BRISTOL LEARNING CITY

AGENDA ITEM 3

LEARNING CITY PARTNERSHIP BOARD REPORT
27th January 2016

REPORT TITLE: **Integrated Education & Capital Strategy**

Ward(s) affected by this report: All

Strategic Director: **John Readman, Strategic Director, People**

Report author: **Paul Jacobs, Service Director, Education & Skills**

Contact telephone no. **01179 224836**
& e-mail address: **paul.jacobs@bristol.gov.uk**

Purpose of the report:

The report seeks approval for the Integrated Education & Capital Strategy (2015-2019) and approval for the first set of projects within this Strategy.

RECOMMENDATION for the Mayor's approval:

1. **To approve the Integrated Education & Capital Strategy (2015-2019)**

2. **To approve the process and criteria for the proposed Secondary Free School**

3. **To delegate authority to the Strategic Director People to progress the expenditure of up to £34.7m on agreed urgent, essential projects to meet the need set out in the Integrated Education & Capital Strategy.**

4. **To note that the funding gap to deliver the ambition of the Integrated Education & Capital Strategy for Essential and Landmark schemes is estimated at £172m.**

The proposal:

1. BACKGROUND

1.1 The Council has secured significant capital funding in recent years to support the provision of sufficient high quality school places. This can be summarised by two key programmes;

i. Building Schools for the Future (BSF) – Programme 1

4 PFI Secondary Schools – capital value £135m (including Information Communication Technology (ICT) and Authority Notifications of Change (ANCs).

6 further Secondary Schools – capital value £108m.

3 Secondary Academies – capital value £50m.

ii. Primary Places Programme - Programme 2

New primary schools – capital value £28.9m

Expansions of existing schools – capital value £72.8m

Projects still in development – capital value £23.6m

1.2 The Integrated Education and Capital Strategy (2015-2019) will develop an integrated approach and capital plan across all education sectors and partners. It will ensure the City is strategically ready to take advantage of existing and future funding investment. Its key aim is to ensure sufficient places in schools and education settings that are suitable for their purpose and in good condition.

1.3 The strategy has been informed by high quality data, including remodelled pupil projections, providing increasingly accurate, up-to-date information for predictive place planning.

1.4 The Strategy has identified the following delivery priorities;

i. To urgently increase the number of secondary mainstream places across the city, by up to 18 forms of entry by 2019, to meet statutory requirements.

ii. Resourcing ‘quick win’ additional secondary places as soon as possible is a high priority.

iii. To provide additional 2, 3 and 4 year old places to meet statutory requirements.

iv. To provide additional specialist places in the primary, secondary and post-16 sector to meet statutory requirements, address growth and reduce costly commissioned places.

v. To redistribute specialist, early years and some primary provision to ensure a

more suitable distribution to meet local needs.

vi. To ensure the availability of suitable specialist provision for children with complex needs, especially those with Social, Emotional and Mental Health (SEMH) needs, through expanded Alternative Learning Provision.

vii. To address the condition and suitability of identified primary, specialist and early years provision to ensure the estate provides fit-for-purpose learning spaces and adequate, high quality external play and sport areas

1.5 Following the publication of the draft Integrated Education & Capital Strategy on 23rd September 2015, there has been a period of consultation with key stakeholders closing at the end of November 2015. This has involved engagement with:

i. Early Years education leaders

ii. Primary education leaders

iii. Secondary education leaders

iv. Specialist Provision education leaders

v. Governor and Education Leaders Strategic Briefing

vi. Schools Forum

vii. Councillors

viii. Other Stakeholders

The draft Strategy has been available on the Learning City website together with a questionnaire to collect responses. A summary of the consultation responses is attached (Appendix 1). The consultation responses indicated support for the Strategy as a whole but a section has been added on Culture and Arts and references added on all through schools and the involvement of business in education as a result of specific feedback received.

1.6 The Local Authority currently receives an annual allocation of capital funding from central Government to meet Basic Need. There may continue to be opportunities to bid for capital grants (such as the Priority Schools Programme). Academies can also submit bids to the Education Funding Agency (EFA) for capital schemes against set criteria.

1.7 In the context of the priorities identified through the Integrated Education and Capital Strategy (2015-2019) an initial set of urgent essential projects are proposed for approval. The attached business case (Appendix 2) has been developed, outlining proposals for schemes based on their capability to meet

needs, in the right location and as economically as possible. The business case outlines this first set of projects would be funded. At the time of writing, there is no certainty on the level of funding that will be available to deliver further projects.

1.8 Any new schools are expected to be Free Schools or Academies. The current Government has set a target of 500 new Free Schools to be approved in the life of this parliament. Capital funding is provided directly by Government for Free Schools although it is possible for the Local Authority to work in partnership over delivery.

1.9 The Local Authority submits annual returns to the Education Funding Agency (EFA) setting out the basic need for school places. This informs the allocation of Basic Need funding from the EFA. The draft strategy has been shared with Education Funding Agency representatives and the Regional Schools Commissioner in order to lobby for support for Bristol's need for capital investment.

2. EDUCATION CAPITAL PROJECTS - PROGRAMME 3

2.1 The Integrated Education & Capital Strategy sets out proposals for schemes to be delivered as part of Programme 3, categorised under three key approaches:

i. **Essential Schemes:** schemes required to meet the most urgent needs for which there is identified funding.

ii. **Potential Landmark Schemes:** schemes, which can combine to meet more

- than one need and
- potentially co-locate or integrate into a single partnership provision.

iii. **Emergent Schemes:** schemes which are necessary for the successful delivery of

- the Strategic Objectives but which are not yet fully scoped or ready for delivery or funding identified.

A summary of current Landmark and Essential Schemes are listed in Appendix 3.

2.2 The following is a summary of the process for prioritising building schemes:

i. Each scheme is added to a matrix in which it is scored according to a number of criteria including how the scheme contributes to meeting shortfalls in sufficiency, addresses suitability and condition issues and offers cost efficiencies.

ii. Once these schemes have been scored at satellite group level, they are taken

to Programme Management level for a comparative ranking process. Schemes are then approved at the Education Capital Board and then are submitted for Corporate Capital approval.

iii. Some schemes will offer the opportunity to work with partners. This will vary dependent on the project but potential partners will be engaged at the earliest possible time to maximise the benefits of partnership working.

iv. Once assessed, a number of schemes receiving equal scores may exist within the list.

v. Other influencing factors may then determine how some schemes reach the top of the list and made active. These could involve funding from particular sources or where funding is earmarked for a particular project. For example, targeted government funding granted to address particular condition issues such as the Priority Schools Building Programme (PSBP).

vi. Available funding will inevitably be limited and, at times, difficult decisions will have to be made when different projects are effectively competing for funds and considered urgent. The rationale and information outlined in the Integrated Education and Capital strategy, which includes data projections, supports the decision-making process.

3. STRATEGIC PLANNING – A SECONDARY FREE SCHOOL

3.1 The Integrated Education & Capital Strategy sets out a need for new secondary provision in the Centre/East of the City. In collaboration with current secondary providers, a set of criteria for this new provision have been developed. The proposal is to invite initial expressions of interest for Free School bids that align to these criteria and to establish a Learning City partnership panel to assess these bids. A preferred bidder will be identified to progress to submitting a Learning City bid to the Regional Schools Commissioner.

The recommendation of the Local Authority and Learning City Challenge Groups (Learning in Education and Learning for and in Work) to the Learning City Partnership Board is that they should seek a MAT or Academy Trust provider who can:

- Evidence of a successful track record in delivering high quality, inclusive secondary and Post-16 education;

- Articulate a clear vision for school provision in the Central/East and Temple Quarter Enterprise Zone, which clearly demonstrates a commitment to:
    - The vision, principles and values of Bristol as a Learning City;

- Develop the priority sectors and technical skills required in the TQEZ;
- Work in partnership with the Engagement Hub;

- Co-construct with identified industrial and business partners a Secondary/Post-16 school which
  - provides high quality educational opportunities for neighbouring disadvantaged communities,
  - delivers at least one of the TQEZ priority sectors and
  - develops the technical skills of young people to secure full employment;

- Set out effective governance arrangements which will provide strong challenge and support to school leadership to secure sustained improvement during a period of significant change;

- Ensure the admission arrangements enable local children in the Central East area of the city to access a school place within the area and that this works in conjunction with the admission arrangements of neighbouring schools in Bristol;

- Evidence the leadership and administrative capacity to project manage a Landmark building programme and transition arrangements for the new provision, including new leadership structures and staffing;

- Set out a coherent strategic plan for the sustainable development of the new provision in the city.

