

Southampton City Council

Strategy for Change Part 1

1. Introduction

Southampton is the leading city on the south coast. It has some 231,000 residents, with approximately 3,000 births a year and rising - the birth rate has increased over the last 4 years by 21.7%. Southampton has a younger age profile than the national average, largely because of its student population. Recent figures indicate that the University of Southampton and Southampton Solent University have a combined student population of over 40,000.

In January 2008, 12% of the secondary age population had English as an additional language, with 19% being from ethnic minority backgrounds (the largest groups represented are Indian, 'other' white (largely from Eastern European communities), Pakistani, mixed heritage eg white and black Caribbean and 'other' Asian). 39% of school pupils live in areas which are among the 20% most deprived areas for child poverty in the country. Southampton is ranked 91st most deprived out of 354 LAs in England (Index of Multiple of Deprivation) and is ranked as the most deprived area in Hampshire. 3.3% (5,230) of Southampton's resident working age population (160,600) are unemployed and claiming job seekers allowance (January 2009). This is relatively high compared to the Hampshire & Isle of Wight and South East averages of 2.4%.

Eleven areas across the city have been designated as priority neighbourhoods. In these areas the outcomes for children and young people across a range of measures are consistently below the city average. Overall secondary standards in Southampton are below the national average on most indicators; however the picture over time is one of continuous improvement, albeit from a relatively low base.

The Council's 2026 vision is for Southampton to be a thriving city: a great place to live, learn and work, with a positive national and international presence. Our Children and Young People's Plan (CYPP) sets out ambitious targets and strategies to raise pupil attainment and achievement, reduce health inequalities, improve young people's lifestyles and ensure that children and young people are involved in shaping their own futures and the future of the wider community.

There are clear linkages between this SfC, the CYPP, Primary Strategy for Change and other corporate plans – all can be found on the Southampton website: Corporate Priorities & Improvement Plan; Local Area Agreement; Closing the Gap - Southampton Partnership's Local Neighbourhood Renewal Strategy; New Communities Strategy; Regional Economic Strategy; South Hampshire Cultural Strategy; The Health & Wellbeing Strategic plan; and Housing Strategy.

We shall be looking for our BSF programme, supported by our LEP, to:

- transform the educational provision within the City
- make a step change in standards
- increase attendance so that every child achieves their best
- enhance inclusion and reduce exclusions
- improve and create new facilities for communities, and extend schools' services to the wider community
- build sustainable school buildings that enhance and complement their neighbourhoods
- provide an integrated ICT solution to support the development of transformed learning and the management of learning
- generate opportunities to involve and support local businesses, create new jobs and attract innovative industries to the city, and support our wider plans for economic regeneration and social cohesion
- establish a strong Local Education Partnership: a powerful local business focussed on improving the City's learning infrastructure.

2. Where Southampton is now in terms of educational outcomes, and diversity of provision, fair access and choice

Educational Outcomes

The percentage of children achieving 5 GCSE A*-C (including English and Maths) has improved at double the national rate over the last 5 years, as shown in Table 1 below:

Table 1: Percentage of Southampton children attaining 5 GCSE A*-C, including English & Maths, between 2004 – 2008, compared with the National Average.

5 A*-C incl. Eng & Maths	2004	2005	2006	2007	2008	Difference over 5 yrs
Southampton	32.8	34.5	36.2	38.8	42.5	+9.7
National	42.6	44.3	45.8	46.7	47.6	+5.0

Standards in all ten secondary schools are rising. Compared to its 10 statistical neighbours Southampton has risen from 9th to 4th. Redbridge, Bitterne Park and Regents Park have been judged 'Outstanding' by OFSTED. The Sholing Technology College, Cantell, St George and Upper Shirley High are rapidly improving. The significant improvements at Upper Shirley High School and St George (both boys' schools), as shown in Table 2 below, have resulted in their nomination in the HMCI's top 200 'most improved schools'.

Table 2: Percentage of students attaining 5 A*-C including English & mathematics in two rapidly improving boys' schools

	06/07	07/08	Improvement

Upper Shirley High	32	50	+ 18
St George	39	50	+ 11

Attainment in both National Challenge schools (Chamberlayne College and Woodlands) is on course to achieve 30% 5 GCSE A*-C (including English and maths), within the 3 year time frame. The LA is supporting both schools in achieving Trust status, as part of cementing improvements at both schools.

Whilst the gap between boys' and girls' attainment is considerably greater than national, it is improving, as shown in Table 3 below.

Table 3: Gap between percentage of Southampton boys & girls attaining 5 GCSE A*-C including English & Maths, compared with National Average

	2006/7			2007/8			
	Boys	Girls	Gap	Boys	Girls	Gap	Gap reduction
Southampton	32.4	44.8	12.4	36.0	47.8	11.8	- 0.6
National	41.8	50.1	8.3	44.4	52.4	8.0	- 0.3

The achievement of looked after children(LAC) is consistently above the national average for 1/5 GCSE's at grades A*-G, but LAC do less well when it comes to achieving 5 GCSE A*-C, as shown in Table 4 below.

Table 4: Southampton Looked After Children: GCSE performance compared with local & national figures

2007/8	Looked after Children-Southampton	Looked after Children-National	All Southampton	All National
1 GCSE A*-G	69	65.6	97.7	98.6
5 GCSE A*-G	50	43.4	87.5	91.6
5 GCSE A*-C	<5	13.9	55.8	65.3

Pupils in the White British category remain the lowest performing group largely due to disengagement with the secondary school experience, which is also reflected in the city's poor attendance figures, as shown in Table 5 below. Nine of the city's ten secondary schools are in the DCSF 'Persistent Absence' category, with too many pupils' attendance being less than 80%.

Table 5: Attendance in Southampton Secondary schools compared with the National Average between 2006 – 2008.

	06/07	Autumn 07	Spring 08	Improvement
Southampton	10.30	9.16	7.30	-3.0
National	7.86	7.24	7.30	-0.56

We have a very low number of children with statements. Only 272 out of an 11-16 year old secondary population of 10,604, i.e. 2.56%, have statements, including children in special schools. 78 children with statements are in mainstream secondary, i.e. 0.7%. However numbers of non-statemented pupils with SEN are high (32.4%). In 2008 10.3% achieved 5+*A-C including English and Maths compared to 11.8% nationally. The gap in attainment between SEN and non-SEN is 49.4% compared with 45.6% nationally.

Exclusion rates are high, with permanent exclusions at 0.17% of the school population, compared to the national figure of 0.12%, and fixed term exclusions at 21.86% of the school population, compared with 10.40% nationally.

Whilst the proportion of young people progressing to full time education and training at 16 has increased from 77% to 82.5% in 2008, the proportion of young people who are NEET has remained persistently high at 605 (9.2%), well above the national figure and the City's own LAA stretch target (8%). In June 2008, 12.7% of young people with learning difficulties and/or disabilities were NEET, well above the regional average of 9.1%.

