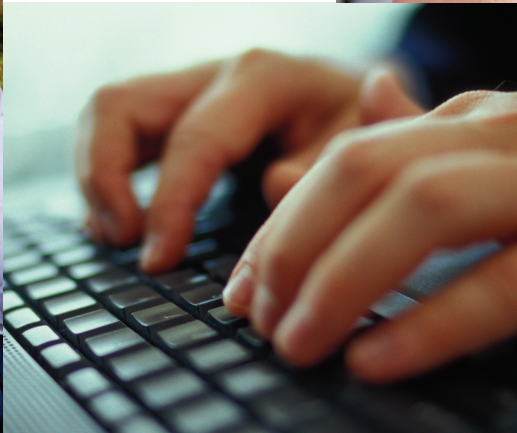
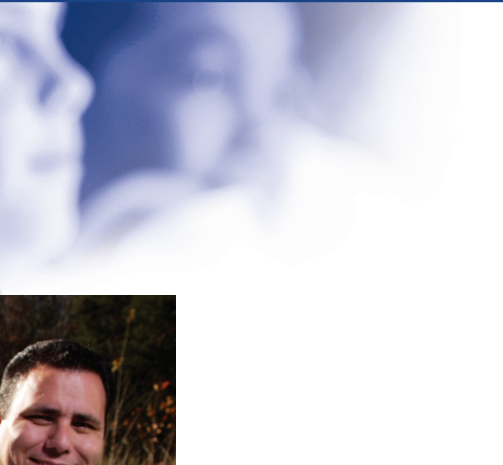


Building schools for future communities

# Readiness to deliver





# Southampton City Council

## BSF Readiness to Deliver Submission

### **‘Building Schools for Future Communities’**

Dear Secretary of State,

Southampton schools are being transformed. Radical changes to the citywide organisation of 11 – 16 secondary education have been agreed and are under way. Strong leadership and high aspirations for children and young people are already making a difference. We believe the time is now right to add further value to our local investment in Southampton’s children and young people by providing sustainable school buildings and infrastructure that reflect the ambitions of the city, complemented by exciting plans for our two sixth form colleges and one general further education college.

Substantial commercial, cultural and residential regeneration in the city centre and on the waterfront, coupled with Southampton’s leading role in the Partnership for Urban South Hampshire (PUSH), are raising the profile of Southampton as the leading city in the south. This is reflected in our plans for our schools as centres for integrated services to the public, and at the heart of their communities,

Important change has been necessary to transform Southampton’s secondary education. In the past too many young people in Southampton have reached sixteen without the knowledge, skills and qualifications to take advantage of the new opportunities in the city and the region. Too many parents have been disappointed with the choice of local schools and overall outcomes at the end of statutory education.

Despite much good practice and pockets of excellence, the overall perception of schools in Southampton has been one of low standards, poor transition, excessive surplus places, poor buildings, inadequate playing fields, and stark boys’ under-achievement.

Following extensive consultation, Southampton has taken hard decisions leading to a fundamental change in the culture and organisation of its schools. Four secondary school closures, two new academies following statutory competition, two expansions of “popular and successful schools”, three site relocations, and four changes of character from single sex to mixed, represent one of the most radical programmes of school reform in the country.

From September 2008 all Southampton secondary schools will have at least one specialism. A quarter of the city’s secondary schools have been judged “outstanding” by Ofsted. Schools are setting themselves increasingly demanding targets. Southampton is ready to make the required step change in standards so that young people can take best advantage of the considerable range of post-16 options already available to them.

Schools are driving closer links between the primary, secondary and college phases. The concept of the Learning Campus (multi-phase learning co-located on one site) or the Learning Community (schools in a locality working very closely together, with the possibility of federation) has the enthusiastic ownership of schools. Four clusters in particular have responded proactively to local authority encouragement to work together to develop their own plans. This model has the potential to transform progression and enable more joined up services to be offered to the community.

Too many schools in Southampton are accommodated in buildings which do not complement the increasing aspiration of parents, school staff, support services and young people themselves. Whilst we appreciate BSF is different by ambition, scale and approach, we have seen the contribution new buildings can make to school improvement with our three PFI schools. Whether rebuilt or remodelled we want our schools to be places that raise aspirations in every community, offering lifelong learning and services for all the community.



Overall Southampton schools have some of the most cramped sites and inadequate playing fields of any local authority outside London. Our recent strategic review has resulted in plans to relocate three schools to give them better access to adjacent green space. This will enable improved opportunities for sport and recreation, supporting our strategic drive to get more people physically active, as well as providing a far more attractive environment for learning and community engagement.

Southampton has many strengths in relation to information and communications technology (ICT) having worked on innovative projects with Apple and Microsoft and is keen to ensure that ICT is central to the renewal of secondary schools in the city. Our strategy to embed ICT systems and provision that will greatly assist children in learning within a 21st century environment is a major part of our planning.

In the past year decisions have been taken to reduce the high proportion of single sex education in the city (from six out of fourteen, to two out of twelve). All local analysis associated this imbalance with boys' underachievement, and the decision by many parents of both boys and girls to send their children to mixed schools out of the city. Throughout our local consultation parents said they wanted good, local mixed schools. All the newly mixed schools are over-subscribed for September 2008. We are confident that they will raise achievement for boys, whilst also continuing to improve achievement for girls.

These changes are already having a positive impact. However they can only be fully realised through an imaginative "Building Schools for the Future" (BSF) programme, designed to meet local need. Southampton City Council has already committed £5.5 million to implementing the short term changes to its schools, and is ready to make the substantial further contribution required by BSF. At its meeting of 19th March our Full Council voted unanimously to support this bid.

Southampton's vision for school transformation is clear. We have taken difficult, yet necessary decisions to initiate its delivery, extending both choice and diversity. We have ambitious and confident leadership at school and city level, together with the commitment and support of elected members and senior officers and partners across the council and the city. We have the experience and expertise to lead one of the most exciting programmes of change in the country, with immediate plans to add to that capacity. Put simply, Southampton is ready to deliver a BSF programme that will transform learning and whole communities.

Signed



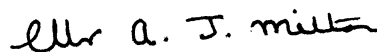
Cllr June Bridle  
Leader of Southampton City Council



Brad Roynon  
Chief Executive of Southampton City Council



Cllr Matthew Stevens  
Cabinet Member for Children's Services



Cllr Ann Milton  
Cabinet Member for Adult Learning and Young People



Clive Webster  
Executive Director Children's Services & Learning

# Section 1: Strategy for Change

## 1.1 Introduction

Southampton is undergoing extensive and exciting change at this time. Having completed a strategic review, we have embarked on the transformation of 11 – 16 secondary education across our city. Extensive consultation has resulted in local decisions that increase choice and diversity, complement the exciting post-16 plans for the city's two sixth form colleges and one general further education college, and have the potential to raise standards for all. We have done a great deal of preparatory work in readiness for BSF, which will further boost our on-going strategy to transform children and young people's lives and life chances. As a 4 star Council we are well placed to deliver the transformation that BSF offers.

We have the highest ambition for our children and young people and are realising a bold vision to provide every child with access to an outstanding school. The mission in our Children and Young People's Plan is clear: to secure the wellbeing of all children, young people and learners, supporting them to achieve high aspirations, lead safe, happy and healthy lives, and contribute to the success of Southampton and beyond. We want children and young people to be proud of Southampton and Southampton to be proud of them.

