normal school day.

Summary Benefits for Stakeholder Groups

In summary, the benefits to all our stakeholder groups are enormous. The Pathfinder will create an environment which will not only cater for the needs of each constituent group, but create the blueprint for all other BSF activity within Richmond.

Students will have:

- Personalised learning catering for individual needs, capabilities and styles
- A range of flexible blended learning experiences
- Progression according to needs and abilities – assessment on demand
- A challenging curriculum which stretches all abilities, particularly the more able
- Wide ranging pastoral support for students of all abilities
- Access to an E-enabled learning environment supporting anytime/anywhere learning

Parents will have:

- Confidence in school meeting their child's individual needs, aspirations and potential
- Greater involvement in school through family and adult learning
- Access to extended school resources
- Better information through an involvement in learning and assessment processes

Our local community will have:

- Ownership and understanding of school's aims and aspirations
- Improved access to facilities – leisure and educational
- Community integration with and through school
- Voluntary and Community sector delivery within the curriculum
- National policy issues on Youth and Children's Services being addressed in Richmond

Our staff will have:

- A state-of-the-art quality learning environment and resources
- On-line curriculum access, capability and development opportunity
- Access to quality professional development and research on innovative teaching styles and pedagogy
- High level job satisfaction and professional challenge
- Full involvement in shaping the vision for a differentiated curriculum model
- Increased morale, recruitment and retention
- A clear understanding and working knowledge of Every Child Matters and the Five Year Strategy agendas

Richmond will have:

- Opportunities for partnership working across the LEA leading to greater continuity and progression across the phases
- Added diversity through our second specialism – Business and Enterprise
- A broader 14-19 base with links into schools, FE and HE
- The advent of partnerships and soft federations between schools
- Support for lower performing schools
- Increased recruitment and retention of students into school-based P16 provision (400+)
- A "Centre of Excellence" for ICT, curriculum pathways and personalised and inclusive learning
- Broad, extended school provision in successfully addressing major Government policy initiatives
- A "blueprint" for the next wave of BSF
- A strategic ICT partner to shape provision across Richmond

Conclusion – Why Teddington School

In summary:

- We have a vision for how Teddington School will embrace the BSF ideals and turn them into a reality;
- We have a vision for how this will impact on primary partners, secondary schools, FE, HE and businesses;
- We are clear about how Every Child Matters and the Five Year Strategy will impact operationally on the school and across the LEA;
- We are clear about the benefits for each stakeholder group;
- We are extremely well placed to improve performance and influence school improvement across Richmond;
- We meet the indicators for sufficiency and suitability and have been identified by the LEA as being in urgent need of huge capital investment;
- We have significant school improvement and senior leadership experience (2 successful headships);
- We are fully committed to working in partnership with Richmond LEA and strategic partners in making this happen.

We look forward to discussing this proposal with you in detail.

Richard T Weeks
Headteacher

Jack Stephen
Chair of Governors

This report has been compiled by KPMG LLP on behalf of Teddington School. The views, opinions and vision expressed within the report are those of the Headteacher and the Governing Body of Teddington School, Richmond on Thames, and not KPMG LLP.

Supporting Statement for Whitton School

1. Vision

The Governors and staff of Whitton School have a long held vision for our school that would further raise standards of achievement and place the school at the centre of our community. Our vision is very much in tune with the extended schools initiative and, most lately, the introduction of Children's Centres, which we believe are absolutely vital in raising standards of achievement yet further in our school. Our vision is to break down the barriers to learning that many young people have so that they can learn effectively and achieve highly. This could be achieved through a more integrated approach to children in purpose built accommodation.

It has also been well documented over the past six years that we would wish to develop our on-site community services to include the library, a recreational facility for young people and the community and early learning clubs/creche. This is in addition to our current role as a successful Sports Centre. We are due to have three Safer Neighbourhood Police teams on site from next April and the Richmond Specialist Centre for Autism is due to open in September 2006. Each of these projects is part of our ongoing commitment to the community school model.

Whitton School has a caring and supportive ethos which has two main aims : –

- to ensure that every student achieves their academic potential and
- to develop the whole child so that they each become well rounded, responsible and caring adults playing an active and positive role in their community.

We recognise that our buildings are a severely limiting factor in realising these aims. We also endorse the views of David Milliband who stated in 2004 that 'the challenge of education in the 21st Century is to give the common basics of citizenship and working life to every pupil, while developing and nurturing the unique talents of each pupil'.