In 2006/07 there were 5,300 16-18 year old residents in Southampton in LSC funded provision of whom the majority were in FE (4,083), 472 in work-based learning and 89 in school sixth forms. Currently only 1 in 20 of 16-18 year olds in Southampton take up an Apprenticeship compared to the national average of 1 in 15 and the Government target of 1 in 5 within the next decade. Of the FE learners resident in Southampton, 30% travel out of area, but of those FE learners that study in Southampton, 29% travel in from outside of the area. Those achieving a Level 2 qualification by age 19 has risen from 62.4% in 2004/05 to 65.8% in 2006/07, compared to the national averages of 69.3% and 73.9% respectively. The target is for 82% by 2011. 39% of young people achieved a Level 3 qualification by the age of 19 in 2006/07. This compares to the national averages of 45.4% and 48% over the same period. The PSA target is for 54% by 2011. 33.1% of young people in Southampton progress to higher education, compared to a national average of 38.3%¹.

Diversity of provision, fair access and choice

The secondary school estate now comprises two academies (opened 2008), two VA single sex RC schools (one boys' and one girls'), one trust school and seven community schools, of which three are in the process of becoming fully co-educational - Upper Shirley High School, The Sholing Technology College and Regents Park

¹ Figures based on the proportion of those aged under 21 entering higher education based on a four year average 2002 – 2005; source: HCAS & HESA

Community School – with their first mixed year 7 intake having started in September 2008. Three of the schools are recent PFI new builds (2003). There is also an MLD/SLD school, a boys' EBD school, one PD/PMLD school, a HI unit, a Specific Learning Difficulties unit and PRU provision. A review of the city's SEN provision is currently underway (please see the section on SEN and inclusion).

Places at oversubscribed, high performing schools have been expanded - Redbridge and Bitterne Park – and surplus places have been addressed by closing less popular schools.

86.9% (2162) of parents/carers in Southampton who applied on time got their first choice of secondary school in 2008/9, with a further 238 getting their second choice. The Parental Choice Adviser (PCA), has ensured a greater number of parents achieved first preferences in 2009. The number of parents seeking secondary education outside the city for their 11 year olds has reduced by 17%, from 179 to 148.

All secondary schools are members of the Specialist Schools and Academies Trust and have at least one specialism. The delivery of Diplomas is, and will be, aligned to school specialisms, with the first two, Creative and Media, and Engineering, starting in September 2009. Post 16 provision is through three FE colleges, one school sixth form, one external institution and a range of work-based learning and adult learning providers. There are two sixth form colleges, Taunton's and Itchen Colleges, and one general FE college, Southampton City College in the city. In addition there are a range of accessible sixth form colleges and FE colleges within the Travel to Learn boundary, including: Eastleigh, Barton Peveril, Totton and Peter Symonds. There are two universities within the city boundaries and three within close proximity, one of which provides post-16 learning to an average of 500 young people each year. In terms of work-based learning there are several providers, the most significant of which are Southampton City College (City Training), Above Bar College, Carillion Construction Ltd, Protocol Skills Ltd, Paragon and Southampton Engineering Training Agency (SETA). Across the City there are on average 550 Apprenticeship opportunities for pre and post 16 and adults post 19. Southampton Solent SkillQuest is the local Education Business Partnership providing work experience placements, professional teacher placements and a range of vocational skills provision for 14-16 year olds, operating skills centres in Millbrook and Thornhill.

A 14-19 Partnership Agreement and Service Agreement has been produced, supported by protocols and specific procedures on attendance, registration, student behaviour and child protection. The 14-19 Service Agreement includes a memorandum of understanding that formalises the agreement between the Home School and Hub School, and specifies roles and responsibilities.

The partnership working between schools is strengthening, as evident in their developing collaborative arrangements for delivering the 14-19 curriculum (see later section on 14-19), their joint planning and agreement on provision for SEN, the successful School Sports Partnerships, and the number of shared leadership development opportunities. Currently several schools are exploring trust status and some are exploring relationships which may well lead to federations with primary schools. The Southampton Education Trust, a partnership between local universities and major businesses, is actively exploring ways of partnering with schools to improve educational outcomes. The possibility of establishing learning campuses (co-locating schools and services on one site) and/or learning communities (networks of schools and services across a locality) has been enthusiastically embraced by several clusters of schools.

65% of Southampton secondary schools currently provide the extended schools full core offer. There is 100% engagement in the Healthy Schools programme and 100% of secondary schools will meet the standard by December 2009. Two secondary schools and three special schools have been awarded sportsmarks, and a number of primary and secondary schools have Activemarks.

3. How BSF will add value to local educational outcomes - within and beyond the school day, including how learning will be transformed

Southampton is determined that the BSF programme will lead to a step change in educational achievement, with the learning experiences of all children and young people transformed so significantly that attainment is permanently raised. Currently too many adults in the City fail to see the importance of education for their children, and therefore it is critical that we use BSF to help the wider community understand, appreciate and value the role education plays in improving the city's standard of living and quality of life. We will therefore ensure that the impetus provided by BSF encourages parents and carers to share their child's enthusiasm for learning and be ambitious for their child to get the most out of the enhanced range of educational opportunities provided through our new and transformed schools. We also intend that the state-of-the-art buildings and refurbishments provided through BSF investment will provide physical evidence of the importance placed on education within the City. In addition BSF will provide us with a city-wide ICT infrastructure for learning that allows for transformation in the way learning is delivered as well as the location and time, breaking with traditional patterns of school based learning and contributing to the concept of the learning city

We will ensure that BSF acts as a stimulus to addressing underperformance and raising standards, both through the transformation of schools' facilities/buildings, the investment in ICT and through the change management put in place to support schools with developing and delivering their individual SfCs. In developing schools' individual

Strategies for Change, we will build on existing school self review and change management processes and challenge current policy and practice, so as to increase schools' capacity for confident leadership of learning, improvement planning, succession planning and organisational change. As part of this, we will work together with schools and all key agencies to ensure a common understanding of the challenges we face and how success is to be achieved, ensuring that , as a result of the BSF programme:

- all secondary schools are judged at least 'Good' by OFSTED
- key indicators eg 5 GCSE A*-C including English and mathematics, are at least in line with national averages
- the gap in performance between underperforming groups, including those with SEN, and their peers is reduced
- attendance figures are aligned, as a minimum, with the national average
- there are no permanent exclusions, and fixed term exclusions are reduced to below national averages
- more children with SEN are educated within Southampton's schools, with fewer having to attend out-City provision
- all young people are engaged in education, training or employment at age 18, and the educational offer and standards at post 16 are improved
- all schools provide a suitably extended, diversified school curriculum, personalised to meet *all* learners needs, with creative, stimulating teaching and well-managed, informed transition between schools
- there is extended choice and diversity of school provision through encouraging more-self governance, increased collaboration across schools and new partnerships
- well being measures are in line with national averages, and teenage conceptions are below national averages

BSF will support the achievement of the above through:

- creating learning institutions that:
 - are centres of excellence at the heart of their communities, capable of attracting and retaining the best staff,
 - are fully engaged in collaborative working with each other and other providers and committed to serving the needs of all learners
 - have enhanced self-governance, supported through partnership working with other agencies/organisations
 - are distinctive in character, through their additional specialisms and extended services
- providing flexible and adaptable real and virtual learning environments that enable anytime, anywhere learning, with learning experiences designed around the needs and aspirations of learners, and an appropriate focus on the

vulnerable, at risk and high-attaining groups, so inspiring students and staff to be active participants in, and co-constructors of, their learning