4. STRATEGIC PLANNING - CONDITION & SUITABILITY

4.1 The Strategic Aims set out in the Integrated Education & Capital Strategy are to focus on:

a) **Sufficiency:** the availability and geographical distribution of statutory places.

b) **Suitability:** the ability for a school environment and facilities to adequately meet the needs of its student population.

c) **Condition:** the adequacy of the physical condition of buildings and facilities and longer term repair and maintenance/ lifecycle costs across all schools

4.2 Whilst the priority for the Council has to be to meet its statutory duty to ensure there are sufficient school places, there is an aspiration to include proposals within 'Emergent Schemes' for addressing the most pressing condition and suitability issues within our existing school premises. Work is underway to develop a business case for these proposals based on the case for investing in new build where the ongoing costs of maintenance or adaptation of very old and unsuitable

buildings are significant, and a total rebuild would represent a considerable "invest to save" opportunity. It is anticipated that proposals will be brought forward during 2016.

4.3 To support the development of this business case, and the compliance with the Council's statutory obligations with regard to condition issues of all schools, there is a rolling programme of condition surveys for school premises and a database that tracks and evidences the level of need. The highest priority items are identified and a work programme established and implemented each year so the premises can be kept in a "fit for purpose" condition. The five yearly Condition Surveys are updated annually to take into account work completed, deterioration of condition and changes in estimated costs. A strategic lifecycle replacement programme is being developed to assist with the allocation of funding to address condition issues over the longer term. Wherever a major capital scheme is proposed to a school, condition issues within the existing buildings are prioritised and, where possible, the appropriate funds added to the major scheme to ensure best value and a strategic approach.

5. RESOURCES

5.1 The funding of £34.7m available for essential schemes is made up of the following sources:

Department for Education grants*	
(Basic Need and Condition) 2015-2018:	£11,367,242
Early Years Dedicated Schools Grant funding:	£7,053,000
Early Years Programme 2 underspend	£450,000
Primary Programme 2 underspend	£15,817,421
TOTAL:	**£34,687,633**

*It should be noted that indicative figures have been provided by the Education Funding Agency for 2016/17 and 2017/18 grants and these have been included in the funding assumptions above.

5.2 The following is a summary of the capital projects proposed for approval from the £34.7m funding:

a) Redland Green School – Provision of additional secondary places
b) Bristol Free School – Provision of additional secondary places
c) Colston Girl's School – Provision of additional secondary places
d) New Secondary Free School* – New secondary places and Engagement Hub
e) Sea Mills Children Centre relocation – Additional early years places
f) Knowle West Children Centre expansion – Additional early years places
g) Sunshine Pre-School expansion – Additional early years places

h) Residential Post-18 Specialist provision
i) Briarwood Special School – Additional specialist places
j) Gateway Special School – Additional specialist places
k) Notton House Special School – Additional residential specialist places
l) Resource Bases - Optimisation of local additional needs places
m) Henbury School – Additional post-16 specialist provision
n) Bristol Futures Academy – New specialist provision
o) St Mary & Redcliffe School – Additional post-16 provision
p) New Post-16 Free School* – new post-16 provision
q) Long Cross Primary – completion of existing project

r) Programme of maintenance on existing LA schools
s) Feasibility studies for further secondary, early years and specialist project
t) Contingency

*Indicates local authority project costs to support an EFA funded capital scheme

5.3 For remaining Landmark schemes and Emergent schemes funding will be sought from a number of sources including:

i. Supporting Academies to bid directly for Education Funding Agency grants

ii. Supporting new Free School proposals which attract their own capital funding

iii. Developing Invest to Save proposals (e.g. creating local SEN places that save on expensive out of county placements and travel costs)

iv. Drawing funding from partner organisations to deliver Landmark schemes

5.4 The Council's capacity to support Programme 3 from Education & Skills and Place Education Capital teams will be resourced from agreed Programme 3 capital projects. This has been costed into the projected scheme costs for each scheme. For Free School developments, the capital costs are funded directly by the Education Funding Agency. However, small project capacity costs have been built into Programme 3 resources to ensure effective collaboration between these significant developments and the Council.

Risk management / assessment:

FIGURE 1: **The risks associated with the implementation of Integrated Education & Capital Strategy :**

No.	RISK	INHERENT RISK	RISK CONTROL MEASURES	CURRENT RISK	RISK OWNER

	Threat to achievement of the key objectives of the report	Impact	Probability	Mitigation (ie controls) and Evaluation (ie effectiveness of mitigation).	Impact	Probability	
1	Changes to births, migration patterns, housing and other drivers have an unforeseen impact on projected need	**4**	**4**	Regular monitoring of projections and associated drivers to ensure projections are regularly updated and analysed	**4**	**2**	PJ
2	Changes to national or love policies creates unforeseen changes to statutory duties	3	3	Strategy leads stay well connected to policy development and are able to respond promptly to any changes	3	1	PJ
3	The costs of delivery of projects identified exceed budget available	4	4	Lobbying of national and local government to secure funding and development of business cases, where necessary, to borrow funding	4	3	PJ/AR
4	Increasing project and contractor costs impact negatively on projected capital costs and make project delivery unaffordable	4	3	Extension of LEP contract ensures greater cost certainty and capacity to deliver	4	2	AR
5	Aspirations for increased community or multi-agency use or other 'Landmark' partnerships delay delivery of essential schemes	3	3	The Strategy has set out these ambitions clearly and sought to engage partners in this aspiration. Opportunities for wider use will be built into design requirements.	3	2	PJ/AR

Public sector equality duties:
An Equalities Impact Assessment is attached at Appendix 4. The assessment comments that the Integrated Education and Capital Strategy addresses aspects of inequality that currently exist in terms of access to local education provision within localities, including for children with additional learning needs and also in terms of meeting DDA requirements when capital projects are delivered. There are no specific issues raised in relation to the six strands of equalities.

Eco impact assessment
This is attached at Appendix 5.

Resource and legal implications:

a. Financial (revenue) implications: The revenue implications of additional school places in relation to Local Authority maintained schools impact upon the Dedicated Schools Grant. As a consequence, such matters are referred to the local Schools Forum. In the case of Academies, the Education Funding Agency is responsible for agreeing revenue funding.

In the recent Comprehensive Spending Review, the Dedicated Schools Grant per pupil rate will be maintained at current levels in real terms.

Advice given by **Michael Pilcher / Finance Business Partner**
Date **30th December 2015**

b. Financial (capital) implications:
This report is requesting approval of capital expenditure of £34.5m between 2015 and 2019. The expenditure is funded from three sources. Department for Education Grants, prior year underspend of Dedicated Schools Grant (this is a revenue grant which has Schools Forum approval to use this for Capital expenditure) and underspends on current Education Capital Programme.

There is no requirement for the Council to raise additional funds above that which was previously approved.

Advice given by **Michael Pilcher / Finance Business Partner**
Date **30th December 2015**

Comments from the Corporate Capital Programme Board:
This Report was approved by SLT on behalf of the Corporate Capital Board on 5th January 2016

c. Legal implications:
The proposal would enable the LA to fulfil its functions and duties in respect of the provision of schools and early years and special educational provision for its area.

The statutory powers are:

Section 14 (1) of the Education Act 1996 obliges each local authority to secure that there are sufficient schools for providing primary education and secondary education available for their area although there is no requirement that those places should be exclusively in their area. The local authority is not itself obliged to provide all the schools required, but to secure that they are available.

Section 14(3A) of the Education Act 1996 provides that a local authority shall exercise their functions under section 14 “with a view to (a) securing diversity in the provision of schools;

and (b) increasing opportunities for parental choice."

Section 111 of the Local Government Act 1972 empowers the local authority to facilitate the discharge of its statutory duty to secure that sufficient places are available for the primary and secondary education of Bristol's children, under Section 14(1) of the Education Act 1996.

The Childcare Act 2006 places a duty on local authorities to secure sufficient childcare for working parents and to secure early years provision free of charge.

The Education Act 1996 and the Children and Families Act 2014 place obligations on the local authority to make suitable provision for special educational needs.

The School Premises Regulations 2012 detail the requirements to ensure that premises are suitable for pupils.

School organisation proposals must follow the statutory framework set out in the Education and Inspections Act 2006, supporting regulations and statutory guidance. Any such proposals will need ongoing close liaison with Legal Services to ensure that the legal requirements are met throughout the process.

Consultation has taken place in respect of the proposals and the outcome are summarised at appendix 1 to the report. The report summarises how the responses have been taken in to consideration in putting forward the proposals.

An Equality Act 2010 impact assessment has been prepared to assist the Mayor with his decision. The Mayor should consider whether there are any people who, by reason of their protected characteristics, are likely to suffer an adverse impact as a consequence of the strategy being introduced and whether the proposals are justified notwithstanding such adverse impact.