BSF will help deliver the step change in standards the city's children and young people deserve. We acknowledge our need to raise overall levels of achievement significantly, and to secure this by improving the lives of children, young people and their families. In some areas of the city, children and young people have very good experiences and make outstanding progress, but in other areas they do not. Our aim is to ensure equality of access for all our learners by ensuring that all schools are equipped to deliver high quality outcomes at 16 as a secure platform to take full advantage of a range of post-16 education and training opportunities.

## 1.2 Work so far undertaken

Between autumn 2005 and summer 2007 we undertook an extensive local review of secondary education, called 'Learning Futures'. The factors which necessitated this were clear: falling rolls, migration to schools outside the city, high overhead costs and local projections showing an unsustainable future for a significant number of schools.

**The review has confirmed a new configuration of schools following extensive consultation and statutory process. As of September 2008 we will have:**

- closed two underperforming secondary schools, and a further two which were not able to offer an appropriate standard of accommodation
- opened two new Academies, sponsored by our partners Oasis Community Learning
- changed three single sex schools to mixed in response to strong local parental preference
- expanded two successful and popular schools

All the above is in addition to the three PFI schools which were opened by September 2004

We are now in a stronger position to make better and more effective use of our overall resources available. This has been brought about by reducing unnecessary overheads and thereby dedicating increasing resources to learning and teaching. This we regard as critical to achieving and sustaining very high standards overall and also contributes to schools' capacity to deliver their duty of wellbeing for all children and young people, especially those who are vulnerable.

Creating more mixed schools will also, we believe, make a significant contribution to tackling boys' under-achievement while we continue to improve the achievement of girls.

Our commitment is underpinned by the initial financial analysis illustrated in Appendix A.

## 1.3 Diversity, choice and access

A key component of our plans to add to choice, diversity and access is the development of Learning Campuses. This entails the creation of three 3 - 16 Learning Campuses. The Learning Campus approach provides the opportunity to develop innovative models of school leadership and to attract high quality recruits to a range of roles and responsibilities.

### The schools involved are:

- **Regents Park Community College:** This is an outstanding and popular school which is becoming mixed in September 2008. We intend to move it to a new site with playing fields, which it will share with St Mark's CE Junior School. Future consideration will be given to aligning this development with opportunities that may emerge from an impending local primary review. A Regents Park learning community would serve the city centre and its diverse communities, building on its status as the DCSF training school.
- **The Sholing Technology College:** This is a good and improving girls' school which will become mixed in September 2008. It is working closely with its fellow Infant and Junior schools to develop a 'Sholing Learning Campus' offering 3 - 16 and community learning on the same site.
- **Chamberlayne Park School:** This is an improving school. It has, with the encouragement of the local authority, decided to explore Trust School status. It has the potential to reposition itself at the heart of its community incorporating the on-site Leisure Centre. The school has embarked on work with neighbouring schools (Weston Park Infant and Junior Schools, Weston Shore Infant and Sure Start) and is considering a formal partnership with the Southampton Education Trust, possibly offering a specialist maritime curriculum.

The Southampton Education Trust, formed through the partnership between the city's two universities, major businesses, colleges and schools, is helping to underpin innovative development and wider community links, particularly with business. It offers the opportunity for schools to achieve Trust status and three secondaries are in discussion currently about this.

### Further components of our strategy include:

- The development of a Learning Community centred around the **Upper Shirley High School (USHS)**, our first recently created Foundation school, which is now also considering Trust status. Currently a boys' school, it will become a mixed from September 2008. The Learning Community proposal seeks to create a federation of the local cluster of primary, infant and junior schools.
- Expanding **Bitterne Park School**, our most successful mixed community school. With its newly awarded additional Vocational specialism. A new vocational skills centre is being developed at the school in partnership with City College. Bitterne Park's first specialism, performing arts, will also be developed to enable it to play a major part in maintaining the city's tradition of high quality music. In 2006, Southampton's Music Service was named best in the country by the National Music Council.
- **Redbridge Community School**, a specialist sports college, will be expanded as a successful and popular school having been judged outstanding in its last two Ofsted inspections.
- **St Anne's Catholic School**, another popular and successful school, will benefit from remodelling and refurbishment of its historic city-centre site
- There are also innovative plans in development with the Catholic Diocese of Portsmouth and other partners for **St George Catholic Voluntary Aided College** to become part of a new mixed Catholic college.

All schools are committed to continuing to develop as extended schools, with a strong whole-community focus, and fair admissions arrangements.

## 1.4 Underperforming schools

Southampton has a well-developed and much respected Supported Self-Evaluation process which ensures that schools are rigorous in their judgements about themselves: this has helped us ensure that all our secondary schools are at least satisfactory, with 30% judged good and 30% outstanding. The city has no schools in special measures or with a notice to improve. There is strong local determination to accelerate the pace and depth of improvement, and do more to break the cycle of deprivation in significant areas of our city. The foundations to secure improvement are in place, and there is evidence of improvement year on year, but substantial investment is needed to help ensure the step change now demanded. Southampton has set itself ambitious targets and KPI's for KS4 and the range of Every Child Matters outcomes as set out in its Children and Young People's Plan.

Intrinsic to the step change required is the need to address boys' stark underachievement whilst continuing to improve further the achievement of girls. A major factor in this is the expansion of mixed provision, in response to local parental demand. Local strategic analysis supports the view that the disproportionate amount of single sex education has played a major part in the relative underperformance of boys.

### Keystage 4 achievement by gender

<b>Keystage 4 results 2004 to 2007 by gender</b>				
% age 5*+A-C	2004	2005	2006	2007
Boy	37.0	40.8	42.1	43.5
Girl	50.2	55.0	56.9	58.1
All	43.6	47.9	49.6	51.1

<b>Keystage 4 results 2004 to 2007 by gender (including English and Maths)</b>				
% age 5*+A-C	2004	2005	2006	2007
Boy	26.3	30.9	31.1	34.8
Girl	38.2	40.1	43.6	45.7
All	32.2	34.9	37.1	40.5

We recognise the risks associated with major programmes of change, particularly in relation to maintaining high standards through a period of change, where they already exist. These risks are addressed in section 8.3.

## 1.5 Personalised learning

Effective personalised learning involves the active engagement of children and young people, their parents and whole families as partners in learning, a key element in our vision for transforming learning outcomes. It requires that learning and teaching are designed and differentiated to individual pupils' needs so that all achieve, progress and participate willingly and enthusiastically.

ICT is integral to personalised learning. Our holistic ICT strategy has been devised to inspire and engage all children and young people to enjoy and achieve in digitally rich learning and development environments. ICT will be pervasive of the entire learning infrastructure so that children and young people navigate their learning environment naturally and achieve much higher standards according to their preferred style. The consequent skills will equip children and young people for their future economic well-being and employment in a global economy.

We are supporting schools in developing the Royal Society of Arts "opening minds" curriculum - to improve transition from primary to secondary and ensuring the best start possible at KS3. This involves developing a skills based curriculum in line with recent DCSF and Qualification and Curriculum Authority (QCA) principles.

Assessment for Learning (AfL) is well developed in many of our schools. There are strengths in the setting of individual learner targets and reviewing individual performance so that every learner is fully engaged in the business of their own progress. Our students' views and voices are central to current decision making and will be a key element in the development and design phases required by BSF.