- putting in place a fully-integrated ICT infrastructure and a common learning platform that will enable significantly improved performance tracking, particularly for priority groups, enabling all students and staff to assess progress, plan more effectively and secure further parental involvement
- providing the infrastructure to support secure and effective information sharing between the range of professionals supporting children and young people, thereby supporting early identification and referral and delivering joined up responses to needs
- improved access to information through more widely available and improved ICT, so ensuring pupils, parents and carers are provided with coherent information, advice and guidance at the right time
- improved specialist facilities, building on schools' specialisms, so as to widen curriculum choice, ensure a full 14-19 offer in collaboration with the colleges, HE and local employers, and enable all learners to have access to appropriate and exciting learning choices and pathways that will motivate them to attend, engage and achieve, so ensuring no student is NEET (for further information please see the section on 14-19)
- ensuring sites and buildings are safe and accessible, and have better facilities to support those with special educational needs and improve inclusion
- providing facilities for locality teams to be based in schools, so improving access to extended services for children, young people, their families, and the wider community, as provided by a range of partners, such as school nurses, therapists, health, police and other professionals
- improved facilities for PE and sport, so increasing the provision and quality of PE and Sport, in and beyond schools, and providing up to 5 hours per week of PE/sport
- enabling surplus places to be removed and additional places provided where necessary
- using the catalyst of BSF to encourage collaboration/partnership working and significant improvement in professional learning throughout the workforce, so enhancing the quality of leadership, teaching, learning and learner support.

4. How the local authority will increase choice, diversity and access for all parents and pupils in its school

We will use the capital investment provided by BSF to ensure schools are of the right size and that there are sufficient places to meet community expectations and needs. Given the existing and projected low numbers at St Georges Catholic boys school, the places will be reduced here by 150. However, there is a projected need for an additional 600 co-educational places over the next 10 years, and these are proposed to

be provided by adding 1FE of places at each of Upper Shirley High School, Regents Park Community College, Woodlands Community College and Cantell Maths and Computing College. Only Upper Shirley High School is within this wave 6a of BSF, and therefore the Council will seek capital funding, either through basic need or through another BSF project, to add the additional places at the other three schools.

In addition, the LSC has allocated some £6.5 million to provide a sixth form at Bitterne Park School.

Upper Shirley High School is the city's first Trust school (April '09), and is in the national network of Co-operative Business and Enterprise Colleges under the Co-operative Trust. Trust status is seen as key to this school's transformation from a low-achieving school and to developing a greater sense of self-definition. The change in status has been very effective in attracting pupils who formerly would have sought places in schools outside the city.

Trust developments are also well underway with the two National Challenge schools, Chamberlayne and Woodlands. The time line for consultation on achieving Foundation status and setting up Trust arrangements is as follows:

- Autumn'08: discussions held at governing body meetings on changing status and with Trust partners on the purpose/function of Trust arrangements
- Spring/Summer '09: draft MOU and articles of association drawn up
- Autumn term '09: consultation on changing to Foundation status /setting up Trust arrangements: statutory notices published November '09
- Early 2010: Foundation and Trust arrangements implemented, if agreed by governing bodies, in time for OBC submission

The key Trust partner is Southampton Education Trust. This involves the University of Southampton, which will provide challenge and direction, as well as facilitate external support on the transformation agenda. This will include support for improving standards in English and Maths, tutoring and mentoring for vulnerable/underachieving groups, work-based learning and work experience placements. Other partners will support the development of the Creative & Media Diploma and Engineering Diploma Lines and the marine vocational curriculum planned at Chamberlayne College

The Chamberlayne Trust School arrangements include its three feeder primary schools, and Woodlands has recently formed collaborative arrangements with its feeder primary schools. This should help improve transition and value added between key stages 2 and 3 at these two schools.

More generally, the authority's work with the city's two universities and a number of major local businesses aims to foster innovative development and links with the wider community, particularly business, and to assist the recruitment and training of high calibre governors so as to provide more robust challenge and support for schools and help develop schools' sense of self-definition. The authority will continue to encourage schools to consider change of status where it will promote stakeholder interest, investment and commitment to education, and so help raise standards.

The ongoing development of schools' specialisms, including second/vocational specialisms, will be underpinned by robust 14-19 collaborative arrangements across schools and other providers, so ensuring young people can access a full and personalised curriculum offer. The ICT provision through BSF will be key to ensuring these collaborative arrangements are successful by adding to our capacity to provide blended learning that will extend access to all students, particularly the most vulnerable.. Alongside this, the development of learning campuses and learning communities, including co-location of schools and services, will support joint planning and working, including on school improvement, thus enabling schools to learn from each other's strengths.

Our BSF proposals will also ensure that schools' are designed so as to maximise opportunities for community usage and ensure that schools are welcoming and attractive to all, but particularly to parents who are currently proving hard to engage. In addition ICT will provide access to learning to the wider community, both through school based and virtual provision of learning.

The proposals within the city's SEN review include developing the role and expertise of the city's special schools in supporting SEN provision within mainstream schools and increasing specially resourced provision, so reducing the numbers who have to attend SEN provision out of the City and improving parental choice of SEN provision for their children.

Parents and the wider community have been fully involved in determining the shape of existing educational provision in the City, and will be consulted on the Council's BSF plans as well as through the further statutory consultations planned to expand school places and provide additional specially resourced provision. We have in place both informal and formal arrangements for engaging parents in the development and delivery of proposals for educational provision within the City.

5. How Southampton will ensure robust challenge to schools including strategies for early intervention in the case of underperforming or failing schools, and ensure BSF investment plays a part in addressing underperformance.

Southampton's School Improvement Team is being re-configured in order that it fully supports the School Improvement Partners' (SIP) role and is better suited the diverse range of schools emerging in the city. A Schools' Monitoring Group (SMG), comprising a range of senior officers from across Children's Services will ensure:

- termly review of attainment, progress, attendance, exclusions and financial data on every school, and discussion of reports submitted by SIPs
- regular, timely distribution of pupil level data to SIPs in preparation for their visits to schools
- schools provide evidence of current pupil progress, compared with proposed trajectory, at each SIP visit
- target setting is based on FFT 'D' as a minimum
- governing bodies are fully engaged in the self review process
- schools are allocated to one of 4 categories of need/concern using criteria comparable to OFSTED, and as agreed with the Schools' Partnership group of Headteachers
- schools' categories are reported to the DCS and Cabinet Member for Education
- where support is required to improve progress, it is commissioned swiftly from well-qualified consultants
- consultancy agreements are set up with clear, measurable outcomes; and reviewed at termly SIP visits
- consultants' work is quality assured for support and challenge by the Senior Inspector
- a Task Group led by a senior officer is set up to closely monitor schools in category 4: 'Causing Concern' and reports to the SMG (composition of the Task Group will reflect the particular weaknesses the school has to address)

The Council will use the full range of intervention strategies available to it, as necessary, including:

- seconding in additional staff/senior leaders and/or negotiating support from other schools
- challenge and support provided by a successful school, including the development of federation arrangements between the two schools
- supporting the development of Trust arrangements
- putting in additional governors
- withdrawing powers from the governing body
- replacing the governing body with an interim management board