Advice given by	**Genny Seneque, Solicitor, Legal Services and Nancy Rollason Service Manager, Legal Services, 18th January 2016,**
Date	**23rd December 2015**

d. Land / property implications:

All education buildings and infrastructure procured are constructed on land that is either held freehold or by way of a long leasehold interest by the City Council. Once constructed, where the relevant education establishment is an Academy such completed schemes will form part of the demise within the 125 year lease to the Academy or, when a school converts to Academy status after scheme completion, the Academy will be granted a 125 year lease as required by statute. Where schemes are constructed as part of Diocesan Schools on Council owned land the freehold of such land will be transferred to the Diocese as required by

statute.

Advice given by **Steve Matthews/ Service Manager Asset Strategy**
Date **23rd December 2015**

e. Human resources implications:
There are no HR implications arising from the recommendation to approve the Integrated Education & Capital Strategy.

Advice given by **Lorna Laing / People Business Partner**
Date: **20th December 2015**

Appendices:
Appendix 1 – Consultation responses
Appendix 2 – Business Case
Appendix 3 – Summary of current schemes
Appendix 4 - Equalities Impact Assessment *is being developed and will be included later.*
Appendix 5 – Eco Impact Assessment

Access to information (background papers):

- Integrated Education & Capital Strategy (http://bristollearningcity.com/education-capital-strategy/)

Appendix 1: Consultation Responses Summary

Following the publication of the draft Integrated Education & Capital Strategy in September 2015, there has been a period of consultation with key stakeholders. This has involved engagement with:

a) Early Years education leaders – The draft strategy and a questionnaire was sent to all providers.
b) Primary education leaders – The draft strategy was sent to all primary school headteachers. 3 area-based sessions were held with about 20 heads or school representatives attending.
c) Secondary education leaders – meetings have been held with individual schools to discuss options for their schools. There have also been area meetings and a citywide meeting for all secondary Headteachers.
d) Specialist Provision education leaders – The draft strategy was been presented to leaders of specialist provision and in addition a presentation was given to Bristol Parent Carers.
e) Post-16 Providers – The draft strategy has been shared with Post-16 Co-ordinators and FE providers.

Governor and Education Leaders Strategic Briefing

f) Schools Forum – a briefing was given to Schools Forum.
g) Councillors – The draft strategy has been presented to People and Place Scrutiny. 2 briefing sessions were held and 6 councillors attended.
h) Other Stakeholders – The draft strategy was sent to stakeholders including both Dioceses and neighbouring local authorities. A briefing was held and representatives from service areas including Neighbourhoods, Equalities, City Design, Public Art, Corporate Property and Sports Strategy were able to attend.
i) Western Training Providers – The strategy and consultation documents were circulated to Post 16 training providers via WTPN In addition a presentation was given to representatives of the WTPN which represents and promotes high quality, accessible education and training for the benefit of learners and employers and supports providers who are delivering quality training programmes in response to employers' needs in the West of England area.

The draft Strategy has also been available on the Learning City website together with a questionnaire to collect responses.

Although only a small number of written responses (11) were received and a further 4 responses via the Survey Monkey questionnaire, these covered a wide range of issues.

Issues raised included:

- More detail is required on the wider 'place' agenda.
  Response – The intention is that emergent schemes will be shared with potential partners.

- No mention of public art.
  Response – The value of the public art projects undertaken on previous education projects is recognised and it will continue to be an important factor on future projects. The Strategy has been amended to reflect this.

- The condition and suitability of some primary and special schools needs to addressed and improvements could bring financial savings in the longer term.
  Response – Information on the condition and suitability of buildings is being updated and will be used to assess strategic priorities.

- There is no reference to 'all through' schools.
  Response – There is no 'policy' on all-through schools and these will be supported where they suit local need. The Strategy has been amended to reflect this.

- A number of responses from Early Years providers raised the lack of clarity around increases to funded hours and uncertainty about the ability of different settings to meet future requirements. This was linked to comments about ensuring there sufficient funding for staffing and training as well as buildings. Some respondents felt whilst the theory of children's centres acting as 'hubs' was good, they felt it was increasingly difficult to access resources and children's centres could be over-stretched.
  Response – The Government is yet to announce precise details of how increases to funded hours will be implemented and requirements will be fully assessed once this known.

- There should be more of a link between the strategy and First Response and Early Help to ensure coordinated work with the most vulnerable families.
  Response – It is recognised that this is an important area and that all work with vulnerable families should to be coordinated to ensure the best outcomes.

- Some concern was expressed about the accuracy of Early Years projections. The need to continue close monitoring to ensure the right provision is in the right areas was projections accuracy.
  Response – Projections will be updated annually and will be closely monitored for accuracy. Whilst the effects of birth rates are relatively easy to model, it will always be more difficult to project factors such as migration accurately. The current model allows for more variation to take account of short term and less predictable factors.

- A new secondary school in the East Central area needs to have admission arrangements to ensure it meets local demand.
  Response – The precise admission arrangements will decided by the academy trust but the specification used to identify the preferred provider will include a requirement to ensure local demand is met.

- There is a need to ensure there is a 'range of provision' to fit young people's needs Post 16, across all levels and across vocational and academic learning pathways.
  Response – Investment will need to be targeted meet need and ensure value for money in provision that is sustainable and meets the full range of needs of young people.

- Alongside getting the provision offer right, the Careers Advice in schools needs to be high quality and impartial, with young people getting access to information about all learning pathways.
- Should there be CPD targeted at teaching staff regarding Post 16 pathways and the range of provision in the area?
- There needs to be more communication work done to raise the awareness of parents/carers, school governors and teaching staff that Raising The Participation Age is about staying in learning and about the range of pathways available to young people , i.e. staying at school is 'one' of the pathways
  Response – A Post-16 prospectus has been developed to ensure clear and accurate information about the full range of provision available.

- Any new estate built should be built flexibly, planning for changes in use.
  Response – Good quality and flexible design will be essential to ensure provision can meet changing requirements in the longer term.

- Concern about the development of small sixth forms that are too small to provide a wide curriculum offer and high quality outcomes.
  Response – The aim is to ensure that existing and new provision is sustainable and provides high quality learning opportunities.

Summary

Feedback at meetings and in responses received has been generally very positive on the integrated approach being proposed in the strategy.

The involvement of key stakeholders in drafting the delivery principles has meant there has been little requirement to amend these following consultation.

The need for high quality and accurate data has been mentioned frequently.

Respondents felt in many cases that were keen to know more detail about specific schemes.

Appendix 2: Programme 3 Business Case

1. Background:

This paper sets out the current sources of capital funding that can be used to resource the first phase of Programme 3 schemes and provides information on the projects proposed for approval from this initial funding.

2. Capital Funding:

The funding of £34.7m available for essential schemes is made up of the following sources:

a) Department for Education grants: There are two main sources of Department for Education capital grants:

- **Basic Need**: to provide sufficient school places
- **Condition**: to contribute to repairs and maintenance of local authority maintained schools.

The DfE has indicated the Bristol City council will received the following amounts over the next two financial years:

Basic Need 2017/18:	£3,196,946
Condition 2015/16	£2,770,296
Condition 2016/17	£2,700,000
Condition 2017/18	£2,700,000
TOTAL	**£11,367,242**

It should be noted that the Basic Need allocations for 2015/16 and 2016/17 have been built into the funding assumptions of current Programme 2. It should also be noted that the allocations for 2016/17 and 2017/18 are expected to be confirmed in January 2016.

b) Early Years Dedicated Schools Grant funding: The Schools Forum supported the local authority in requesting that an element of early years revenue underspend be converted to capital funding for early years. The Department for Education have approved this request which makes **£7,053,000** for early years capital schemes

c) Early Years Programme 2 underspend: There have been complications in implementing a proposed early years scheme in Programme 2 and so the **£450,000** funding allocated will be vired to Programme 3

d) Primary Programme 2 underspend: The budgets for schemes completed in Programme 2 have been reviewed and any underspends collected. In addition, the revised pupil projections have meant that some proposed schemes have not been

progressed. This enables **£15,817,421** to be vired to Programme 3. Of this, virements of £14,950,000 have previously been agreed by the Corporate Capital Board.