Curriculum entitlement and choice will be enhanced by young people being able to access courses in establishments across the city other than their 'home' schools. Having been a 14-19 Pathfinder, Southampton is well placed to develop provision at KS4, the range of vocational learning opportunities, and the partnership with the local post-16 providers.

## **1.6 14-19 entitlement**

Southampton strongly values the contribution made by its three post-16 colleges. Approximately £100 million of investment in new buildings has been planned by the Learning Skills Council (LSC), with the support of the Council and local schools. SCC regards the quality of opportunity that can be provided through the colleges as the foundation for 14-19 learning in the city. A constructive partnership exists between the colleges, schools and the Council, and we are determined to avoid the potential for piecemeal duplication of a range of existing 16-19 provision.

Developing our 14-19 entitlement is an opportunity to widen curriculum choice, raise participation, and increase achievement at both KS4 and post-16 for all young people in the city. There are already highly personalised pathways at KS4, which BSF will enhance further with greatly improved facilities for vocational learning. As of September 2008, all mainstream secondary schools have specialist status in at least one area, and we will draw on this strength in our Diploma provision. Three schools will have an additional specialism in Vocational Learning that will greatly enhance curriculum development and Diploma delivery. These developments, allied with substantial improvements across the city's three post-16 providers, are central to widespread local recognition of the need to provide for a global economy, taking full account of vulnerable learners, those who are disengaged, or Not in Education, Employment or Training (NEET).

## **1.7 Integrated services and Inclusion**

Southampton wants all its schools at the heart of their communities in which all children, young people, their families and local partners are actively involved. This includes children of all abilities, children in need, children from minority groups and particularly those in care and those disadvantaged through poverty.

SCC is working with the Muslim Council of Southampton to recognise the underachievement of children from some communities. We are working with the University of Southampton to set up homework clubs with headteachers of primary and secondary schools serving the central area where many minority communities live, to increase parental engagement.

Southampton has a national reputation for inclusion, and for developing the emotional health and well-being of children and young people. Nurture groups are being developed in primary schools and these principles are now extending to the secondary phase. The progress of children and young people with special educational needs in mainstream settings is an area which still needs improvement, and equipping schools with high quality facilities and resources through BSF will enable us to improve provision and raise standards for those with special educational needs. By working collaboratively, schools will be able to meet a wider range of needs and provide equality of opportunity and choice for vulnerable children and young people and all those with a range of additional needs.

In developing our vision with schools and other stakeholders, we have been heartened by the high level of local commitment to the further development of extended schools, already a key feature of many schools, and the co-location of a range of services. Having recently implemented a review of provision for children with learning difficulties, we are about to commence a review of provision for children and young people with behavioural, emotional and social difficulties (BESD) and those with Physical difficulties / Profound and multiple learning difficulties (PD/PMLD). We want our special schools to be centres of excellence, offering specialist provision, advice, support and training to mainstream schools, and, where possible, to be co-located.



Our most recent purpose built special school for children and young people with learning difficulties was opened in September 2007, and already the design of the building and the excellent facilities and resources to meet a range of needs, is having a very positive impact on children and young people's attitudes, behaviour and learning outcomes.

Inclusion will be further enhanced by our BSF proposals which will co-locate multi-agency specialist support teams. There will be support including education welfare, educational psychology, behaviour support, youth service, connexions, social care, school nurses, CAMHS (primary mental health care) and voluntary agencies. We are also working with the Primary Care Trust to maximise the opportunities to co-locate health provision, especially where these are inter-generational.

## **1.8 Change management**

**In order to manage the BSF change programme, we are in the fortunate position of being able to call on the following:**

- Full corporate senior officer support with the recognition of the breadth of expertise the programme will demand across all council directorates
- Recent and current experience and expertise in the delivery of major corporate strategic partnerships underpinned by complex legal and procurement processes
- A track record of successful and far reaching school reorganisation; e.g. three PFI rebuilds, a new purpose-built special school and two primary rebuilds to begin in September 2008 and January 2009
- Commitment of schools and the authority to workforce development
- A local readiness to address fundamental strategic issues: e.g. the removal of surplus places as part of the strategic review of secondary education, Learning Futures
- The willingness of schools and their communities to embrace innovative and radical solutions, and to put the needs of children and young first
- An acute appreciation of the centrality of very good, frequent communication through a range of media, to a range of audiences and at a number of different levels
- A track record of prioritising resources to effective project management; already we have an Interim BSF Project Director in place, a Communications Officer and a team with dedicated capacity to drive these early stages.
- Clearly defined and resourced project management arrangements, with clear plans to enhance these in the coming months.
- Local Headteachers seconded to deliver National College for School Leadership (NCSL) courses and develop succession planning
- Actively working with Headteachers to develop new Leadership models
- Use of the project team training modules offered by the 4ps, to enhance and widen our current skills base

# Section 2: Estate Strategy and Planning

## 2.1 Key Asset Management Priorities

**Our key asset management priorities are to:**

- provide well-designed, high quality learning environments for schools in every community, developing a sense of pride in Southampton and its neighbourhoods
- incorporate public art developed with children young people reflecting the heritage and aspiration of the city
- ensure that flexible information and communications technology is fully integrated to all aspects of design for the benefit of learners and the community
- develop accessible, welcoming buildings that the whole community will use and value
- bring together early years, primary, secondary, adult and community education in co-located learning campuses, or networked multi-site learning communities ensuring that all buildings are designed to meet the needs of children with special educational needs
- align funding streams to provide community facilities with partners including health, leisure, libraries, social care and youth services to provide joined-up services and get the best possible value from the resources invested
- ensure strategic alignment with other major city developments, particularly housing proposals
- provide improved access to playing fields, green open space and sports facilities for schools and communities to promote health and fitness, based on sites which make a positive contribution to the local environment
- support regeneration and strengthening communities by developing popular and successful schools making all neighbourhoods places where people want to live and work
- develop sustainable schools for sustainable communities, using renewable energy sources
- reduce the overheads associated with unmodernised and under-utilised buildings
- ensure that the supply and demand for school places are balanced, and that there is flexibility to respond to future needs
- create employment opportunities for local people in relation to the construction and maintenance of school buildings, and the delivery of services
- improve the choice and diversity of schools so that more parents express a preference for a school in Southampton
- tackle the backlog of maintenance and condition problems

SCC is one of only five local authorities in the South East, that has made a formal commitment to support the DCSF Sustainable Schools agenda. The SCC Schools Renewables Programme has led to detailed feasibility studies for renewable energy devices and a biomass boiler as the preferred option at a school new build project. SCC is committed to achieving the Building Research Establishment Environmental Assessment Methodology (BREEAM) and 60% CO2 reduction targets.

**SCC has well developed processes in place for managing the school estate including:**

- annual Asset Management Partnership meetings with schools,
- regular condition and suitability surveys,
- a standing Project Board that oversees all capital investment in schools.
- a reliable pupil projection system which informs school place planning.
- a Corporate Asset Group which ensures the effective use of all SCC assets.
- a corporate steering group which is mapping facilities for sport and recreation across the city to ensure that major developments involving site acquisition and disposal, such as BSF, consider the requirement for these facilities.

SCC has an excellent record of delivering major reorganisations involving the rationalisation of sites and buildings.