2. Whitton School - Richmond and Government priorities.

- Our primary goal, as stated in our School Improvement Plan, is to achieve standards that consistently place us in the top 15% of similar schools nationally and add significant value from Key Stage 2 to Key Stage 4.
- Our vision to develop as a community school matches the aspirations of the LEA and the Council as it will 'maximise opportunities for community use on school sites. This will be achieved through improving libraries, sports facilities and promoting partnerships with health' (10 Year Strategic Vision for Education in Richmond upon Thames, 2002-2012).
- Our vision gives the Council the opportunity to maximise its assets to deliver high quality provision in education, the library service, sports facilities, and integrated children's services, thereby offering best value to ratepayers. We would be incorporating improved services and facilities for sports, arts and libraries in this part of the Borough where there currently is very little provision.
- Our vision as an extended school and as a Children's Centre will enable the school and partner organisations to deliver in an integrated way the key outcomes of 'Every Child Matters' for our community. It will support the

delivery of the priority national targets and indicators and a significant number of the Council's PSA targets.

- Our vision takes into account recent significant investment in our buildings eg Sports College Capital/NoF (Dance Studio); Council funds (Richmond Specialist Centre for Autism) and also funding already in the pipeline eg Football Foundation/LEA funds (Playing Field development – all weather-turf pitch, grass pitch, community changing facility, security and floodlighting). We would also hope to be the designated Children's Centre for this part of the Borough, an initiative that currently has money attached to it.
- Our vision is in line with the Educational Development Plan, especially the priorities concerned with Raising Attainment in Secondary Education; Tackling underachievement/narrowing the gap; Ensuring access to socially inclusive education for all pupils; improving the quality of teaching by tackling teacher retention and recruitment and supporting continued professional development.
- Our vision will mirror the new council structure, which is committed to a more integrated approach to front line delivery for young people, thus raising standards in schools.
- In order to secure our comprehensive intake, we must attract more Richmond residents from the Whitton, Heathfield and West Twickenham wards in particular and make Whitton School their automatic choice at the end of Year 6. Our goal is to use the Pathfinder project to create unique and diverse opportunities for children & young people in our area (early years to 18 years of age) so that we can compete more effectively for Richmond pupils, particularly with Hounslow schools and the independent sector.

3. Our vision into practice

Our School Improvement Plan reflects our focus on personalised learning so that assessment, teaching, the curriculum and school strategies are each designed to ensure that the talents of every child can be realised. The five key elements of personalised learning feature in our planning: assessment; teaching strategies; flexible pathways at 14+; school culture and ethos; engagement with the wider community, including parents and families.

We envisage a new school and centre for community learning on our present site, plus the land currently used by Heathfield Library and the Community Centre. A reconfigured set of buildings will enable a better use of space, especially for outdoor play and recreation, and will enable us to include community and extended school services as well as incorporating state of the art teaching & learning spaces. We would expect our standard number of 200 11-16 year olds to remain but for the school to be fully subscribed. We will run a number of franchised 14-19 and post 16 courses in conjunction with Richmond upon Thames College for a significant number of students.

The school will contain:

- Flexible teaching and learning spaces that all have access to integrated ICT systems. This will promote independent learning, more motivational teaching methods, easier access to assessment data for teachers and opportunities for distance learning. Areas of the curriculum would be grouped together to enable a variety of teaching and organisational arrangements for the delivery of the curriculum.
- Brand new facilities for :
 - Design and Technology (our current facilities are very poor and not fit for purpose);