Funding Source	**Funding**
Government Grant funding	£11,367,242
Early Years DSG funding	£7,053,000
Early Years Programme 2 virement	£450,000
Primary Programme 2 virement	£15,817,421
TOTAL	**£34,687,663**

BRISTOL LEARNING CITY

Appendix 3: Essential and Landmark Schemes

The following is the current list of proposed essential schemes:

Projects
Landmark Schemes
New Secondary Free School in Central/East Bristol potentially in, or near, TQEZ and aligned to Engagement Hub development
Badocks Wood/Elmfield School – relocate Elmfield Special School and Children Centre at Badocks Wood site and create new facility
St Mary Redcliffe & Temple School- relocate sixth form onto new expanded site together with teacher training facilities
Essential Secondary Places
Redland Green School
Bristol Free School
Colston Girls School – additional secondary places in Sept 2017 or 2018
Feasibility developments for further secondary expansions, including Ashton Park, Oasis Brightstowe, Oasis John Williams, Oasis Brislington, Oasis Brightstowe, Bristol Cathedral School, St Bernadette's School, St Bede's Catholic College and Cotham,
Essential Early Years Places
Sea Mills Children Centre relocation
Knowle West Children Centre expansion
Sunshine Pre-School expansion
Feasibility developments to expand 2 year old provision including Rosemary Children Centre and central/east specialist provision
Essential Specialist Places
Kingsweston Special School – Additional specialist places
Briarwood Special School – Additional specialist places
Gateway Special School – Additional specialist places
Notton House Special School – Additional residential specialist places
Resource Bases - Optimisation of local additional needs places
Henbury School – Additional post-16 specialist provision
Bristol Futures Academy – New specialist provision
Long Cross Primary – completion of existing project
Feasibility developments on further specialist provision including KnowleDGE, New Fosseway, Kingsweston and post-19 provision
Essential Post 16
New Post-16 Free School – new post-16 provision that will release secondary capacity in

existing school/s
Other
Programme of maintenance on existing LA schools

BRISTOL LEARNING CITY

Appendix 4 Equality Impact Assessment

Name of policy, project, service, contract or strategy being assessed	**Integrated Education and Capital Strategy**
Directorate and Service	**People Directorate, Education and Skills**
Names and roles of officers completing the assessment	**Place Planning Manager, Education and Skills**
Main contact telephone number	**0117 922 4565**
Date	**30 December 2015**

	Key Questions	Notes / Answers	Any actions needed? By whom?
1.	Is this a new policy, project, service, contract or strategy or a review of an existing one?	This is a new strategy, building on the work undertaken under the previous School Organisation Strategy approved by Cabinet in 2013.	Mayor to approve the Integrated Education and Capital Strategy
2.	What is the main purpose of the policy, project, service, contract or strategy?	Under the Education Act 1996 s14 The Local Authority has a duty "…to ensure the provision of 'sufficient schools' for the provision of primary and secondary education in their area". In addition the Strategy addresses requirements for suitable and sufficient provision across all education sectors.	There will be a need to invest capital funding in the provision of additional school places to meet the forecast demand
3.	What are the main activities of the policy, project, service, contract or strategy?	To provide enough school places and to increase diversity and choice of education provision.	There will be a need to invest capital funding in the provision of additional school places to meet the forecast demand
4.	Who are the main beneficiaries? Whose needs are it designed to meet?	Children in the age range of birth to 18, or 25 for those with SEN.	There will be a need to invest capital funding in the provision of additional school places to meet the forecast demand
5.	Which staff carries out the policy, project, service, contract or strategy?	The delivery of individual projects will vary according to requirements.	The Education and Skills division of the People Directorate will work with colleagues in the Economy Division of the Place Directorate to deliver projects identified through the Strategy.

BRISTOL LEARNING CITY

	Key Questions	Notes / Answers	Any actions needed? By whom?
6.	Are there areas of the policy or function that could be governed by an officer's judgement? Eg. Home visits "where appropriate". If so, is there guidance on how to exercise this to prevent any possible bias/prejudice creeping in?	No	None
7.	Is the Council working in Partnership with other organisations to implement this policy or function? Should this be taken into consideration? Eg. Agree equalities monitoring categories Should the partnership arrangements have an EqIA?	The City Council is working with many different partners including individual schools, Multi Academy Trusts and government departments. The City Council is working in partnership with the Local Education Partnership (LEP) and other construction partners in relation to the build elements of a number of schemes.	None
8.	Taking the six strands of equalities, Do you have any initial thoughts that any of the six equalities strands have particular needs relevant to the policy or function? Or is there anything in the policy, project, service, contract or strategy that you can think of at this stage that could discriminate or disadvantage any groups of people? Do any other specific groups have particular needs relevant to the policy, project, service, contract or strategy?	Gender (include Transgender): None Disability: See below Age: None Race: None Sexual Orientation: None Faith/Belief: None The Integrated Education and Capital Strategy addresses aspects of inequality that currently exist in terms of access to local education provision within localities, including for children with additional learning needs and also in terms of meeting DDA requirements when capital projects are delivered.	The design of new provision will increase accessibility for students, staff and other stakeholders with mobility or sensory requirements. This will be addressed during the design and planning stages. The location of any new provision should ensure it meets the needs of local communities. This will be assessed through the Programme Management Group.
9.	Did you use any data to inform your initial thoughts above? What data do you already have?	Data from the school admission team and projected population data indicates that if additional provision is not made many sectors detailed above will be negatively impacted as they would have to find alternative education possibly outside of their communities and accessibility.	None
10.	Are there gaps in the data that require you to do further work? What are these gaps?	None	None

BRISTOL LEARNING CITY

Appendix 5: Eco Impact Checklist

Title of report: Integrated Education & Capital Strategy
Report author: Paul Jacobs
Anticipated date of key decision: 27th January 2015
Summary of proposals: To approve the Integrated Education & Capital Strategy (2015-2019), approve process & criteria for a proposed Secondary Free School, and delegate authority for £34.7m of expenditure on agreed urgent & essential projects.

Will the proposal impact on...	Yes/ No	+ve or -ve	If yes...	
			Briefly describe impact	Briefly describe Mitigation measures
Emission of Climate Changing Gases?	Y	-ve +ve	In the short-term, there is a potential for secondary emissions of climate changing gases arising through the use of energy and materials during the construction works. Additionally, new buildings on sites that have not previously been occupied by buildings will increase the overall carbon footprint of the site. By increasing capacity near to the point of demand, travel impacts may be reduced.	See summary
Bristol's resilience to the	Y	-ve	New buildings:	

Will the proposal impact on...	Yes/ No	+ve or -ve	If yes...	
			Briefly describe impact	Briefly describe Mitigation measures
effects of climate change?			-May be at risk of flooding. -May increase the area of impermeable surfaces -May not be robust enough to cope with extreme temperature variations, or violent storms -Consume water	
Consumption of non-renewable resources?	Y	-ve	In the short-term, there is a potential for the consumption of fossil fuels and other non-renewable materials products arising through the use of energy and materials during the construction works. In the long-term, there will be consumption of fossil fuels for heating and power, and also for travel to and from the sites	
Production, recycling or disposal of waste	Y	-ve	Waste will arise from construction and demolition works Waste will arise from the normal operation of the facility	
The appearance of the	Y	?	New, refurbished or	

Will the proposal impact on...	Yes/ No	+ve or -ve	If yes...	
			Briefly describe impact	Briefly describe Mitigation measures
city?			rebuilt facilities will alter the appearance of the city	
Pollution to land, water, or air?	Y	-ve	If brownfield sites are chosen, they may be contaminated There is a risk of hazardous materials (e.g. fuels or paints) being spilled during construction works.	
Wildlife and habitats?	Y	?	It is possible that sites for new facilities will: -Impact upon protected species or habitats -Reduce green spaces/ corridors -Remove trees	
Consulted with: Steve Ransom, Energy Service.				
Summary of impacts and Mitigation - <u>to go into the main Cabinet/ Council Report</u>				

The significant impacts of this proposal are….
The Strategy, amongst other things, is proposing the equivalent of 18 new secondary classes by 2019, and a new Free School within the Temple Quarter Enterprise Zone.

Short-term increases in environmental impacts arise through the consumption of fossil fuels and raw materials in constructing and refurbishing facilities. Longer term, there will be on-going consumption of energy for heat and power, production of waste and staff and pupil travel to educational settings.

Potential exists for positive effects from refurbishment & expansion projects, for example, renewable energy generation. There may be some positive impacts through reduced

travel, due to additional capacity near to the point of demand.

Any modular accommodation will require careful planning and implementation to minimise negative impacts.