## 2.2 Existing and Planned Consultations

SCC has extensive experience in pre-statutory and statutory consultation processes, including the involvement of children and young people. We have completed a major programme including consultation relating to the configuration of secondary schools in the city. We were one of the first local authorities to hold a competition to establish new schools.

**We anticipate initiating further processes in June 2008, with consultation beginning in September 2008 and final determination achieved by May 2009 and in advance of submitting the Outline Business Case. Over the next 12 months we intend to consult on:**

- Regents Park relocation to the same site as St Marks C of E Junior school
- Compulsory purchase of the proposed playing field adjoining St Marks
- Sholing Technology College relocation to the Itchen College site
- Repositioning of Chamberlayne Park
- Proposals for St George Catholic College

We are currently consulting on the Primary Strategy for Change and this will clearly impact on secondary proposals. We will ensure that any changes to the primary and special sector are aligned with BSF.

## 2.3 Pupil Place Planning

Our overall pupil place planning is advanced. Secondary school numbers have been falling for several years, leading to five schools having more than 25% surplus places in January 2007. The Learning Futures decisions of 2007 removed over 1300 places, and we are confident that when fully implemented there will be a citywide total of no more than 10% surplus places, generally recommended as prudent to enhance parental preference and take account of potential shifts in demography.

The decline in pupil numbers is now levelling. Numbers could begin to increase, particularly if parents who have previously expressed a preference for schools outside the city are attracted by the changes introduced following the Learning Futures review, changes for which many local parents campaigned. School by school forecasts are particularly difficult to make at this early point of implementation. Early indications suggest that the extension of mixed education has been particularly welcomed, though the long-term effect of recent inward migration is hard to quantify at this stage.

Detail including school by school data, an explanation of the forecasting model, and a discussion of the factors which may influence pupil numbers in the future can be found at in the attached pro forma labelled Appendix B.

## 2.4 Headline strategic vision for Information and Communications Technology (ICT)

The Council has just entered a £280 million 10 year Strategic Services Partnership with Capita plc which provides a range of support services to the Council and to the Schools including: Information and Communications Technology, Human Resources, Payroll, Property and Procurement

For the ICT service this includes a multi-million pound investment in the ICT infrastructure and desktop refresh programme. This partnership will also allow us to benefit from the success of our private sector partner in delivering innovative solutions to councils and schools across the country.

**With the above in mind, and against the backdrop of the aspiration for a Wi-enabled city, the ICT vision as integral to BSF is characterised by:**

- Provision of city-wide wireless access for all.
- Provision of personal digital learning spaces – including the development of the Southampton Learning Platform to support learning and teaching
- Development of fully integrated management information systems
- Communication and consultation to inform developments
- Robust policy for e-safety to safeguard children and young people
- Merging physical and virtual environments to provide children with interactive learning experiences
- Providing the basis for leading edge management systems

## Section 3: Commitment to the BSF model

SCC understands the requirements of Local Education Partnership (LEP) model and is committed to this form of delivery vehicle and associated BSF standard procurement route and standard documentation. Determining the exact scope of the LEP and the services which the Council wishes it to deliver will be a key priority in the early stages of BSF. This will enable the private sector to be very clear, at the early stages, about the type of partner the Council is looking for. The Council is also fully cognisant of the recent PWC report outlining ways in which the costs and length of the procurement programme can be reduced.

The Council recognises that significant funding (between £5m - £6m) will be required to procure and provide equity and working capital for the LEP as demonstrated by the Full Council approval on 19th March. The Council also understands the need to provide additional capital funding for its estate plans and for funding the ongoing revenue requirements for any PFI schemes and for ensuring the buildings are adequately maintained once they have been redeveloped.

SCC accepts that new build schools will be procured through PFI. The council has previous experience of delivering three new secondary school buildings through PFI and is entering into a multi-million pound PFI partnership to renew street lighting in the city. Our experience of schools PFI gives us a valuable perspective on how to get the best from this procurement route.

SCC understands the requirements of the Local Education Partnership (LEP) model and is committed to this form of procurement. The scoping of the LEP, in particular determining how “thick” or “thin” it should be, will be a key priority in the early stages of BSF.

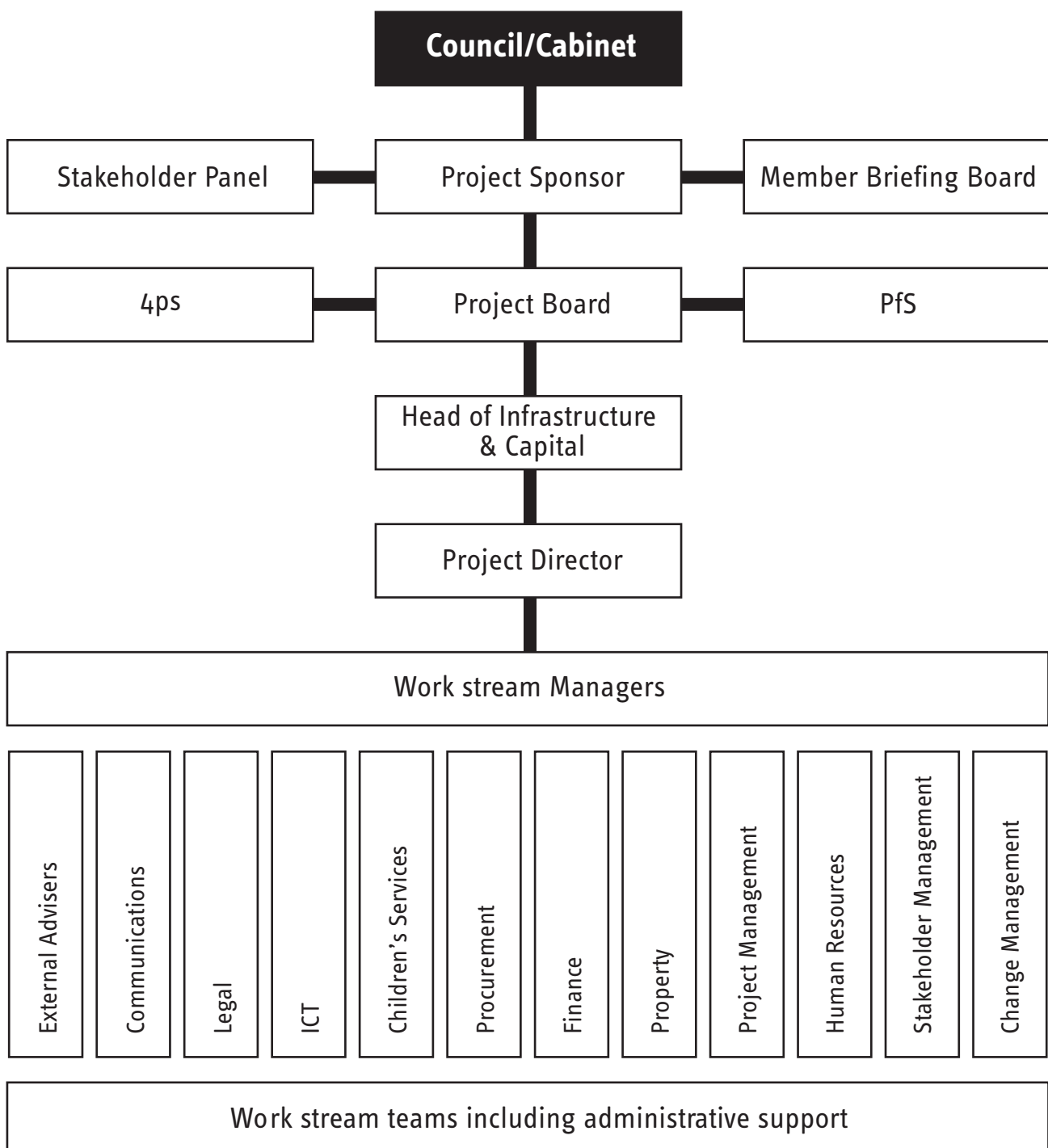
The City Council and its schools are committed to an integrated ICT managed service. We recognise that an ICT Managed Service would provide many benefits that enable more efficient implementation of the pervasive ICT Strategy we envisage.