- closing the school/replacing it with an academy (the Council has previously done this in the case of underperforming schools)

Our CYPP includes targets to raise further the attainment of underperforming groups, (eg LAC, travellers etc). BSF will help ensure these targets are met and improve support for them through:

- personalising learning to better match students' learning needs, interests and learning styles, as helped by more flexible learning spaces and ICT access and a city-wide integrated virtual learning platform.
- a more diverse curriculum, as made possible by the development of diplomas, and schools' specialisms, and supported by the specialist facilities provided by BSF
- using robust data to target appropriate additional support for these groups, supported by individualised learning plans and use of the improved ICT, including for anywhere anytime learning
- providing mentoring, counselling and support, as enabled by better facilities provided for this by BSF, and by the basing of support services in and around schools
- providing pre- and after school activities, homework clubs and other sports/community activities that enable these young people to achieve, so encouraging them to be more engaged and confident in themselves and their learning

6. How Southampton will deliver personalised learning to ensure that every pupil is fully stretched and can access a broad curriculum that best suits their needs and talents

Through BSF we will ensure that all children and young people have an entitlement to tailored curriculum paths designed to meet their individual needs, including blended learning opportunities in, for example, the delivery of minority interest subjects. This will be supported through every learner having access to an appropriate digital resource throughout their secondary experience, with off-site and home connectivity, so enabling learning to be as flexible as possible, hands-on or distance, in school or out-of-school, at home or abroad, highly assisted or fully independent, morning or afternoon, night or day, all according to learners' informed preferences. Through improved ICT provision and access, we will improve the review of targets and achievements by children, teaching staff and parents, so ensuring that every learner is achieving their real potential, regardless of their talents, needs, background, gender or ethnicity

We will support individual schools' in firming up their plans to achieve personalisation, and ensure these plans are set out clearly in their SfCs. The key features of our schools' approaches will be:

- use of innovative and informed pedagogical practice that is supported by new and emerging technologies and flexible and adaptable learning spaces, so enabling students to develop the skills they will need beyond school
- The blending of the physical and virtual environment to ensure truly personalised approaches to learning, relying heavily on access to safe, reliable resources and systems 'anywhere, anytime' with students being able to access resources and learning plans remotely'
- all children and young people trained from a young age to participate proactively in articulating their learning needs and interests and to seek and expect high quality advice and guidance, in order to take genuine responsibility for their learning
- all children will be encouraged to develop the ability to learn for themselves and to direct their own learning through the development of advanced research skills, with support and guidance from their teacher/mentor and other learners. ICT will play a key role in developing these capacities, as learners are encouraged to seek and identify their own learning materials through a focussed and appropriate use of the internet and other tools made available by new technologies;
- building on existing learner voice activities in our schools and colleges, Cluster Councils and Youth Parliament, ensuring that learners' views resonate through our planning at all levels
- developing the curriculum around the needs of the child/student by building on their existing knowledge, interests and aptitudes, and involving them in their own learning, including development of the 'stage not age' approach
- organisation of 'schools within schools'
- work with and within our schools on the development of the 14-19 curriculum, and the new KS3 curriculum (supported by QCA), putting personalised learning at the centre of our thinking and ensuring access to a wider and deeper city wide curriculum offer, including vocational, academic and diploma lines of learning. This will be enabled through the improved 14-19 collaboration brought about by the continued development and strengthening of the local 14-19 Strategic Planning Forum and facilitated by improved specialist facilities provided through BSF.
- ensuring the two schools that have a curriculum rated as 'outstanding' by HMI continue to develop this, and share their outstanding practice with other schools
- providing bespoke activities for underachieving groups, including gifted and talented learners and those with SEN
- offering extended services such as pre/after school activities and homework clubs
- a focus on delivering best practice in Assessment for Learning, supported by effective application of the latest technology, so enabling children, teaching staff and parents to review targets and achievements and ensure that every learner is

fully stretched. This will include peer review and direct feedback from teachers facilitated through on-line access for each learner, whether at school or elsewhere using the city's wireless provision through mobile networks

- 'anytime, anywhere' activities to accommodate different working patterns, lifestyles, needs and abilities revolutionising schools' approaches to timetable scheduling so that plans are suited to different learners' preferences
- improving provision of information, advice and guidance with the help of ICT, so as to ensure children's choices are properly informed, and children develop the confidence and maturity to make their own decisions
- making parents and carers more active partners in their children's learning, consistently encouraged to communicate with teachers and learners, share ideas and view showcased work directly through on-line Managed Learning Environments
- improving, through BSF, the area wide provision of suitable, accessible and readily available sports facilities linked to a wide-ranging, imaginative and inclusive PE/sport curriculum for both schools and the whole community, so as to personalise participation in sport and physical activity. The Council and Active Southampton (our strategic partnership for Sport and Physical Activity, which includes our very successful School Sports Partnership) have made a range of commitments to undertake initiatives which will increase overall participation in sport and physical activity (by 1% per annum) and develop more talented young sportsmen and women who will progress to the Talented Athlete Schemes running in both city universities.

7.How Southampton will ensure the effective delivery of the 14-19 entitlement in partnership with local LSC teams and local FE providers

Southampton's 14-19 Strategic Board, consisting of representatives of all the partner organisations and chaired by the Director of Children's Services, has developed Southampton's 14-19 Learning, Skills and Employability Strategy. This strategy is built on a strong partnership between the 11-16, 16-19 establishment, training providers, employers, the Council and the LSC, and will support:

- the extension of the compulsory participation age to 18
- reduction in the number of young people who are NEET
- the introduction of new curriculum areas such as the Diplomas, Foundation Learning Tier, Apprenticeships, Functional Skills and refreshed GCSEs and A Levels
- strengthening employer engagements and work-related learning provision
- making a greater range of local opportunities available for students with SEN
- an increased emphasis on employer and learner responsive provision
- the transfer of responsibilities from the LSC to local authorities for the commissioning of post-16 learning and skills

- development of locally based skills centres across the city, in partnership with the FE colleges (some of these will be co-located in secondary schools)
- enabling all young people to make informed choices through comprehensive and impartial information, advice and guidance, provided both physically and virtually

The strategy identifies specific activities and resources that will be used to close the gap between the outcomes vulnerable groups achieve and that of their peers, in particular those who are NEET and young people who are at risk of becoming disengaged from learning, skills and employment including teenage parents, some black and minority ethnic communities, looked after young people and care leavers, young carers, young offenders, travellers, those facing poverty or from priority neighbourhoods, those with learning difficulties and/or disabilities, and those from the eleven priority neighbourhoods, as well as address the impact of gender inequalities.

The strategy is therefore intended to:

- increase the proportion of young people achieving a Level 2 and Level 3 qualification by the age of 19, closing the gap between the Southampton and national averages.
- increase the take up of Apprenticeships and Diplomas by young people aligned with key sectors in the Southampton economy and better engage with local employers to promote their benefits.
- raise aspirations held by young people from Southampton to progress to higher education or skilled employment.
- embed employability in all areas of the curriculum.