- PE and Sport (the Sports Hall has outlived its projected life span: the gym is serviceable but cold and old fashioned; the Fitness Suite is cramped and takes up part of the Sports Hall space);
- An integrated area for the Arts - our Music facilities are inadequate, in poor condition and not fit for purpose; we have no performance space for Drama and the Art/Drama/Music facilities are currently totally separate from each other). The performance /exhibition space will be used by the school and the public.
- Business and Enterprise, including ICT and a Classroom of the Future.
We envisage a suite of rooms and spaces that will not only enable us to deliver a high quality curriculum within our proposed second specialism but would also incorporate facilities to teach Modern Foreign Languages with an international twist. The space would be designed to host conferences and to draw in businesses and employers to our school. The Education Business Partnership and Connexions (or replacement) would also be part of this development.
- Management Information systems that will enable us to integrate our assessment, behaviour and attendance monitoring.
- Additional and tailor made space to deliver a 14-19 curriculum and post 16 courses. The courses would be delivered on the hub and spoke model with Richmond upon Thames College, with a franchise arrangement in place. We would envisage offering an eclectic mix of academic, vocational and technical courses from our site that would meet the diverse needs of our students. These would include A level courses. The post 16 courses run on our site would be open to any student accepted to RuTC. There is anecdotal evidence to suggest that our students and parents would be attracted to this model of post 16 education. The 14-19 courses and arrangements would also improve the staying on rates into Further Education, a key area for improvement identified by the Learning and Skills Council.
- Easy access to ICT so that students could follow an 'independent learning curriculum' aged 14 – 19.
- New kitchens, which can be used flexibly by the school, community users and for lettings. Adjacent would be a dedicated restaurant area that can be used throughout the school day, evenings and weekends. Our current kitchen and dining arrangements are woefully inadequate. The kitchens are cramped and old fashioned and students have to eat in the school hall. We have the Healthy Schools Award and we are a Sports College and in that context healthy eating is a key objective for us. We have discussed the possibility of running our own school meals 'business' but are unable to do so at present because of the need for capital investment in our facilities.
- Dual use school-community facilities including a Library, early years centre/creche, a new Sports Centre and a single recreational facility (including proper dining facilities). Our current library is the size of a large classroom and is not fit for purpose. There is a great need in this part of the Borough for places for the under 5s and such a facility would also aid staff recruitment. Governors would envisage this facility being run by a business partner.
- Any development of facilities would be easily accessible for adult learning and family learning courses.
- A Children's Centre which will include a range of services – Primary Care Trust, Social Services, Connexions etc
- A training facility and base for the Richmond Sports Partnership.

The new building will incorporate :

- Three Safer Neighbourhood Police teams

- The Richmond Specialist Centre for Autism, including a Speech and Language facility.

3. Case for Whitton School

Nothing less than a **complete rebuild** is required for the following reasons :

3.1 Condition & suitability

The condition of our building is well documented and is very poor from the drains up. Some key buildings are at the end (or beyond) their life span including the Student Support Centre/SEN/Drama block and the Sports 'Dome'. These will need replacement in the near future. The condition of our main teaching block is also poor and will need major investment in the near future simply to have proper windows and exterior walls. Our D&T facilities are archaic. There is evidence to support the argument that public funds are being used unwisely to refurbish buildings in the short term.

Suitability issues are also well documented. The key areas for investment as far as teaching and learning is concerned are Music, ICT across the school, Design and Technology, main teaching classrooms (Maths, English, Languages, RE, Geography, Leisure & Tourism, PSE), Library and Drama Studios. We need more flexible spaces for whole class, small group and individual learning. In terms of social space, we need a separate dining facility, indoor seating areas, a larger Hall and wider corridors to ensure safe movement.

'Adding on' or piecemeal refurbishments are not an option for us because the site is confined and space must be better utilised to develop our vision. It is also essential to develop the site as a whole with site security, health and safety and community access issues to the fore. It is also pertinent to mention that Whitton School has very high energy costs due to the design and age of the building.

3.2 Impact

On students.

We take students of all abilities into our school but have a higher number of students on level 3 or below on entry. This presents us with particular challenges in raising standards from level 3 to level 5 by the end of Key Stage 3 and then realising potential by the end of Key Stage 4. In addition some of our students have significant barriers to learning that impacts on their ability to make progress,

Our results indicate good progress by the age of 16 in 2003 and 2004. Progress was less satisfactory in 2005. The quality of learning is generally satisfactory but does not match the quality of teaching (OFSTED 2002). Our regular interviews with students give clear messages about what makes them learn most effectively. Of course, good teaching with a brisk pace, clarity and clear assessment is crucial and can be done in a garden shed but the most motivational lessons for our students also includes the focused use of ICT, greater opportunities for independent and small group work and excellent visual stimulation/demonstrations. The students acknowledge, without prompting, that the learning environment sometimes affects their attitude and effort. A sizeable number of our students have low aspirations of themselves and almost expect that poor buildings are their lot in life.