# Section 4: Project Management

Southampton City Council has a robust corporate approach to project management based upon established project management processes and our experience of delivering projects. This is supported by an effective Project Governance and decision making structure (see diagram below). Key to this will be a full time dedicated Project Director with the necessary skills and experiences. The Council also intends to participate fully in the 4ps Gateway Process thus enabling its project readiness to be signed off at the relevant key stages. This framework, along with guidance from PFS and the 4ps, will be used to deliver the BSF programme.

## 4.1 Building Schools for the Future – Project Governance Structure



## **4.2 Core Project Team & Project Director Arrangements**

We already have a core BSF project team in place, some of whom have been working on BSF since September 2007.

Our Project Board is established, including representation from key stakeholders, though informal preparatory arrangements have been in place for some time. The first meeting of our formal Board took place on 1st April, and monthly meetings are scheduled thereafter. We will be seeking representation on the Project Board from PFS and the 4ps.

Our Project Sponsor is Clive Webster, Executive Director of Children's Services and Learning. As Project Sponsor he will chair the Project Board and provide a link to Elected Members and the senior management of the Council.

Andrew Hind, Head of Infrastructure and Capital, has overall responsibility for co-ordinating the range of transformational projects across the Children's Services and Learning Directorate.

Susan Robbins, Consultant and former Assistant Director with Gloucestershire County Council, is Interim Project Director, and we are actively recruiting for a substantive Project Director to be in place by June 2008.

We have a full time Project Officer, Rebekah Mephram, co-ordinating BSF activity, who has been in place since January 2008.

## **4.3 Member Leadership**

Our prospective early entry to the BSF programme has full cross-party support. Our plans for Readiness to Deliver submission were considered by the city's Full Council on 19th March 2008. We are very pleased to report that it received unanimous support, including in principle sign-up to the financial requirements that BSF brings. An elected member briefing panel is to be established to ensure that Members remain fully informed of progress on BSF, along with standard local government scrutiny arrangements.

## Section 5: Support Network

The core BSF team has a strong and developing support network within the Council embracing both public facing and support services Directorates. The Council recognises that clarity will be needed at an early stage regarding any role Capita might seek as part of the BSF initiative. This is considered important, so that the effectiveness of our current SSP and the integrity of any future BSF procurement are not affected.

SCC Legal Services team has made an estimate of the scale and scope of legal input required for BSF, led by Richard Ivory (Assistant Solicitor to the Council) and Sarita Riley (Senior Corporate Solicitor). Specialist external legal advice will be commissioned, either through the OGC framework, other suitable framework (e.g. PFS), or through a tender process. Additionally the HR team will support the BSF Project Director as required on issues that affect staff.

SCC Finance Services has made an initial cost estimate of the resources required to deliver BSF led by Carolyn Williamson (Executive Director of Resources and Section 151 Officer), Rob Carr (Head of Finance), Andrew Lowe (Head of Accountancy) and Lynn Franklin (Children's Services and Learning Finance Manager). Advice on financial implications has been sought from the 4ps and from the project manager (now working in the private sector) who prepared Southampton's PFI contract. A Project Accountant with appropriate experience will be dedicated to the project.

The Children's Services and Learning Assets and Capital Strategy team has led on the estates strategy for this submission. Its manager, Dave Kitson, has unrivalled knowledge of school sites and buildings in Southampton, and was responsible for the delivery of three new PFI secondary schools, a new conventionally procured special school, several substantial extension and remodelling projects. John Spiers (Head of Procurement and Property) has been closely involved in the preparation of this submission, as have architects, surveyors and valuers from our SSP partner Capita Symonds. Dave Kitson has been seconded for three days a week to prepare for BSF. A full time manager with expertise in the development of school buildings will be appointed to the project.

The Children's Services and Learning ICT Strategy team has led on the ICT strategy for this submission. Its manager, Andy Martin, has managed the Education Management System (EMS now known as One) and Schools Information System (SIMS). He has been responsible for the delivery of the Learning Portal, for which Southampton was a national Microsoft pilot, and the establishment of a creative ICT facility in partnership with Apple. Martin Tipper (Head of ICT) has been closely involved in the preparation of this submission, as have technical experts from our SSP partner Capita. A full time technical adviser with expertise in the development of ICT to support children's services learning will be appointed to the project.

The BSF team is working closely with Peter Farrell of the 4ps. Steve Sharp of the Office of the Schools Commissioner and Partnership for Schools. It has a range of links with colleagues involved in Portsmouth's BSF project. The team and associated officers have made use of a range of local and national professional networks to increase their knowledge and understanding of BSF.

Immediately following selection for BSF, permanent arrangements for the support network will be put in place.

# Section 6: Corporate Capacity

## 6.1 Experience of delivering strategic projects

Southampton has delivered a range of major capital projects in recent years including:

- Three new PFI secondary schools (Cantell, Redbridge and Woodlands) in partnership with Interserve plc
- One new special school (Springwell)
- One substantially extended and remodelled special school (Great Oaks)
- A regional diving, swimming and leisure complex (The Quays)

The expertise in relation to these projects continues to reside within SCC and will be utilised to best effect for the BSF team.

Southampton has entered into significant partnerships with private sector partners including:

- A £280million Strategic Services Partnership (SSP), over ten years with Capita plc to provide Customer Services, Human Resources, ICT, Procurement and Property Services. The SSP will also provide services to other local authorities and services in the region.
- A PFI partnership to replace street lighting in the city
- A partnership with Clear Channel to run the Guildhall, the city's regional concert hall

The Council has had a leading role working with a range of private sector partners in major redevelopment such as:

West Quay – a regional shopping centre

St Mary's Stadium – an international standard sports stadium, home to Southampton Football Club

Further developments have been approved and will be delivered over the next five years including:

- Northern Above Bar – a major arts, commercial and residential development in the heart of Southampton
- Woolston Riverside – a commercial and residential development on the site of the former VT shipyard on the river Itchen

Southampton has delivered a nationally renowned Sure Start programme in partnership with the Primary Care Trust (PCT) and a range of voluntary sector partners, and has an advanced programme to develop a citywide network of Children's Centres.

Southampton has a strong local strategic partnership, and is a leader in the Partnership for Urban South Hampshire (PUSH). Southampton is internationally recognised for its work on alternative energy, including geo-thermal and local power and heat projects.

Procurement services are provided to the Council by Capita plc through the Strategic Services Partnership. A client side team commissions and monitors their performance, and provides strategic guidance to the Council. Where appropriate the Council uses framework agreements, such as the South East Centre of Excellence (SECE).