The proposals include the following measures to mitigate the impacts ...
Mitigation will be tailored on an individual basis, but will observe the general principles set out within the Integrated Education & Capital Strategy (page 34) below, in particular the *"Sustainability Requirements and Guidance for New Build and Refurbished Schools"* which includes specific mitigation measures addressing the range of topics in the checklist:

a. To ensure that the highest standards in sustainability are embedded in the development of all new, extended and refurbished school buildings.
b. To ensure that schools are commissioned, operated and maintained in a way that meets the needs of users whilst minimising energy use and environmental impact.
c. To update the current minimum sustainability requirements ('Sustainability Requirements and Guidance for New Build and Refurbished Schools') to implement national and local policy, achieve corporate objectives for carbon reduction and environmental performance and deliver best practice.
d. To ensure the revised sustainability requirements at 'c' above is included as a contractual specification for works completed by both internal and external suppliers/ contractors.
e. To ensure that schools/ schemes maximise the opportunity for improving sustainability, and that funding is targeted at those most in need (e.g. those with the poorest energy rating performance in-use or those that are subject to, or are likely to experience, adverse environmental conditions) to realise the savings/ benefits in long-term operational costs.
f. To ensure that sustainability performance is regularly monitored for contractual compliance and for greater clarity/ feedback on the performance of existing schools (especially newly built/ improved schools) to learn lessons from what has worked and not worked in order that this can inform future action.
g. To maximise through the design of schools and educational facilities the potential for sustainability and environmental features for use in learning and environmental education
In addition, any new development will need to comply with the following planning requirements:
BCS 13 - Climate change – mitigation and adaptation
BCS 14 - Sustainable energy
BCS 15 - Sustainable design and construction
BCS 16 - Flood risk and water management

Bristol Central Area Plan (applies to the central area, including the TQEZ) **The net effects of the proposals are....** New proposals within this strategy include additional provision of more than 500 new Secondary school places. There will also be impacts from new provision in specialist, Early Years and Post 16 settings. It is not currently possible to quantify the carbon impacts from increased provision, but for reference, Fairfield High and Ashton Park schools each emit around 500 tonnes of CO_2 each year from electricity and gas consumption. There are additional emissions from the consumption of resources (e.g. construction materials, catering, IT & stationery) and travel. Emissions can be significantly reduced through specification and design of the new facilities, and sustainable procurement of goods and services. The overall impact is negative.

Checklist completed by:	
Name:	
Dept.:	
Extension:	
Date:	
Verified by Energy Service	

Improving lives
Improving places

The Integrated Education & Capital Strategy (2015-2019)

Executive Summary

Published September 2015
Revised January 2016

BRISTOL
LEARNING CITY

BRISTOL CITY COUNCIL

An Integrated Education and Capital Strategy 2015-2019

Purpose

As part of the vision for Bristol: A Learning City this strategy aims to engage city leaders and a wide range of stakeholders to develop an integrated approach and capital plan across all education sectors and partners. It will ensure that the city is strategically ready to take advantage of existing capital funding but also to provide the clarity of vision to lobby for increased investment. Its key aim is to ensure sufficient places in schools and education settings that are suitable for their purpose and in good condition.

Building Successful Places

At the heart of this approach is the need to build successful places. Partners from all sectors are working collaboratively to create a city of well-connected, well-designed neighbourhoods with a strong sense of identity, belonging, safety and purpose. The ambition is to create vibrant local centres with the infrastructure to support 'quality of life' across the city, including accessible schools within walking and cycling distance. The strategy identifies 'Need' and seeks solutions based on a Ward and Neighbourhood Model, to localise provision wherever feasible, whilst acknowledging the importance of parental choice.

Keep Bristol Working and Learning

As a Learning City Bristol promotes access to learning as a way to transform lives and encourage a culture of continual learning for all. The city has already responded positively to statutory duties to provide sufficient places through two programmes of capital works:

A The Building Schools for the Future (BSF) Programme (2004-2011) delivering secondary school improvements alongside some new and improved specialist provision.

B The current 'Primary Programme' (2010-2017) delivering more than 10,000 additional primary schools places and some early years and specialist places and improvements.

This has ensured adequacy of provision during recent years but also identified the need for a new strategy to strengthen and develop the learning estate. Delivery of this strategy is central to the city's vision for high quality, responsive local provision which is well-organised, in the right location and of adequate size. The focus is not only on the requirement for additional places, but on ensuring provision is adaptable, flexible and able to meet the needs and choices of all children, young people and families. Buildings and facilities will be fit-for-purpose and also support community use and multi-agency working.

Drivers

An unprecedented growth in births between 2005 and 2012 increased the pressure to make sure that suitable places were available for children across all sectors. In addition to this, a number of existing education buildings require rebuilding or significant refurbishment to ensure that Bristol continues to offer the highest quality facilities. There is also a recognised need to improve employment and skills outcomes for those who experience the greatest barriers to learning and work, whilst enhancing the skill set of the sector workforce. Of particular importance will be to develop an 'Engagement Hub' in the Temple Quarter Enterprise Zone, to promote links between young people and employment.

Engaging Stakeholders

The strategy has been developed with key stakeholders and partners, such as school leaders, who collectively agreed **Core Strategic Principles**, including the need for improved processes, increased transparency and strong, integrated partnership working.

Stakeholders helped to define **Strategic Aims and Objectives** to make sure that all children and young people can access learning environments that are safe, well-managed, fit-for-purpose and inspirational. The four over-arching Strategic Objectives focused on **improved outcomes; high quality provision; inclusion and equality of access;** and **sufficient and responsive local provision**. The three Strategic Aims were to ensure **sufficiency, suitability and condition** of provision.

A Blueprint for Quality

Stakeholders want every young person to have access to 'good or outstanding' local schools. Additionally, provision will be integrated and co-located wherever feasible to improve pathways to learning, support **multi-agency working** and increase **community use**. New schemes will contribute significantly to 'place-making', with high build standards which improve quality and embrace sustainable energy solutions. Designs will support curriculum development, maximise teaching and learning opportunities, promote sport and outdoor play and have the flexibility to respond to changes in pupil numbers.

Community Use and Multi-Agency Spaces

There is a strong commitment to increase community use of education provision, especially through new or extended schemes. The intention is to increase dual use of spaces and facilities and, where feasible and partnership funding is available, to add building footprint for community use. Community use could include toddler groups, cross-age engagement sessions, parenting groups, life-long learning classes and leisure activities. Equally there is an aspiration to design multi-agency spaces into strategically located schemes to improve joint working and promote locality-based partnership service delivery.

Inclusion and Equality of Access

Stakeholders from across sectors highlighted the need to embed **inclusion** and **equality of access** as core practices, to help protect the most vulnerable children and young people. There is a drive to reduce permanent exclusions to zero and ensure needs are met in mainstream settings wherever possible.

Image © Max McClure

Partnership Opportunities

Clear links to the Libraries Review and Public and the Private/Business Sectors will increase the opportunity for co-location, shared facilities, multi-agency assessment and service integration. This will help to ensure young people are better equipped for life during and when leaving formal education. There will be greater access to enterprise, improved training and recruitment and more appropriate apprenticeships and employment pathways. Improved community access and more local provision will drive engagement and partnership capability and build a more secure future for young people and the city.

Sector-Specific Plans

High quality data, including remodelled pupil projections, has provided increasingly accurate, up-to-date information for predictive place planning. This has assisted in mapping need and developing sector-specific plans to ensure provision will be of the right size and quality and in the right location. There is a commitment to bring all existing provision up to agreed occupancy levels, support continued improvements in standards and promote the quality of available provision.

Delivery Priorities: **The strategy identifies the following delivery priorities:**

- **To urgently increase the number of secondary mainstream places across the city, by up to 18 forms of entry by 2020, to meet statutory requirements. Resourcing 'quick win' additional secondary places as soon as possible is a high priority**
- **To provide additional 2, 3 and 4 year old places to meet statutory requirements.**
- **To provide additional specialist places in the primary, secondary and post-16 sector to meet statutory requirements, address growth and reduce costly commissioned places.**
- **To redistribute specialist, early years and some primary provision to ensure a more suitable distribution to meet local needs.**
- **To ensure the availability of suitable specialist provision for children with complex needs, especially those with Social, Emotional and Mental Health (SEMH) needs, through expanded Alternative Learning Provision.**
- **To address the condition and suitability of identified primary, specialist and early years provision to ensure the estate provides fit-for-purpose learning spaces and adequate, high quality external play and sport areas.**

Needs Analysis

Specialist Provision: There has been a significant growth in numbers of children with Social, Emotional and Mental Health (SEMH) needs, Autistic Spectrum Conditions (ASC), Speech, Language and Communication Needs (SLCN), complex needs and Multi-Sensory Impairment (MSI). As a result the current 'maintained' capacity is already full and by 2019 there is a projected shortfall of 128 specialist places (12%) across all need types and ages. Whilst adequate places are currently provided, this is mostly due to the addition of costly commissioned places. There is therefore a need to increase 'maintained' provision across primary, secondary and post-16 provision and reduce commissioned places. At the same time there is a need to address an uneven distribution of places, with particular shortfalls in the East Central areas of Ashley, Easton and Lawrence Hill.

Children with SEMH needs are the largest growing group, with permanent exclusions growing year on year and pressures set to increase to 2019. To address this, there is a plan to increase maintained SEMH special school provision in Key Stages 2 and 3 and focus newly commissioned Alternative Learning Provision (ALP) at Key Stage 4. Post-16 specialist provision across the City will be increased in a new unified strategy that will also address the potential to develop ongoing support for post-19 independent living and employment.