On staff

We have a stable and committed staff at Whitton School. However, teachers have consistently commented on the condition of the buildings, the configuration of the site and the size of classrooms and the Library as limiting and demoralising factors in their teaching. For example, with class sizes of 30+ many of the teaching rooms are simply too small and prevent the teacher from delivering lessons which might include a combination of pair, individual and small group work as there is no space to move. We have many teachers who are trained in the use of Interactive Whiteboards who have very limited access only to that facility on a booking in basis. The lack of dedicated space to prepare high quality lessons is also an issue. It is also apparent, despite workforce remodelling and new management structures that too many teachers are dealing with social and personal issues presented by students and their families rather than focusing first and foremost on standards.

On parents

Surveys of our current parent body have consistently shown a high level of satisfaction with the school. Improvements in parental feedback since our last OFSTED Inspection in 2002 have been marked. However, anecdotal evidence from Open Evenings, Open Days and meetings with prospective parents in local primary schools show that the condition of the buildings combined with our position in the Richmond league tables and negative perceptions of the background of some of our students discourages some parents from making Whitton School a first choice.

On the community

Whitton School is located in the centre of three wards – Heathfield, Whitton and West Twickenham and is therefore ideally placed for community use.

3.3 Capacity and Readiness

- We are already the hub for extended schools services in Whitton and Heathfield. The Extended Schools Co-ordinator for our cluster is in post and is quickly developing protocols to work with other agencies locally, including the Richmond Housing Partnership and the Youth Service.
- We have close curriculum links with our local primary schools :- Nelson Primary, Heathfield Infants, Heathfield Juniors, Bishop Perrin and St Edmunds. We also have close sporting links with other primary schools through our sports college work. The rebuild would enable us to develop further these links with dedicated areas for primary school lessons on our site.
- Our ICT results show steady improvement over the past three years at both Key Stage 3 and Key Stage 4. We are ready to develop our discrete ICT programmes yet further and will be applying for Business and Enterprise as a second specialism with confidence. Teachers across the curriculum are keen to incorporate ICT into their lessons but, on current funding, our ICT Development Plan anticipates a 9 year roll out for interactive whiteboards into each classroom.
- We have two Advanced Skills Teachers (Gifted & Talented and Teaching & Learning) based at Whitton School.
- We have a best practice model in place for Student Support (LEA Report, Summer 2005;) that also works closely and successfully with a number of external agencies including the Youth Offending Team, Child and Family Services, Social Services and the Primary Care Trust.

- We are already piloting a 14-19 Btec in PE and Sports course with a targeted group of students who are expected to progress to RuTC and St Mary's College. We have 34 students on a range of 14-16 courses at Richmond College and, for the past two years, have had reciprocal teaching arrangements with them. The physical proximity of the College combined with a tradition of a close working partnership will enable us to establish a curriculum offer that is flexible, increases choice and assures quality of provision for young people in Richmond.
- We are a lead partner school for the Aim Higher project with St Mary's University.
- The school is applying for the Careers Kite Mark and our preliminary self evaluation indicates that we will be successful.
- The new management structure for the school reflects our vision for the building. For example, ICT, Work Related Learning, Business and Enterprise and Modern Foreign Languages have been combined into a 'Faculty' under the leadership of the Director of 2nd Specialism; the Student Welfare system has been designed to dovetail with the extended schools projects, a multi agency approach and a possible children's centre on site.
- We have committed to running the centre for autism in the Borough. The process of setting this up has provided us with a level of expertise in partnership projects.
- We have developed a very successful model for raising the quality of PE and School Sport, not just in Whitton School but also in the primary, secondary and special schools in the Borough. Through integrating the functions of the Sports College, the national Continuing Professional Development model and the Partnership Development role, we are delivering a model for the development of PE and School Sport that is recognised nationally as best practice. The school acts as the Lead Delivery agent for training of teachers and other adults in school sport and PE on behalf of the LEA. We have revenue funding in place to develop yet further our role as the hub for School Sport and PE, particularly in relation to LEA strategic plans and Coaching Education.
- We have expertise and structures within our staff to support a major building project.
- A new Headteacher, Jonathon Gillard, is taking up post in January 2006. He is coming to Richmond with fresh and innovative ideas for school improvement and raising standards. Planning and developing a new building for Whitton School will be an ideal opportunity to support a new Headteacher in realising an exciting vision for our school and community.