The City Council is also working with the LSC in considering the opportunity available to 'Outstanding' schools through sixth form presumptions to add a sixth form at Bitterne Park. This provision would help more vulnerable students remain in education, as currently some fail to cope with the move to a college at age 16.

The City's Strategic Board and the 14-19 Consortium are committed to deliver two Diplomas in Creative and Media and Engineering from September '09. The Retail Diploma will be introduced in 2010. Submissions for 4 additional Diploma lines are currently being written. Schools will lead on the Diplomas closely aligned to their specialisms and their individual relationships with business partners, for example, Chamberlayne College for the Arts will lead on the Creative and Media diploma.

Where a school is to be refurbished, rebuilt or relocated through BSF we will ensure that BSF and other capital investment in the 14-19 sector (especially by FE colleges) is complementary (further detail will be given in SfC 2). BSF will ensure we have the facilities and ICT required for delivering the full 14-19 entitlement that is both inclusive

and supportive of all learners. This will be supported through the FE Modernisation Programme with capital investment already going forward at Southampton City and through developing 'Learning Campuses' and 'Learning Communities' across the City, so bringing together education and other services for children, young people and the wider community. Then by enhancing 14-19 collaboration and provision through the actions set out below, we will ensure that all our young people access the full range of learning pathways that meets and challenges their needs, demands and aspirations:

- develop models and clusters for sub-area working
- joint arrangements for scheduling, reviewing and assessment, and for monitoring student attendance, engagement and progress
- provision of high quality IAG
- genuinely flexible approaches to teaching and learning – as enabled by the ICT Managed service, offering excellent student tracking, support for personalised feedback to students, access to online learning, remote teaching, archived lessons and teaching resources and support for collaborative learning within schools, across the city and worldwide.
- establish a comprehensive set of standards and protocols across the 14-19 Partnership to support Diplomas and other programmes involving the movement of learners from one institution to another.
- establish a framework for quality assurance, and developing effective data management and shared facilities.
- strengthen the work experience programmes, work-related learning, enterprise opportunities and careers education and guidance.
- strengthen employer involvement in the development and delivery of the 14-19 curriculum offer, particularly with respect to Diplomas and Apprenticeships
- prepare and implement a 14-19 workforce development plan

We anticipate the BSF ICT Managed Service will play a key role in the effective delivery of the 14-19 entitlement, in partnership with other local providers, by:

- **Improving collaboration:** effective use of ICT improves collaboration between schools and other providers. This in turn improves all providers' capacity to plan and deliver the wider, differentiated curriculum and partnerships required to deliver diploma lines;
- **Improving information, advice and guidance:** SCC anticipates that its BSF MLE will be a significant channel for distributing and accessing opinion, advice and guidance on all aspects of the 14-19 learning continuum, including information on different providers, the curriculum and careers options;
- **Widening curriculum choice and improving attainment:** ICT can assist by facilitating more collaborative approaches to curriculum planning amongst schools

and other providers. ICT can also assist by providing a more engaging, business like learning experience; and

- **Improving participation and progression:** the 14-19 curriculum must support the twin aims of facilitating and improving learner participation and progression between key stages (and institutions) and of all learners staying-on in education or work-based learning. ICT can support this by making the progression between key stages and institutions feel more seamless (through effective collaboration in the development and delivery of learning pathways – particularly the diplomas) and by making the learning experience more engaging and relevant.

8. The extent to which Southampton is ensuring effective integration of education and other services through Every Child Matters

The Children's Services and Learning Directorate is re-organising to enable locality based, integrated working between PCT, LA services, voluntary agencies and schools. There are five ECM steering groups which are structured to ensure that all services take joint responsibility for reviewing and progressing the achievement of ECM outcomes.

A key part of our BSF proposals is the co-location of facilities and services within the locality of a school to provide accessible services for children and their families. This will:

- build on our existing effective integration of jointly commissioned, jointly-funded services, for example in our Children's Centres, Multi-agency Disability Team, Behaviour Resource Service, and specialist CAMHS assessment team
- be supported by the Common Assessment Framework (CAF), which will streamline the early identification of vulnerability and need, remove duplication and eliminate barriers in education and service provision.
- be enabled through our Children's Services Workforce Strategy, which includes a multi-agency induction programme for all new Children's services employees and manager training on inter-agency working, run in collaboration with Southampton University

BSF will improve our schools facilities and ICT for pre- and after school clubs/activities and homework clubs, so enabling schools to offer young people more interesting and enjoyable leisure and learning opportunities beyond the school day. Our aim for all schools to have/maintain Healthy Schools status will be delivered via a 'joined-up' team encompassing specialisms in Health promotion, diet, physical activity, citizenship, SEAL, financial capability, IAG, PSHE and SRE. This will be enhanced by improved ICT provision, through BSF investment, which will support teaching/learning in non-specialist areas, and will simplify and streamline the recording of pupils' participation and progress in activities that promote personal development and well being.

We will work with our schools to expand their provision for the community, and enable better community access to schools' facilities, whether for education, sport or leisure, including beyond the hours of 8-6, 50 weeks of the year. This will have implications for the design of schools, so as to enable easy and safe access, whilst ensuring the safety of pupils and staff, as well as for joining up planning and funding with other services and groups. Linked to this, our PE and Sport Stakeholder Group will advise on priorities for PE and Sport and co-ordinate our approach through BSF and other funding routes to maximise PE and sporting opportunities. It will build on our two existing school sport partnerships that operate as a single strategic partnership for the city, led by Redbridge Community School, a specialist sports college, and supported by Bitterne Park School. Both play a significant role, delivering the National PE and School Sport CPD Programme for adults involved in curricular PE and school sports for out of hours and holiday provision.

9. How Southampton will champion the needs of all pupils, including those with SEN, underperforming groups and those who are vulnerable or at risk

We will work in partnership with schools, young people, families, the community, and private and voluntary organisations and services to ensure all our young people whatever their needs and vulnerabilities are valued and enabled to achieve, attain and flourish and become independent adults.

Through BSF we will develop inclusive environments that address our learners' safety and their educational, social, physical and emotional well being. We will design our buildings, so as to eliminate hard to observe areas that may be prone to bullying/bad behaviour ensuring that schools are safe places for children to thrive and learn.

As part of this the entire SEN estate and provision, including the creation of Behaviour partnerships, is being reviewed and our BSF proposals include plans for:

- remodelling or rebuilding special schools to make them fit for 21st century approaches to SEN, and able to operate as centres of excellence, offering resources, support and training to other schools
- providing additional specially resourced provision (SRP), so as to improve the range of SEN provision and reduce the numbers of students educated in special schools or in out-of-city provision

The proposed new SRP in wave 6a schools is:

15 places for ASD at Bitterne Park School; 12 places for PD at Chamberlayne College for the Arts; 10 places for learning difficulties at St George Catholic College; a 10 place Nurture Learning Centre for vulnerable pupils at The Sholing Technology College; and 12 places for VI at Upper Shirley High School.

We are also proposing that the existing SRP at Cantell Maths and Computing College is changed to provide 10 places for young people with all types of Learning Difficulties.