Due in large to medical advancements, the numbers of pupils with hearing and visual impairments has recently fallen. However, the number of external placements continues to rise and there is a strong stakeholder commitment to provide specialist hearing (HI) and visual impairment (VI) services.

A review of resource bases, creation of assessment units and re-commissioning of ALP across the *whole system* will support joint working and celebrate diversity, whilst supporting equality of access across the city.

Early Years: The aim is improve outcomes, narrow the achievement gap, reduce disadvantage and secure high quality provision for eligible two year olds and all three and four year olds. A significant population growth (2005-2012) and recent statutory pressures have increased the need for additional places. Approximately 10,300 two, three and four year olds are now eligible for their free early education entitlement (FEEE) and this will increase in 2017 under new legislation which doubles the statutory FEEE. As a result there are projected shortfalls in provision, by 2019, in Hartcliffe/ Whitchurch Park; Bedminster/ Southville/ Windmill Hill; Bishopsworth; Brislington West; Easton; Eastville; Hengrove; and Hillfields. Plans are already under development to address these shortfalls. At the same time an uneven distribution of provision across the city is leading to a mixed landscape of over-provision and under-provision, which will be addressed through longer-term planning.

Additionally, an increasingly diverse population requires an increasingly adaptable service. Nursery Schools and Children's Centres will take a lead role in system leadership and support the delivery of high quality provision through the development of multi-agency Community Hubs to integrate early education, health and family support services.

Primary: The success of the recent Primary Capital Programme has already gone a long way to addressing the shortfall in primary places following the population growth in 2005-2012. This, coupled with an unexpected reduction in births in 2013 to 2015, has decreased the pressure on primary provision. Therefore, at a city level there is now expected to be adequate primary places for the foreseeable future. Despite this a number of localised pressures remain, particularly within Kings Weston, Knowle, Henbury and Southmead which will be monitored and kept under review.

The key focus for the primary estate is now to address the poor condition and suitability of a number of existing schools and some poor access to adequate external play. Steps will be taken to address these issues and resolve overcrowded sites and inconsistent admission numbers for infant and junior schools.

Secondary: The growth in births between 2005 and 2012 is now placing pressure on Year 7 places. This impact is heightened by the year-on-year success of the secondary sector in attracting more students. The focus now is therefore to provide additional high quality places to address a projected shortfall of 18 forms of entry across the city by 2020. This will be done by initially expanding existing schools and sites as a priority and seeking to secure new provision in the East Central area. Further planning is required to manage an anticipated short-term bulge of up to a further 17 FEs between 2020 and 2027.

The partnership of secondary schools is committed to working together to secure further improvement and raise standards in all schools and embrace the need for student 'choice'. There is a wide diversity of secondary schools available in Bristol, with distinct ethos and specialisms and the strategy will celebrate and enhance this diversity. At the same time, there is recognition of the complexity and breadth of the post-16 offer and a commitment across partners to work together to deliver sufficient places pre and post-16.

Post-16: There is an increasingly collaborative approach across post-16 partnership working to deliver the 14-19 Strategy, promote system leadership and secure improvements across providers. The number of students entering post-16 education in the future will proportionally reflect the increase in students entering secondary school in Year 7. Post-16 developments will therefore need to provide both extra places and a broader range of places. Bristol is a net importer of students at Post-16, which is a characteristically mobile population. The 6.6% students not in employment, education or training (NEETs) remains a concern and is a key improvement target, particularly for Care Leavers. The main aim is to ensure high quality education or training pathway at post-16.

Engagement with post-16 providers will seek to improve the quality of provision, whilst an analysis of outcomes will help to develop proposals to address gaps and meet 'need'. Plans will aim to secure sufficient, suitable and well-balanced education and training provision for all young people aged 16-19 (20-25 for specialist provision).

Adult Skills and Learning: A key priority is to remove local barriers to work for more vulnerable groups by improving literacy, numeracy and life skills. Experienced and qualified tutors and trainers will be recruited and a diverse range of providers with specialist knowledge will be commissioned to ensure adequate provision. Additionally, staff development will embed functional skills across the curriculum and ensure proactive implementation of the 'prevent agenda'.

Next Steps

Following approval of the strategy, a new Business Case will be developed, outlining proposals for schemes based on their capability to meet needs, in the right location and as economically as possible. Initially, existing schools and centres will be developed. Proposed schemes will be categorised into:

A Essential Schemes: schemes required to meet the most urgent needs.

B Potential Landmark Schemes: schemes which might be combined to meet more than one need and that have the potential to co-locate or integrate into a single partnership provision.

C Emergent Schemes: schemes which are necessary for the successful delivery of the Strategic Objectives but which are not yet fully scoped or ready for delivery.

The Business Case will outline how the next programme of works could be funded and the completed strategy and Business Case will aim to deliver all *Essential Schemes*. The strategy will also ensure that the city is prepared for the future and provide the clarity with which to lobby for the additional resources required to achieve a high quality learning estate.

For a link to the full strategy document, go to:
www.bristollearningcity.com/education-capital-strategy

BD7807 - Designed by Bristol Design, Bristol City Council JAN 2016

Improving lives
Improving places

The Integrated Education & Capital Strategy (2015-2019)

Published September 2015
Revised January 2016

BRISTOL
LEARNING CITY

BRISTOL CITY COUNCIL

Contents

FOREWORD: George Ferguson – Mayor of Bristol 3

EXECUTIVE SUMMARY

CITY CONTEXT and VISION 4
Unique and Prosperous 4
Building Successful Places 4
Keep Bristol Working and Learning 4
Employment and Skills 5
Responding to Needs 5
Developing a New Estate Strategy 5

ESTABLISHING STRATEGIC PRIORITIES 6
Engaging Stakeholders 6
Governance 6
Core principles 6
Strategic Objectives 7
Strategic Aims 7

INTEGRATED WORKING 8
A Blueprint for Quality 8
Neighbourhood Model 9
High Quality Environments 9
Highly Skilled and Knowledgeable Workforce 10
Inclusion and Equality of Access 10
Housing 10
Partnership Opportunities (Libraries Review; NHS and Public Sector; Private Sector and Business Community) 10

SECTOR-SPECIFIC PLANS 11
Send And Alp 11
Early Years 15
Primary 19
Secondary 22
Post-16 27
Adult Skills And Learning 30

OTHER CROSS-SECTOR PRIORITIES 33
Community Use, Sport and Leisure 33
Sustainability in Schools 34
Keep Bristol Moving 35

SUMMARY AND NEXT STEPS 35
Summary and Next Steps 35
Developing a Business Case 36

FOREWORD

George Ferguson – Mayor of Bristol

I am delighted to see the development of this partnership integrated education and capital strategy. As an architect I am particularly pleased to see that it brings a much needed and renewed focus on the built environment, to ensure that all those engaged in education and learning benefit from high quality buildings and facilities. It is the culmination of significant partnership endeavour and my thanks go to all involved in bringing it to fruition.

The document outlines a number of strategic aims and objectives to improve the number of places, the distribution of facilities and the condition and suitability of the estate. Implementation of the strategy will be challenging, but the outcomes hugely rewarding. Whilst the strategy covers a four year period, the data and performance targets will be updated annually. Alongside the strategy a business case will be developed, to identify priority capital projects and the necessary funding required to address shortfalls in provision. Delivery of the projects will ensure that the education estate in Bristol continues to meet the very highest standards.

The strategy is just one of a number of initiatives aimed at strengthening Bristol as a Learning City. The implementation will have a significant impact on the aspiration to ensure every citizen has access to high quality education and is inspired to learn.

George Ferguson

CITY CONTEXT AND VISION

Unique and Prosperous

Bristol is a prosperous city, benefitting from a great location and environment with a clear identity and vision. Its reputation for a high quality of life and strong traditions of innovation and sustainability attract a highly mobile, skilled workforce. Regeneration plans for the Temple Quarter Enterprise Zone (TQEZ) are central to ensuring the city's future economic growth, to attract significant inward investment and improve employment opportunities.

A significant upturn in births has brought with it both exciting opportunities for growth and increasing social pressures on infrastructure, including housing, transport and school places. The unprecedented growth in births between 2005 and 2012 placed a large pressure on the provision of suitable places for early years and primary children. This is now set to impact on secondary and specialist provision, driving the need for additional places (see Needs Analyses in sector-specific plans).

At the same time, the ethnic and social diversity of the population has changed dramatically over this same period. Whilst prosperity thrives in many parts of the city, localised population growth, increased diversity and low socio-economic stability and mobility are challenging for other areas. There is therefore the need for responsive local provision which is well-organised, in the right location, of adequate size and of increasingly high standards.