Southampton has, therefore, a substantial track record for the successful, on time, on budget delivery of major strategic projects.



## 6.2 Lessons learned from previous projects include:

### The importance of:

- having a clear vision of the desired outcome
- including children, young people, staff and local communities as stakeholders
- effective communication and consultation with stakeholders
- cross-party elected member commitment
- corporate commitment
- understanding the short, medium and long-term financial and resource implications of strategic projects
- robust project management and governance
- ongoing stakeholder engagement throughout the life of the project
- developing strong relationships with partners which are not merely contractual
- strong arrangements to ensure a continuing constructive relationship throughout the lifetime of long-term PFI contract
- ensuring that there is sufficient flexibility in any arrangements to enable effective response to changing expectations and needs
- robust budget management

### The opportunity to:

- raise levels of aspiration through visible investment in disadvantaged communities
- improve employment opportunities in new projects from the development stage onward
- bring high quality architecture, design, environmental improvements and public art into every community
- set an example in relation to renewable energy and sustainability
- provide more integrated services, including forming partnerships with the PCT, the Police and other agencies
- introduce new ways of leading and working

# Section 7. Key stakeholder commitment and consultation arrangements

## 7.1 Stakeholder Support

Our ethos is to truly engage with BSF stakeholders, and this is shown by our commitment to a Stakeholder Management position. The job description for this role will be created and recruitment then commence as soon as we know our allocated BSF wave. They will be responsible for making sure all stakeholders are kept up to date, the communications strategy is implemented and that s/he reports regularly to the Project Board and attends scheduled stakeholder events. They will be the conduit for communication between the Authority and all its vital stakeholders. The right individual for this position will be a key appointment.

We have already facilitated a number of stakeholder events inviting ideas and feedback. These have included: Headteachers conferences, a Governors conference, public meetings, “drop-in” opportunities for the public and meetings were held with Heads of each of the Secondary schools as part of the Learning Futures programme. More are planned to raise awareness, excite and engage communities with the opportunities for transformation that BSF will bring.

**Key stakeholders include:**

Children and young people	PCT	Southampton’s two universities
Parents, carers and families	Learning Skills Council	PfS
Headteachers/teachers	Local strategic partnership	4ps
School staff	Dioceses	DCSF
Governors	SACRE	Voluntary and community organisations
Local communities	Further education providers	Council directorates
Elected members	Local businesses	Trade unions
Local MPs	Partnership for Urban South Hampshire (PUSH)	Health & leisure organisations
Police	Youth Parliament	

We have already started to involve children and young people on building design, via an on-line survey, sent to all primary school children in the city in February 2008. So far over 250 children have responded. We are also investigating working with The Sorrell Foundation and a local organisation, The Solent Centre for Education & Design which has previously worked with schools, children and young people, within Southampton, on design aspirations for their schools and communities.

## 7.2 Communications Strategy

Our BSF communications strategy is developed and will continue to evolve, overseen by our BSF Communications Officer. A project-specific web portal is in development, with a link to this on the main Southampton City Council website. Regular newsletters and a monthly e-bulletin will be sent out to all project stakeholders. We will send out direct mail to parents/carers, school staff and governors to ensure awareness of any approaching key developments. We will utilise the SCC’s free magazine “City View”, which is distributed to every home in the city.

## 7.3 Contact Details

We have a dedicated email address already set up ([bsf@southampton.gov.uk](mailto:bsf@southampton.gov.uk)), which is pro-actively advertised. We continue to welcome all ideas, comments and feedback. The email box is monitored daily and all emails reviewed and actioned appropriately.

**Alternatively stakeholders are invited to contact either our Project Officer or our Project Director directly for any support or information required:**

Rebekah Mephram, Project Officer: Frobisher House, Southampton: 023 8083 2269

Susan Robbins, Interim Project Director, Frobisher House, Southampton: 023 8083 3348

# Section 8: Risk Management

## 8.1 SCC's approach to Risk Management

SCC has a robust approach to risk management and has documented processes and structures for managing risk at all levels within the organisation. Risk management is embedded in business planning at all levels.

**An initial risk register has been established, which considers:**

- Project risks
- Likelihood of their occurrence
- Their impact
- Management actions to mitigate these risks
- Residual risks

**Risks include:**

- Affordability
- Reputational risks
- Market risks
- Stakeholder issues

High level risks will be evaluated monthly by the Project Board.

Standard internal audit arrangements will apply. In addition, negotiations will take place with the Audit Commission regarding 'arms length' arrangements that can be put in place to provide an appropriate degree of external support and challenge to the project's progress.

## 8.2 Site identification and acquisition

Southampton has three recently rebuilt PFI schools, one of which we intend to expand through BSF, and all of which will benefit from investment in ICT. Two Academies will open in September 2008 and their building will be procured through the national framework.

**Of the seven secondary schools it is proposed that four are rebuilt or remodelled on their existing sites. There are well developed proposals to relocate two, these are:**

- Regents Park to a new site shared with St Mark's CE Junior on Shirley Road
- Sholing Technology College to occupy the buildings on the Itchen Sixth Form College site

There have been exploratory discussions with the Catholic Diocese regarding St George.

In the case of the relocations all but one of the sites involved are either in the ownership of SCC, or trustees of other educational establishments working in partnership with the Council, who have indicated their willingness to work together to achieve the intended relocation. There is one site in private ownership, the former Civil Service Sports Ground, which would need to be acquired, probably through compulsory purchase, to become the playing field for the new Regents Park learning campus.

Relocation of Sholing Technology College is dependent on the delivery of the new site and buildings at Eastpoint for the Itchen Sixth Form College. This in turn will release the Itchen College site for the Sholing Campus. SCC is working closely with Itchen College, the LSC, Eastpoint and the Sholing schools to achieve this shared objective. Of the five maintained special schools in the city two are designated entirely for secondary age children and young people, as is a large Pupil Referral Unit. A further maintained special school is designated for both primary and secondary age children and young people, but with a majority at the primary phase.

One has recently been substantially remodelled and extended, with a second phase already planned. Some minor remodelling may be included within BSF. The rest of the special school estate will be redeveloped at their existing locations or on other sites already in the ownership of the Council.

Site related risks will be mitigated by taking early steps to resolve any unanswered questions and the careful phasing of individual project start dates. Some projects, including Bitterne Park, Redbridge, St Anne's and Upper Shirley High School could begin at an early date, as there are no planning issues or dependencies which would preclude this.

**Some schools are currently on constrained sites e.g.:**

- St Anne's
- Regents Park
- Sholing Technology College

At least two of these could be significantly resolved through BSF, and the opportunity this provides to deliver relocations to sites of a more suitable size.

## 8.3 Educational aspects

**Any significant change can have an adverse effect on educational provision if not managed carefully. Specific risks identified in previous projects include:**

- Disruption resulting from construction activities, including decanting to temporary accommodation
- Management diversion from key priorities such as raising standards
- Loss of morale at times of major change, particularly when the ultimate destination appears to be in the distant future

A school specific educational risk register will be developed for each school, drawing on previous experience, to minimise the possibility of detriment to educational outcomes during the change process.

## 8.4 School Organisation

Further school organisation decisions would be required to confirm the relocation of up to three mainstream secondary schools. This will be completed by Summer 2009.