Two of our key imperatives for improving inclusion and raising standards are to significantly improve attendance and reduce exclusions. We will strengthen the work of the School Attendance Support Team (SAST) with schools, reducing persistent absentees and implementing action plans to ensure their attendance and engagement in learning. BSF will ensure all schools have state of the art electronic registration systems, with texting to parents/carers to notify them of absences.

However, if we are to engage these young people effectively in their learning, we need to use the opportunities afforded by BSF to improve the learning offer, including through use of ICT, and providing a wider range of teaching/learning approaches and experiences that will help re-engage them. Alongside this we will use the more locally based support services that, through BSF investment, can be based/work in schools, to provide counselling, mentoring and support to these young people and their families.

These developments are also intended to benefit those with behaviour/social difficulties, and so help reduce exclusions. In addition, we want, through BSF, to support all schools in having learning support centres where those who are experiencing personal/social/behaviour problems can be given additional support, including emotional literacy and anger management programmes.

In addition to high quality provision for the most complex, disengaged students, the PRU will provide advice/training for mainstream schools on supporting and working with these young people. This will help reduce exclusions as well as support reintegration into school after exclusion. We will work to make our managed moves protocol more effective. We plan to provide short term, dual registration placements with the PRU, as another way of helping some young people to develop the skills and strategies to prevent their exclusion, cope better in school, and make the most of their school experience. We are currently developing our plans for future PRU provision, and as part of this are considering the co-location of other support services, including management of alternative educational provision/services for vulnerable children. All this will have implications for the facilities and ICT to be provided through our PRU provision, as well as the need to provide a wider range of different learning experiences for this group of young people, both on and off-site.

10. The change management and CPD strategies to achieve Southampton's BSF vision

We already have a number of existing partnerships, involving a range of stakeholders that are and will continue to effect transformation, with BSF providing a focus and a

vehicle for further development. These include Oasis Community Learning who are delivering our new Academies; the Southampton Education Trust which, as well as becoming a Trust partner for two of our schools, is supporting innovation across the education sector; a range of major local businesses which are helping with the planning for Diploma delivery; the TDA which is assisting workforce remodelling; the QCA which is supporting improvements to our primary and secondary curriculum; and Sport England which is promoting wider participation in sport and physical activity.

Alongside this, we have created a dedicated team to drive our BSF programme forward, and work has already been initiated with wave 6a schools on developing their individual SfCs. In addition, all secondary schools, some partner primary schools and a special school have completed the NCSL BSF leadership programme.

This planning for BSF is providing a real stimulus to our school leaders' thinking about educational transformation and the significant development opportunities afforded by BSF. It is also providing leadership development opportunities for other school staff, especially where they are backfilling to cover those extensively involved in BSF. This is and will be supported through the LA's Leadership Effectiveness Initiative which provides Leadership Coaches to support school leadership development. This, in combination with NCSL and SSAT provision and other locally brokered opportunities, should ensure the current and next generation of school leaders can both manage and maximise the benefits from the BSF programme, so guaranteeing this improvement is sustained well in to the future.

Our change management programme, supported by CPD Leaders in schools, will focus on helping teachers in 'managing their own learning' and developing schools' capacity to personalise learning opportunities, helping staff in thinking creatively and increasing their expertise in assessment for learning(AfL) and Assessing Pupil Progress (APP). We will ensure that the schools' change management programmes address the cultural changes required as well as the knowledge, skills and confidence building required to ensure school staff have the capacity and capabilities to deliver all aspects of their schools' SfCs. As part of this, we will provide training and CPD opportunities to ensure that school staff are fully equipped to deal with new ICT demands. We intend that the LEP will continue this training and support, once it is set up.

The Sorrel Foundation is working with our schools' pupils, helping them to think about what it means to be a young person in Southampton City, and how their schools could better meet their needs and help them develop the skills and attributes for living and working in the 21st century. We are also developing our engagement with the Solent Centre for Architecture and Design, having successfully involved their Partner Programme in envisioning three of our new or refurbished schools. This will involve key stakeholders in schools and communities, including pupils, working with experienced

architects, so helping them to articulate their visions, hopes and aspirations for what BSF can do to transform learning and the learning environment.

11. How Southampton will harness the opportunity of BSF to drive down carbon emissions and promote sustainable behaviours among schools and their communities?

Southampton is internationally acknowledged for its work on sustainable development, including a successful geo-thermal energy project, combined heat and power and waste recycling. We are considering including combined heat and power plants in our plans for new secondary school schools. We have one Green Flag Eco School and will continue to support this initiative to promote the concept of eco schools to all our schools. Sustainability will be integral to the entire BSF project, with ICT solutions complementing and enhancing the wider sustainability agenda. We will achieve this through a focus on smart-buildings integration technologies, enabled via Internet Protocol, and through the deployment of sustainable infrastructure and end-user devices which seek to limit power usage, heat output and the ICT carbon footprint.

The Council is also one of only five local authorities in the South East of England that have made a formal commitment to supporting the DCSF Sustainable Schools agenda. Including separate energy efficiency and renewable energy programmes this initiative is allowing us to gain the experience and skills needed to implement the joint DCSF/ Southampton Council sustainability goals through BSF. The current Schools Renewables Programme has led to detailed feasibility studies for a range of renewable energy.

The Council is committed to achieving the BREEAM Very Good and 60% CO₂ reduction targets, and will attempt to go beyond them, aiming for carbon neutrality. To ensure this happens we will make sustainability and carbon reduction a key consideration from day one of the design process and make use of sustainable design CPD for relevant staff to ensure skills are in place. Two current school new build projects are on track to achieving BREEAM Very Good status, with one potentially achieving an Excellent rating.

12. Proposals for the School and FE Estate

Through BSF we will provide:

- a good local school, in the range of sizes from 750-1500 places, which is accessible to every community and delivers a range of community services
- all schools with access to high quality weather-proofed spaces for physical activity and playing fields, where sites permit

The criteria used for prioritisation of projects are educational need, socio-economic deprivation, and deliverability. The indicative outline scope of SCC's BSF programme for wave 6a is outlined in the tables below.

SCC Wave 6A BSF Project: indicative basic project data (subject to further development)						
School	Pupil No	Specially Resourced Provision	Finance Route	Construction Funding (exc SCC conts)	ICT Funding	PFI Credits
The Sholing Technology College	1050	12 (type 6)	PFI	£17.172m	£1.53m	£23.333r
Chamberlayne College	900	12 (type 5)	PFI	£15.091m	£1.32m	£24.900r
Upper Shirley High School	900	12 (type 5)	PFI	£15.091m	£1.32m	24.900m
Bitterne Park School	1500 +180	12 (type 6)	Conventional	£26.407m	£2.45m	N/A
St George Catholic School	600	12 (Type 6)	Conventional	£11.427m	£0.88m	N/A
Totals				£85.189m	£7.52m	£78.134r

SCC Phase 2 (BSF Project: indicative basic project data (subject to development)						
School	Pupil No	Specially Resourced Provision	Finance Route	Construction Funding (exc SCC conts)	ICT Funding	PFI Credits
Regents Park School	900	N/A	PFI	£15.217m	£1.30m	£25.108
St Anne's Catholic School	1000 + 100	N/A	Conventional	£18,884	£1,595	N/A
Great Oaks	125	N/A	PFI	£11,505m	£0.181	£18,983

Special School						
Polygon Special School	55	N/A	Conventional	£6.833m	£0.079m	N/A
Vermont Special School	70	N/A	PFI	£8,612m	£0.101	£14,210
PRU	100	N/A	Conventional	£3.940	£0.145	N/A
Totals				£68.931	£3.385	

The Council has consulted with the LSC and local FE providers about their capital programmes, and potential links with our BSF programme. City College has a major capital project underway, whilst Itchen and Taunton's Sixth Form Colleges both have major capital projects under review pending the outcome of the LSC moratorium on capital projects. The Council will scope its OJEU notice wide enough so that both Sixth Form college projects can be delivered via the LEP if it is advantageous to all parties.