Building Successful Places

Bristol is focused on creating successful communities, where the physical environment encourages learning, leisure, employment and community engagement. Partners from all sectors are working collaboratively to ensure that Bristol is a city of well-connected, well-designed neighbourhoods with a strong sense of identity, belonging, safety and purpose. The ambition is to create vibrant local centres with the infrastructure to support 'quality of life' across the city, including accessible schools within walking and cycling distance.

Keep Bristol Working and Learning

The availability of high quality educational provision, with clear pathways to training, higher education and employment, is a high priority. As a Learning City Bristol will promote access to lifelong learning as a way to transform lives and encourage a culture of continual learning for all. This includes supporting the development of an enterprising, diverse and sustainable city with a highly motivated workforce, connecting skills taught in schools and colleges with business and employment.

To deliver these aspirations the Learning City Model has developed four key elements:

1. ***Learning City Partnership***: a partnership of influential and inspirational leaders who will champion the Learning City priorities to engage all citizens.
2. ***Learning Challenge Groups:*** identifying partnership opportunities to deliver change and impact through an ambitious 'Learning Challenge'.
3. ***Learning Champions:*** representative citizens recommending improvements aimed at engaging all citizens and championing learning with peers and families.
4. ***Communication and Engagement:*** an inclusive Communications Strategy to raise awareness, bring learning alive and challenge perceptions about learning.

Employment and Skills

A key driver is to improve employment and skills outcomes and impact on Bristol's young people and adults who experience the greatest barriers to learning and work. As a result the city has produced the Employment and Skills Positioning Statement (http://bristolesl.org/bristol-employment-and-skills-positioning-statement/). In the first year, three initial priorities have been identified to achieve positive results as quickly as possible:

1. Embedding employment and skills targets into contracts.
2. Creating work zones in priority neighbourhoods.
3. Designing a positive action pathway into jobs.

As part of a phase two development, strategic partners and local providers will co-develop an Employment and Skills Strategy for the city and seek to deliver key priorities from Bristol's Education and Skills Commission (2014), including:

a. ***A Passport to Employability in Bristol (PEBL)*** for young people to provide entitlements and enhance opportunities for them as they prepare for adult life.

b. ***A virtual and physical Engagement Hub for Employability and Enterprise*** based in the TQEZ, to promote and support partnership working between young people, businesses, education providers and other related organisations.

The value of developing strong links between individual schools and local business is recognised. Our aspiration is that every school has a strong and sustained partnership with local business that supports pupil learning and school governance.

Responding to Needs

The city has already responded positively to a new and ever-changing educational landscape. This includes meeting more statutory pressures, developing the diversity of provision through Academies and Free Schools, ensuring improved standards, outcomes and participation and meeting the needs of increasingly complex and diverse students.

The recent growth in births and the need to provide sufficient places has presented a number of challenges. As a result the city has to date seen the delivery of two 'programmes' of capital works:

A. Programme 1 (2004-2011; £370m): The 'BSF Programme'; delivering secondary school improvements alongside some new and enhanced specialist provision.
B. Programme 2 (2010-2017): The current Primary Places Programme; delivering more than 10,000 additional primary schools places, plus some early years and specialist places and improvements.

This has ensured adequacy of provision during recent years but also identified the need for further works to manage pressures on future places and bring the estate up to standard.

Developing a New Estate Strategy

The cornerstone of this new strategy is to ensure that the 'learning' estate plays its role in developing high quality facilities as part of a more holistic review of the city's estate strategy. The focus is not only on the need for additional places, but on greater responsiveness to needs and ensuring that buildings and facilities are fit-for-purpose and support essential community infrastructures. The ambition is to create high quality educational provision which is local, responsive and flexible and meets

the choices and needs of all children, young people and families. Delivery of this strategy is central to the delivery of the city's aspirations and vision.

ESTABLISHING STRATEGIC PRIORITIES

Engaging Stakeholders

The process for establishing strategic priorities centred on ensuring that key stakeholders and partners (including school leaders) were engaged. This led to the ability for stakeholders to collectively agree Core Principles and Strategic Aims and Objectives. The initial engagement process is outlined in the Headline Communications Plan (Appendix A) aimed at managing a transparent stakeholder involvement and decision-making process.

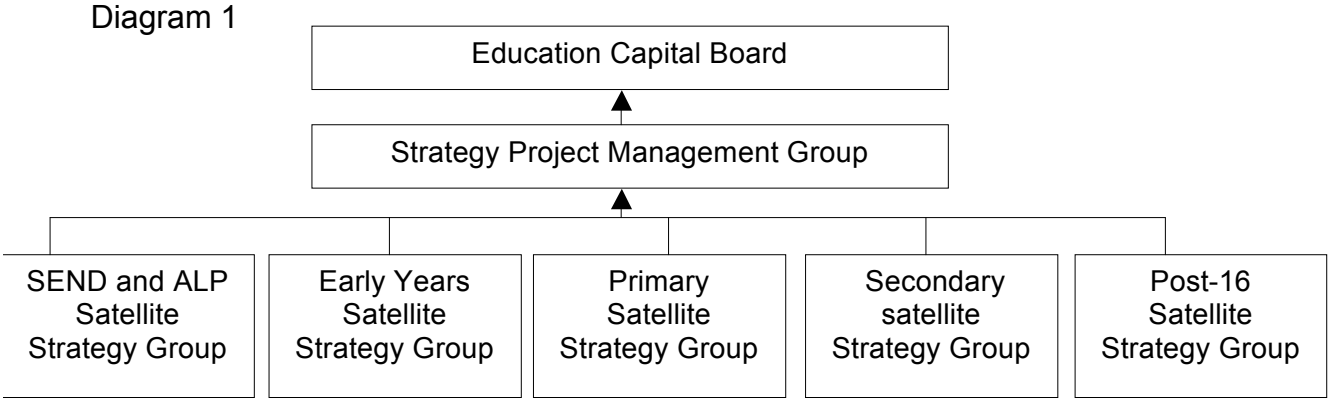
Governance

On-going stakeholder engagement has been achieved through monthly *Satellite Strategy Groups* (SSGs) held for each sector, with membership from key partners (see Communications Plan). Additionally, the chairs of SSGs attended a four-weekly *Strategy Programme Management Group* (SPMG) to ensure a single integrated approach.

The SSGs have been supplemented by specialist and joint stakeholder events and briefings for key groups (see Communications Plan) to ensure proposals are robust, well planned and targeted. This has included events with parents and carers of children with special educational needs.

All recommendations from the SSGs and SPMG have been developed and ratified through the Education Capital Board (ECB). The ECB has overseen development of the strategy and is jointly chaired by the Service Director for Education and Skills and the Service Director for Economy (see diagram 1 below).

Diagram 1



Core Principles

Through this process a single set of over-arching Core Principles were agreed:

- ***Improved processes and joint working***
- High levels of ***transparency***
- Strong ***partnerships and collaboration***
- Clear ***communication and co-ordination***
- The development of ***a common vision*** underpinned by data-led decision-making
- Attracting, developing and retaining a ***highly skilled and knowledgeable workforce***
- High standards of ***project and programme management***

Strategic Objectives

Stakeholders further outlined the need for a revised integrated strategy with a strong vision:

- Ensuring **high quality provision for all**
- Focusing on **inclusion, equality and diversity**
- Identifying and **responding to 'need' and 'choice'** (the needs of Bristol's young people and families)
- **Reducing travel distances** where feasible by **ensuring local provision for local children**
- Developing **effective partnership working** and **system leadership**
- Creating clear **educational pathways for all**
- Ensuring **all schools/ education delivery settings are Ofsted-rated 'good' or 'excellent'**
- Addressing the **quality of all buildings and facilities**
- Focusing on building greater levels of **multi-agency integration**
- Ensuring **increased community use** (using schools/ centres as hubs of the local community e.g. sport, leisure, adult and skills learning etc.) across provision

These stakeholder-led objectives sought to strengthen links between and across all education sectors, including 'adult and skills learning' to **ensure that all children and young people can access learning environments which are safe, well-managed, fit-for-purpose and inspirational.**

Following discussions through SSGs, SPMG and the ECB the above stakeholder objectives were summarised into four over-arching Strategic Objectives:

1. ***Improved Outcomes for All Children*:** to raise attainment, narrow the gap for those at risk of under-achievement and ensure high quality assessment and support.
2. ***High Quality Provision for All:*** to strive for excellent, reflective and high quality practice and standards and ensure system leadership is exemplary.
3. ***Inclusion and Equality of Access:*** to ensure vulnerable young people are engaged, involved and safe, including targeted support for those most at risk.
4. ***Sufficient, Flexible and Responsive Local Provision:*** to develop 'local schools for local children/ families' wherever feasible, increasing **choice** and reducing unnecessary travel.