Concluding remarks

The Whitton/Heathfield part of Richmond requires regeneration and rejuvenation. Whitton School serves two wards of significant deprivation and a Health Deprivation Area. Our area requires more leisure, cultural and sporting facilities, especially for children and young people. In order to achieve our vision, we need to become the centre of learning, community activities and recreation within an environment of high quality that is fit for purpose. This is a unique opportunity that must not be missed. At this stage the Governing Body are not considering Foundation Status for Whitton School but will keep this decision under review.

Sue Raynor
Headteacher, Whitton School
November 2005

Conditions of BSF Grant

This is a summary of the conditions contained in the annex attached to the DfES letter of 2 November “Building Schools for the Future: One School Pathfinder”.

General Conditions

1. The grant is a down payment on BSF
2. The project should be consistent with the terms on which BSF schools are funded.
3. We are to achieve BSF outcomes in this first project, to develop good practice for when we join the main programme.
4. The selected school will not be revisited in the main programme.
5. The provision of the rebuilt school must therefore be consistent with our longer term education vision.
6. The school is to be one of those with highest building need as per AMP. If VA, grant of up to 100% may be paid.
7. The project must be able to deliver transformational change to the selected school within allocated resources.
8. LEA must balance resources available with need to deliver “a school of the future” built to BSF standards.
9. Generally no funding allowed above level of initial allocation (paid as capital grant)
10. We are to ensure chosen site will require minimal abnormal costs, unless exceptional circumstances exist, which should be discussed with DfES from outset.
11. Proposals for investment must take account of recent White paper “Higher Standards, better schools for all, etc” and if chosen school is successful and popular, options for expansion must be considered as part of the project. If weak or coasting, federating with stronger school must be considered.

Mandatory Conditions

1. Project must be consistent with LEA’s long term existing strategy, and Children and Young Person’s plan (overview to accompany detailed proposals) and have regard to BSF education vision policy guidelines (which are currently being reviewed)
2. Project must
 - address links to school improvement targets
 - show contribution to raising standards

- address need to provide broad and balanced curriculum
 - support an area approach to delivery of the 14 – 19 agenda
 - meet the extended schools/community use agenda, in line with the extended schools prospectus (as part of which school must agree to be open from 8:00am to 6:00pm all year round, providing a range of activities for young people). Approval of proposal for chosen school subject to authority and school growing the core offer.
 - embed use of ICT across the curriculum, with flexibility to operate within proposed BSF ICT environment.
 - Show how will address SEN, workforce reform, school meals/ kitchen provision, behaviour and attendance, and inclusion
3. Project “**should be able to be completed and ready for occupation by September 2008**” We must discuss at an early stage with Department if we believe we cannot meet this date for any candidate school.
 4. The chosen school must have high suitability and condition need, and an options appraisal carried out to justify solution and demonstrate VFM.
 5. Project will need to comply with latest Building Regs and those known to come into force by April 2006, and have regard to new draft provisions of BB77, BB87 and BB 101.
 6. Project must show cost effectiveness in accordance with BB98 and costs guidance in “Costs and Performance data” (April 2003)
 7. A rebuild or refurbishment must be subject to a BREEAM assessment and aim to achieve a minimum “very good” rating using BREEAM schools methodology.
 8. Project must use Design Quality Indicator for Schools (DQIs)
 9. Project must adopt best principles in project management, using “Achieving Excellence in Construction Procurement” guidance pack and “Common Minimum Standards in Procurement” (OGC website)
 10. School should apply for specialist status if not already done, or consider a second specialism or other high performing option if it meets criteria (no extra funding available for this)
 11. LA should evaluate the outcome of the project and be prepared to share documentation and good practice, at no cost.
 12. We are expected to involve the school community (eg pupils staff and parents) in planning the project.
 13. On completion of project the school is to display “Building for the Future” sign.

Other Considerations

1. We are “strongly encouraged” to use the exemplar building designs available – see Teachernet.
2. We are “strongly encouraged” to appoint an experienced educational design advisor to assist in creating the brief and “ensure excellent school design”
3. A competition condition applies if the re-build involves the closure of an existing building and establishment of a new secondary school.
4. We are to consider (with other stakeholders in the area) whether foundation status would be helpful in encouraging a distinctive ethos for the rebuilt school.
5. We are to consider whether the chosen school should have a sixth form added (to be discussed with LSC)
6. We are to consider whether further efficiencies, innovation or value for money can be achieved by a grouped procurement (Department will issue further details in December, but the issue can be discussed with PfS in the meantime)