The Council will select two schools (one PFI and 1 conventionally financed) which will act as sample projects for the competitive dialogue (sample schools). The schools will be selected according to their:

- internal capacity to manage the process
- quality of educational planning
- ability to represent Southampton schools during the competitive dialogue.

The sample schools are likely to be:

Either Chamberlayne College for the Arts or Upper Shirley High; and St George.

13. An overview of pupil place requirements and planning projections consistent with DCSF requirements and the local LSC's revenue funding predictions

Pupil numbers in Southampton have stabilised after a period of decline. Surplus places have recently been removed, resulting in most schools operating at or near capacity. However, there are signs of increasing numbers in the primary phase, resulting from migration. We also expect the changes agreed to Southampton's secondary schools to reduce the number of parents seeking places outside the city. As a result we are projecting the need for 11,445 age 11-16 year old places by 2018/19.

Southampton has a higher than average number of NEET. It is intended to ensure that there are sufficient places in the college sector to provide appropriate learning for all, taking into consideration the intention to increase participation amongst under 18s by 2013. We anticipate sixth form numbers will increase not simply because of the raised

school leaving age from 2012, but chiefly because we are meeting the curriculum and learning needs of our students better, leading to their confident conviction that further learning is the right career choice at age 16+. A 200 place sixth form at Bitterne Park is also under consideration.

As regards SEN provision, it is proposed to increase the numbers of students in mainstream schools by the creation of SRP in each of the 5 schools in wave 6A. These SRPs will also be sources of expertise to support the integration of pupils in other city schools.

14. Southampton's headline strategic vision for ICT in terms of how it will be managed and developed

All schools are signed up to an ICT Managed service and share the wider Council vision of effective, exciting ICT provision within the educational environment. ICT will form a fundamental element of the school experience with new technologies being integrated throughout the curriculum. In addition, ICT will be integrated into the operational management of the schools and their buildings, making it a foundational element of the business of education. As a consequence, ICT will be a fundamental element in the process of realising the wider Southampton educational vision.

The Council and its schools will work together to develop an ICT Strategy and ICT Output Specification that will:

- enable flexibility and innovation in teaching and learning
- facilitate learner engagement with ICT throughout the curriculum, with all BSF learning spaces being equipped with readily-accessible equipment.
- support a high capacity, highly resilient cabled and wireless infrastructure across all schools
- provide a wide choice and flexibility of hardware and software for schools
- ensure highly responsive technical support and managed services;
- be supported by a comprehensive ICT change management and continuous professional development programme;
- enable a fully integrated, personalised, safe and secure Managed Learning Environment which incorporates all learning applications via a single log on, and facilitates managed access for teachers, other professionals, parents and the wider community
- facilitate assessment for learning, online applications that are accessible from homes, as well as information targeted to the needs of the educator and learners.

The challenge for bidders will therefore be to create a BSF ICT Solution which is capable of both serving the needs of large numbers of teachers and learners, whilst also supporting the personal learning journey of child.

15. Existing and planned consultations, including FE providers

Consultation/communication about BSF

The Council has already consulted on the structural organisation of schools, as well as its Readiness to Deliver Submission for BSF. We have subsequently developed a consultation strategy to ensure that school staff, governors, pupils and stakeholders will feel that they have been fully engaged in determining what learning and school design of the future could look like; and be inspired and encouraged to maximise the benefits from BSF investment and to implement the changes necessary to transform education, ensuring significant improvements for staff and students and the wider community. We will use existing forums for consultation as well as our BSF website, newsletters, leaflets, Roadshows, conferences, briefings and local media. Our strategy will ensure:

- communication of key information and messages
- full, effective engagement of schools, stakeholders and LA officers/Members
- the focus of the programme is on transforming educational outcomes

Covering a 12 month timeline, our communications plan underpins our consultation strategy, listing the specific communications and consultation activities and events, that are planned to coincide with and inform key milestones in the BSF process. This will ensure that school staff, governors and pupils are involved in the development of both the LA and their school's SfC, including translating these into school design and change management programmes.

From the outset of its BSF programme, the Council has placed great importance on the need to engage young people, including through:

- Joined-Up-Design-for-Schools, Southampton: a five month programme (beginning May 2009) in partnership with the Sorrell Foundation to enable up to ten pupils from all seven secondary schools eligible for BSF construction funding, plus some feeder primary schools, to participate in the development of Pupils' Design Brief;
- Pupils ICT Design Brief: the Council is currently in discussion with a number of organisations (Microsoft, Cleveratom, SCC ICT Strategy Team) to develop a programme, which is analogous to the Sorrell project but which focuses on developing an ICT brief.
- the BSF Project Team working directly with the Southampton City Youth Parliament (SCYP) in order to canvass their views on how the BSF Programme should be developed
- Two student representatives sit on the city-wide BSF Stakeholders' board

The City Council is also committed to providing resources which empower schools to engage their communities directly in the development of their individual BSF projects. Examples include:

- Upper Shirley High “BSF Enterprise Day”, where the Council worked directly with 80 students, and a small group of parents, teachers and governors from the school and local architects, to facilitate a day of reflection on the opportunities BSF might bring
- for Chamberlayne Park BSF Visioning Day the Council worked directly with 100 students from Chamberlayne Park and local feeder primary schools, as well as local multi-agency partners, and local architects, to facilitate a day of reflection on the opportunities BSF might bring

Consultation on school changes

Pre-statutory consultation on proposals to add specially resourced provision on mainstream school sites is taking place this summer term 2009, to be followed (if agreed) by statutory consultation in September. The Council will be considering at its meeting on July 7th whether to undertake pre-statutory consultation in September on increasing the places at Upper Shirley by 150. If agreed, statutory consultation would follow during October/November.

In addition the Council is in discussions about Bitterne Park having a 200 place sixth form (to be funded by the LSC). The consultation on this would take place in the autumn term. Decisions on all these proposals will be taken by the end of December 2009 (subject to any adjudication), well in time before OBC submission.

However because Regents Park Community School, Woodlands Community School, and Cantell Maths and Computing College are outside the scope of this wave 6a BSF project, the consultation on increasing each of these by 1 FE each does not have to be completed by December 2009. The Council will therefore undertake consultation on changes in size of these three schools at the appropriate time to enable the additional places to be built and demand for pupil places met.