Further decisions are required to confirm the arrangements for secondary children and young people with Behavioural, Emotional and Social Difficulties (BESD) both in special school and PRU provision, and also in relation to children and young people with Physical Disabilities (PD) who are educated in an all-age special school. This will include exploring optimising the alignment BSF and Primary Capital Fund investment. Any necessary school organisation decision making processes will be completed by Summer 2009.

Any proposals in relation to St George Catholic school will have to have undergone any school organisation decision making processes this will be completed by Summer 2009.

We believe that school organisation risks are low. The most difficult decisions have already been taken and those that remain can be resolved in a timely fashion, with the support of the schools and communities affected. An indicative timetable for school organisation can be found in Appendix C.

# Section 9: Conclusion

In conclusion, Southampton is enthusiastic about joining the BSF programme. We have the vision to create learning campuses serving the whole community. We have the experience and capacity to deliver major projects. We have taken the necessary difficult decisions to transform our schools. We would like to take advantage of joining the interim wave.

**Supplementary Information**

4ps Expert Client Programme Checklist



## Appendix A

Estimated costs of implementing Southampton's Building Schools for the Future Programme  
(based on a BSF bid in the order of £150m)

Capital funding (Design & Build schemes)	£15m - £30m in total	Assuming a £150m Funding Model allocation, a shortfall of 10% - 20% could be assumed depending on the Council's plans	Capital
Procurement of Local Education Partnership - Project Management Team	£3m - £6m in total over 3 years.	Dependant on mix of internal / external staff	Revenue - over 3 year period
Client Management of Local Education Partnership /Special Purpose Vehicle	Minimum £200,000 Per annum		
	From financial close onwards for duration of Implementation Programme (7 - 10 years)	Revenue - for a 7 - 10 year period	
Investment in Local Education Partnership	£50,000 - £100,000 in total	Based on 10% on LEP with equity and working capital requirements of between £500k - £1m	Revenue - One Off
Investment in Special Purpose Vehicle (PFI)	£250,000 in total per scheme (maybe more than one scheme).	Based on £25m of capital for a PFI scheme. The Council's investment will be a 10% share of the equity requirement (90/10 debt to equity ratio)	Revenue - One off per PFI scheme
PFI revenue contribution	£300,000 per annum for a £25m scheme per scheme (maybe more than one scheme)	The annual contribution will be very dependant on PFI credits, discount rate and swap rate.	Revenue - ongoing for 25 years
Schools Contribution to ICT managed service	Minimum £110+ per pupil per annum	Schools will receive £1,450 per pupil (less any top slicing) and will need to make the annual contribution to the managed service which they will be required to buy into.	Revenue - ongoing
Lifecycle costs for a Design & Build scheme	Annual contribution to sinking fund to top up current annual contributions	In order to maintain a building over a 25 year life to a suitable standard it can broadly be assumed that : <ul style="list-style-type: none"> <li>• A new school will require 25% of its original capital cost over a 25 year life</li> <li>• A refurbished school will require 40% over a 25 year life</li> </ul>	Revenue

## Appendix B:

### Wave 7-9 BSF Project Scope

Local Authority Southampton City Council  
 Contact email bsf@southampton.gov.uk

DCSF No	School Name	Type of school 2008	No on roll Jan 08 11-16	No on roll Jan 08 post 16	Current Capacity Jan 08 11-16	Current Capacity Jan 08 post 16	Total Capacity Jan 08	Investment Proposals under BSF	Proposed school type post BSF	Proposed specialism
Mainstream Secondary Schools (current)										
4278	Bitterne Park Performing Arts College	Community	1368	0	1400	0	1400	4	Community	Performing Arts & Vocational
4311	Cantell Maths & Computing College	Community	1029	0	1448	0	1448	6	ICT only	Maths & Computing
4271	Chamberlayne Park School	Community	700	0	999	0	999	2	Foundation	Performing Arts
4273	Grove Park Business & Enterprise College	Community	486	0	776	0	776	10	Closed	
4274	Millbrook Community School	Community	394	0	653	0	653	10	Closed	
4304	Oaklands Community School	Community	617	0	788	0	788	10	Closed	
4270	Redbridge Community School	Community	877	0	900	0	900	7	Community	Sport and Vocational
4262	Regents Park Community College	Community	886	0	1000	0	1000	1	Community	Business & Enterprise Humanities, Vocational
5417	St Anne's Catholic School	VA	1006	104	937	110	1047	4	VA	Science
5415	St George Catholic College	VA	435	0	750	0	750	4	VA	Science & Humanities
4264	The Sholing Technology College	Community	973	0	965	0	965	4	Community	Technology
4275	Upper Shirley High School	Foundation	523	0	861	0	861	2	Foundation	Maths & Computing
4306	Woodlands Community School	Community	822	0	1144	0	1144	6	ICT only	Science & Engineering
4266	Woolston School Language College	Community	680	0	760	0	760	10	Closed	
Academies from September 2008										
tba	Oasis Academy: Lord's Hill								Academy	Performing Arts and Enterprise
tba	Oasis Academy: Mayfield								Academy	Global Communications and Enterprise
Mainstream schools totals			10796	104	13381	110	13491			

#### Investment under BSF:

1. New build on new site
2. New build on existing site
3. Major remodel (80-50% new)
4. Remodel (50-20% new)
5. Minor remodel (<20% new)
6. No new work
7. Expansion to new school
8. Amalgamating
9. Co-locating for special schools
10. Closing

#### Notes:

A project to expand Bitterne Park has already been approved prior to BSF

The measured capacity of Cantell is anomalous. The school was specified in the PFI contract as requiring 1150 places

It is proposed to make interim arrangements to expand Redbridge prior to permanent expansion through BSF

A project to expand The Sholing Technology College has already been approved, prior to the intended longer term relocation to the Itchen College campus

Details of proposals for St George will depend on the outcome of current discussions between governors, the Catholic diocese, other partners the DCSF and SCC

Oasis Academy Lord's Hill will occupy the buildings of Millbrook Community School and Oaklands Community School

Oasis Academy Mayfield will occupy the buildings of Grove Park Business and Enterprise College and Woolston School Language College

A range of minor works has already been approved to implement the organisational changes already agreed in advance of BSF.

## Wave 7-9 BSF Project Scope

Local Authority  
Contact email

Southampton City Council  
bsf@southampton.gov.uk

DCSF No	School Name	Type of school 2008	No on roll Jan 08 11-16	No on roll Jan 08 post 16	Current Capacity Jan 08 11-16	Current Capacity Jan 08 post 16	Total Capacity Jan 08	Investment Proposals under BSF	Proposed school type post BSF	Proposed specialism
Special schools (current)										
7037	The Cedar School	Community Special	19	0	30	0	30	2	Community Special	
7039	The Polygon School	Community Special	54	0	56	0	56	3	Community Special	
7036	Great Oaks School	Community Special	114	15	120	15	135	5	Community Special	
1100	Melbourne Centre PRU	PRU	53	0	64	0	64	9	PRU	
1100	Compass Centre PRU	PRU	26	0	50	0	50	9	PRU	
Special school totals			266	15	320	15	335			
Grand Total (All schools)			11062	119	13701	125	13826			

### Investment under BSF:

1. New build on new site
2. New build on existing site
3. Major remodel (80-50% new)
4. Remodel (50-20% new)
5. Minor remodel (<20% new)
6. No new work
7. Expansion to new school
8. Amalgamating
9. Co-locating for special schools
10. Closing

### Notes:

The Cedar School (PD) has predominantly primary age pupils. We would intend to align BSF with Primary Capital Strategy funding to rebuild the school. This could be achieved on its existing site, although alternative site options may also be investigated as part of the review which will be completed by late Spring 2009.

The Polygon School (BESD) is registered for secondary boys only. The remit of the school will be reviewed by late Spring 2009 as part of an overall review of provision for pupils with behavioural, emotional and social difficulties (BESD). It is expected that this will result in a rebuild on its existing site.

Great Oaks is a secondary school for children with learning difficulties (LD). It will have been substantially rebuilt with other funding prior to BSF. It is intended to complete the renewal of the school with the minor remodelling of the core of the school that has not been replaced through the current project.

The Compass Centre and the Melbourne Centre are registered as a single PRU for KS3 and KS4 pupils respectively. They are on completely separate sites. Of the 26 pupils at the Compass Centre 10 are solely registers, and 16 have dual registration with a mainstream school. Of the 35 at the Melbourne Centre, 33 are solely registered and 20 are dual registered. A review of provision for pupils with BESD will be complete by late spring 2009. It is likely to propose alternative arrangements for the PRU which is currently located in unsuitable accommodation (a small Victorian Primary School and an industrial unit). Proposals for investment under BSF are therefore categorised as "co-locating".

# Wave 7-9 BSF Project Scope

Local Authority  
Contact email

Southampton City Council  
bsf@southampton.gov.uk

DCSF No	School Name	Forecast no on roll (uncapped) 11-16 January 2018	Surplus(+)/ excess numbers(-) based on uncapped forecast Jan 2018	Adjusted forecast no on roll 11-16 Jan 2018	Surplus(+)/ excess numbers(-) based on adjusted forecast Jan 2018	Forecast no on roll post 16 Jan 18	Proposed Capacity 11-16 Jan 18	Proposed Capacity post 16 Jan 18	Total Proposed capacity Jan 18	Proposed resourced provision places	Proposed resourced provision type	Priority
Mainstream Secondary Schools (current)												
4278	Bitterne Park Performing Arts College	1504	-4	1500	0	0	1500	0	1500	0	None	1
4311	Cantell Maths & Computing College	955	95	957	93	0	1050	0	1050	15	SPLD	ICT only
4271	Chamberlayne Park School	627	123	680	70	0	750	0	750	0	None	2
4273	Grove Park Business & Enterprise College											
4274	Millbrook Community School											
4304	Oaklands Community School											
4270	Redbridge Community School	1010	40	1013	37	0	1050	0	1050	7	HI	1
4262	Regents Park Community College	759	-9	750	0	0	750	0	750	0	None	3
5417	St Anne's Catholic School	1099	-3	1099	-3	104	1100	100	1200	0	None	1
5415	St George Catholic College	377	373	377	373	0	750	0	750	0	None	2
4264	The Sholing Technology College	1047	3	1050	0	0	1050	0	1050	0	None	3
4275	Upper Shirley High School	697	53	700	50	0	750	0	750	0	None	1
4306	Woodlands Community School	825	75	827	73	0	900	0	900	0	None	ICT only
4266	Woolston School Language College											
Academies from September 2008												
tba	Oasis Academy: Lord's Hill	855	45	858	42	0	900	0	900	0	None	NFAP
tba	Oasis Academy: Mayfield	956	-56	900	0	0	900	0	900	0	None	NFAP
Mainstream schools totals		10711	735	10711	735	104	11450	100	11550			

## Notes:

The very substantial changes that have been agreed for implementation in September 2008 make school-by-school forecasts particularly difficult, as long term patterns of parental preference are likely to change. The "uncapped" forecast assumes that schools can admit in excess of their capacity. The adjusted forecast redistributes excess pupils to the next nearest schools. Neither forecast attempts to guess how the popularity of schools may change in future years.

The prioritisation of project is categorised as follows: 1 - these are projects which are ready for implementation with no significant hurdles beyond planning application. 2 - these are projects where a proposal has been agreed in principle with further straightforward consultation to be completed by late spring 2009. 3 - these are projects requiring land acquisition (compulsory purchase in the case of Regents Park, and the relocation of Itchen College in the case of Sholing). ICT only - these are projects where no remodelling of the building is intended. NFAP - these are projects to be delivered through the National Framework for Academies Procurement.

## Wave 7-9 BSF Project Scope

Local Authority  
Contact email

Southampton City Council  
bsf@southampton.gov.uk

DCSF No	School Name	Forecast no on roll 11-16 January 2018	Surplus(+)/ excess numbers(-) based on forecast Jan 2018	Forecast no on roll 11-16 January 2018	Surplus(+)/ excess numbers(-) based on forecast Jan 2018	Forecast no on roll post 16 Jan 18	Proposed Capacity 11-16 Jan 18	Proposed Capacity post 16 Jan 18	Total Proposed capacity Jan 18	Proposed resourced provision places	Proposed resourced provision type	Priority
Special schools (current)												
7037	The Cedar School	19	6	19	6	19	0	25	25	N/A	N/A	3
7039	The Polygon School	54	tbc	54	tbc	tbc	tbc	0	tbc	N/A	N/A	3
7036	Great Oaks School	114	66	114	66	114	15	165	180	N/A	N/A	1
1100	Melbourne Centres PRU	53	tbc	53	tbc	79	tbc	0	tbc	N/A	N/A	3
1100	Compass Centre PRU	26	tbc	26	tbc		tbc	0	tbc	N/A	N/A	3
Special school totals		266	72	266	72	212	15	190	205			
Grand Total (All schools)		10977	807	10977	807	316	11465	290	11755			

### Notes:

Forecasts are not made for numbers on roll in the special school sector, as this is dependent on low incidence special needs which are unpredictable, and on statementing policies, both in Southampton and other local authorities. Therefore the forecast numbers are shown as the same as those currently.

The prioritisation of project is categorised as follows: 1 - these are projects which are ready for implementation with no significant hurdles beyond planning application. 2 - these are projects where a proposal has been agreed in principle with further straightforward consultation to be completed by late spring 2009. 3 - These are projects where consultation including statutory proposals would be required.

## Appendix C: Illustrative School Organisation Timetable

This Appendix shows the proposed timetable for any further statutory school organisation processes that may be required before commencement of BSF. The timetable takes into account the time required for consultative processes, school holidays, the lead-in times for executive decision making and the municipal calendar. Such decisions could lead to determination in April 2009 (i.e. at the start of the school Summer Term), and before the approval of the BSF Outline Business Case

June 2008

Cabinet Member decision on scope and timetable of consultation relating to:

- relocation of Regents Park Community College
- relocation of The Sholing Technology College
- future provision for children and young people with Emotional Social and Behavioural Difficulties, including Polygon School and the Melbourne Street Pupil Referral Unit
- renewal of the Cedar Special school, aligning BSF and Primary Capital Fund
- (in Partnership with The Catholic Dioceses of Portsmouth and Governors and Trustees of St George Catholic School) future of St George Catholic School
- any changes to primary schools which relate directly to the development of secondary learning campuses

September – mid-October 2008

Pre-statutory consultation on the above as required

December 2008

Cabinet Member decision on statutory proposals

January – mid-February 2009

Statutory consultation as required

April/May 2009

Cabinet Member determination of statutory proposal