16. Access and links into the ECM agenda

In addition to the descriptions in the previous sections on how we will ensure that BSF supports the different policy areas in addressing the ECM agenda, this will be underpinned by the development of learning campuses and learning communities, so bringing together primary and secondary schools, colleges and other services for local communities. Southampton is also reprofiling the provision of social care and health services on a neighbourhood basis, with the intention of basing an increasing number of services for children and families in school settings.

There are significant links between this SfC and other corporate plans that link to the ECM agenda (please see a list of these in the introduction to this SfC). Through these links to other strategic planning and joint working with other agencies, we will look to maximise joined-up funding for BSF projects, so as to optimise the impact of BSF investment on improving services for children, families and the wider community.

17. **Headline KPIs around diversity, choice, access and education outcomes**

The following table sets out the KPIs, with targets, that we will use to measure improvements made in diversity, choice, and access and educational outcomes.

Indicator	Most recent validated performance	Performance relates to	Aspirational Target - post BSF (2018)
Number of schools in special measures (NI 89)	2	end of spring term 2009	0
No. of schools where less than 30% of pupils achieve 5 GCSE A*-C,+ En & Ma (NI 78)	5 schools	academic year 2007/08	No schools
Achievement of 5 GCSE A*-C, + En & Ma (NI 75)	42.3%	academic year 2007/08	>65%
Achievement of 2+ GCSEs at A*-C in Science (NI 84)	45%	academic year 2007/08	65%
Reduction in difference between % of Southampton pupils achieving 5+ GCSE A*-C + En & Ma compared with national av. (LS15 & 16)	8%	academic year 2007/08	Gap will have been reversed: 5% above national average
% achieving 5+ GCSE at A* to C or equivalent in the Thornhill Plus You area (LS33)	30%	academic year 2007/08	60%
Children looked after achieving 5 GCSE A*-C,+ En & Ma (NI 101)	0%	academic year 2007/08	>20%
Gap between achievement of children eligible for FSM and their peers at KS4 (NI 102b)	22%	academic year 2007/08	0%
The percentage of children from different Black and Minority Ethnic groups who achieve 5+ GCSE A*-C + En & Ma at the end of KS 4 (NI 108)	Asian 53% Black 41% Mixed heritage 47%	academic year 2007/08	65% For all groups
Gap between achievement of 5+ GCSEs + En & Ma for children with SEN and children without SEN (NI 105)	49%	academic year 2007/08	30%

Indicator	Most recent validated performance	Performance relates to	Aspirational Target - post BSF (2018)
Increase in the % of young people leaving care aged 16 or over with at least 1 GCSE grade A – G or a GNVQ (PAF A2)	63%	financial year 2007/08	100%
Achievement of a Level 2 qualification by 19 (NI 79)	65.8%	academic year 2006/07	> 80%
Inequality gap in the achievement of a level 2 qualification at age 19 (NI 82)	23%	2006/7	4%
Achievement of a Level 3 qualification by 19 (NI 80)	39.20%	academic year 2006/07	55%
Inequality gap in the achievement of a level 3 qualification at age 19 (NI 81)	18%	2006/7	7%
The % at 16+ in Southampton schools progressing to Further Education and Training (LS23)	82.5%	academic year 2008/09	95%
17 year-olds in education and training (NI 91)	78%	2005/06	100%
Young people entering A levels in the sciences (NI 85)	Physics – 41 Chemistry – 42 Maths – 95	academic year (2008)	Physics – 70 Chemistry-70 Maths - 125
Young people from low income backgrounds in higher education (NI 106) * <i>between those progressing to HE from low income households and the general population.</i>	Gap* 16.7%	2005/6 Academic Year	Gap* 7%
Take-up of 14-19 Learning Diplomas (NI 90)	0	academic year 2008/09	All
Care leavers in employment, education and training (NI 148)	66%	financial year 2007/08	100%
Secondary school persistent absence rate (NI 87)	8.4%	academic year 2007/08	<4.0%
Absence from school of Children in Care (PAF C24)	17%	academic year 2007/08	5%
Permanent exclusions from school (NI 114)	34 pupils, 0.12% of school	academic year 2007/08	0 pupils

Indicator	Most recent validated performance	Performance relates to	Aspirational Target - post BSF (2018)
	population		
Children experiencing bullying (NI 69)	51%	June 2008	<2%
Emotional health of children (NI 50)	59%	June 2008	78%
Young offenders' engagement in suitable education, employment or training (NI 45)	56%	Quarter 3 2008/9	100%
Young people's participation in positive activities (NI 110)	67%	June 2008	>85%
Number of extended schools (NI 88)	58%	academic year 2007/8	100%
%of schools achieving & maintaining Enhanced Healthy Schools status (LS18 &19)	69%	Financial year 2008/9	100%
% in school sports partnerships doing 2h pw min high quality PE and school sport within and beyond the curriculum (LS17)	83.5%	academic year 2007/08	100% achieving 5 hours per week minimum
Children and young people's participation in sport (NI 57)	New indicator - not yet defined	New indicator - not yet defined	100%
Take-up of school lunches (NI 52) in secondary schools	26.4%	Summer Term 2007/8	65%
Unfilled places in secondary schools (SD2)	21%	academic year 2007/8	8%
Percentage of children* travelling to school by car (NI 198) *aged 11 to 16	21.2% for children aged 11 to 16	January 2008	10% for children aged 11 to 16

18. BSF Project governance and management arrangements

The sponsor of Southampton City Council's BSF & Academies Programme is the Director of Children's Services (DCS). The Project Sponsor has appointed an experienced Project Director to manage the programme..

A high level Strategic Project Board is in place. It meets on a monthly basis and is chaired by the Director of Children's Services. It also includes:

- the Chief Executive
- Leader of the Council,
- Children's Services Cabinet Members
- Principle Audit Officer
- Head of Accountancy
- Senior Solicitor
- Director of Communications
- BSF & Academies Programme Director
- BSF Project Manager
- BSF Lead Advisor
- Director of Environment & Planning
- Partnerships for Schools
- Head of Infrastructure and Capital Projects

The Project Board has approved:

- The Project Budget;
- The Project Initiation Document
- The Programme
- The Risk Register
- The key work-streams

The Council has also appointed a full advisor team, consisting of:

- Legal Advisors: Trowers Hamlin
- Technical Advisors: Capita Symonds
- Client Design Advisors: Capita Symonds
- Design Champion, Marcel Ortmans
- Financial Advisors: KPMG
- ICT Advisors: Mouchel + Futurelab
- Education Advisers: Appleyards

A Stakeholder Project Board has been constituted and a Stakeholder Manager appointed to oversee this important interface. This board includes representation from:

- Programme Director
- Senior Project Officer
- Communication and Stakeholder Manager
- Head, The Sholing Technology College
- Principal, Southampton City College

- Deputy Director of Schools, Portsmouth Diocese
- Chief Inspector Southampton OCU
- Learning Skills Council
- Services Manager, GUM
- LHC Southampton
- Vice Chair of Governors, Great Oaks Special School
- Manager, SCC Sports, Strategy and Leisure
- Group Director, LHC Southampton
- Young People and Community Support
- Education Advisor
- Assets and Capital Strategy Manager
- 4ps
- Southampton Teachers Association
- Southampton City Youth Parliament
- Southampton City Youth Parliament
- Project Support Officer