These four Strategic Objectives are consistent with key Learning City objectives, underpin the Core Principles and provide the framework for outlining Strategic Aims.

Strategic Aims

Agreement was reached through SSGs and SPMG to focus the strategy on three over-arching Strategic Aims:

a. ***Sufficiency***: the availability and geographical distribution of statutory places.
b. ***Suitability***: the ability for a school environment and facilities to adequately meet the needs of its student population.
c. ***Condition***: the adequacy of the physical condition of buildings and facilities and longer term repair and maintenance/ lifecycle costs across all schools.

These provided the framework for developing sector-specific and cross-cutting priorities.

INTEGRATED WORKING

A Blueprint for Quality

In accordance with the Core Principles and Strategic Objectives, the strategy provides a blueprint for the type, size and location of provision required to deliver a high quality estate.

The integrated, partnership approach has helped to clarity the systems and behaviours required to ensure the development of high quality provision across all sectors. The table below outlines a 'Blueprint for Quality' and the changes required to achieve it.

Table 1: A Blueprint for Quality

Standard	Low Quality	Good Quality	High Quality
Planned Sufficiency	1. Pupil projections lack clarity 2. Enough provision currently 3. Pressures in local areas 4. Reactive solutions 5. Integration between provision a low priority 1. 6. One-off solutions to fix problems	1. Pupil projections based on 'quantifiable' assumptions 2. Headroom built-in for known short-term growth 3. Local pressures regularly reviewed and amended 4. Planned provision/ interventions agreed for next five years 5. Educational integration is prioritised 2. 6. Strategy in place to resolve known problems	1. Reliable (verified) pupil projections 2. Provision tailored to meet needs in medium-long term 3. Fully integrated strategy implemented to set the international standard 4. Flexibility of provision provides additional safeguards 3. 5. Potential problems identified and resolved in advance
Condition	1. Low on information 2. Low priority 3. Reactive repairs and maintenance 4. No lifecycle programme 5. Fixing for functionality 4. 6. Dependent on sporadic/ uncertain funding	1. Medium term analysis of all buildings based on routine condition information 2. High standards of condition are prioritised 3. Clarity/ forward plan for all maintenance priorities with budgets to complete works 4. Lifecycle system/ programme in place 5. 5. Strategic plan and business model in place (to replace worst buildings)	1. High quality condition information and life-cycling/ maintenance plan prevents disrepair 2. Estate is 'new' or in well maintained condition 3. Lifecycling and forward maintenance plan are fully operational with strong budget position 6. 4. Partnership working is mature and interdependent

Suitability	1. Low on information 2. Low priority 3. Reliant on historic/ existing provision 4. No plans to change 5. Limited Access Plans 7. 6. Poor community and multi-agency use of education facilities	1. Clarity on unsuitable buildings/ facilities 2. High standards of suitability are prioritised 3. Strategic plan and business model in place (to replace worst buildings) 4. Access Plans are available for some and 'under development' for most 8. 5. Some good examples of community and multi-agency use	1. Unsuitable education facilities are a thing of the past 2. A fully integrated system for updating existing buildings to meet new standards is in place 3. All schools have appropriate, regularly audited Access Plans 9. 4. Community and multi-agency use are embedded 'normalised' practice.

There has already been a shift towards high quality provision through the BSF and Schools Organisation Strategy (2013) process. Implementing this new strategy will ensure further positive steps are taken towards excellence across the whole learning estate.

Neighbourhood Model

The city is already working toward a local Neighbourhood Model to meet the needs of communities. Use of a Neighbourhood Model has therefore become a central theme in the Integrated Education and Capital Strategy. The distribution of existing provision and projected needs across the city has been mapped using Ward and Neighbourhood boundaries. This has enabled analysis of potential shortfalls and surpluses and where additional and improved provision may be required.

The strategy seeks to ensure that every community has access to Ofsted-rated 'good or outstanding' local provision and to support young people and families to choose local provision to strengthen communities and maintain friendship groups. Additionally, the extent of education provision in every community enables schools and learning centres to develop as local community hubs, increasing community use and assisting in co-ordinated service delivery.

Whilst the Council does not have a specific policy on all-through schools, there are a growing number of positive examples in the city of both all-through schools and local partnerships of schools. The value of these local partnerships is recognized, particularly in contributing to a coherent and sustainable local education offer for families.

High Quality Environments

The strategy aims to ensure that schemes will contribute significantly to 'place-making', be sympathetic to their surroundings and enhance community and urban design and facilities. Education schemes will create positive physical environments and spaces to enhance teaching and learning. Designs will be flexible to

accommodate mixed sizes of groups and a variety of teaching and learning modes, for personalised learning. Schemes will be of sound, quality construction, comply with current planning and building guidance, meet Disability Discrimination Act (DDA) requirements and ensure high standards of access for all. All new and remodelled schemes will embrace sustainable energy solutions, minimise risks, create manageable circulation, provide good informal supervision and visual monitoring (e.g. to reduce bullying) and minimise maintenance. Key new schemes will be designed to be adaptable and accommodate fluctuating pupil numbers. Some new provision will therefore aim to provide flexible provision with the potential to accommodate non-school and partnership services.

Newly created or re-modelled provision will be integrated and co-located wherever feasible to support ***multi-agency working*** and ***increased community use.*** The aim is to create suitable, flexible working spaces and community-friendly and accessible designs which offer a range of suitable community use and multi-agency activities.

Highly Skilled and Knowledgeable Workforce

A Learning City priority is to ensure outstanding staff, teachers and leaders are attracted to work and stay in the city. This will be achieved by creating integrated cross-professional staff training and development which focuses on skill enhancement, mentoring and system-led research. This will include talent management, sharing expertise and best practice within and across phases, providing outreach support and ensuring progression routes for all members of the workforce. Additionally, there will be a focus to improve 'staff facilities' across all provision to a consistent level of staff care which enables them to fully meet the needs of young people and families.

Inclusion and Equality of Access

A key Strategic Objective is to ensure that 'inclusion' and 'equality of access' are embraced as core practices, to help protect the most vulnerable children and young people. Priority will be given to children and families with the highest needs, with their needs being met in mainstream settings wherever possible. Crucial to this will be the provision of re-designed Additional Learning Needs services, to provide support to young people needing inclusion and reintegration into mainstream schools or into appropriate specialist provision.

There is a drive to reduce permanent exclusions to zero. This will be achieved by re-commissioning alternative learning provision, establishing joint assessment units and outreach services, further reviewing all resource bases, developing a Commissioning Hub, and realigning school-facing support services. This is being driven by a shared understanding of the *whole system*, focused on partnership, process, pathway, provision and participation to further improve inclusion in the most appropriate setting.

Housing

Stronger links with Housing Development are being made and in particular the need to understand the impact of new housing developments on pupil numbers and infrastructures. The revised pupil projections have taken planned housing growth into account. Due to the relatively low numbers of additional houses and their profile (often in-fill), current housing plans have a relatively small impact. However, there are plans to develop larger housing schemes on the borders of Bristol and closer

working with bordering Authorities will be required to map and take account of the impact of these developments as plans are refined.

Partnership Opportunities

Libraries Review

All sectors are keen to link with the opportunities that the Library Service Review is offering and seek partnership arrangements where feasible. This will increase the opportunity for shared facilities, offer some co-location potential and improve community use and integrated service delivery.

NHS and Public Sector

The strategy outlines the need to develop multi-professional spaces for co-location, to improve joint-working and joint assessments. This will create improved partnership arrangements with NHS, independent sector and community colleagues. However, the strategy also generates the opportunity to co-locate and integrate with other public sector bodies in the delivery of more seamless local services. This will particularly be the case where other sectors are developing their own concurrent estate strategies.

Private Sector and Business Community

The strategy also creates further opportunities to improve business and private-sector partnerships and ensure young people are better equipped for life when they leave school. Access to enterprise, improved training and recruitment, greater community engagement and more appropriate apprenticeships and employment pathways will all help to improve capability and build a more secure future for young people and the city.

A full list of the Strategic Aims for all sectors (including this integrated section) can be found in Appendix B.

SECTOR-SPECIFIC PLANS

Whilst sector-specific plans are presented separately, to clarify unique issues, the development of the strategy has embraced an integrated approach.

1. SPECIAL EDUCATIONAL NEED and DISABILITY (SEND) AND ALTERNATIVE LEARNING PROVISION (ALP)

Current Service Organisation

At the time of writing there are nine maintained special schools, 15 specialist resource bases, and four pupil referral units (PRUs) in Bristol. These are supplemented by commissioned places at a range of both local and ‘out of area’ independent special schools and colleges for young people with highly specialist needs and also through alternative learning providers. There is one maintained school outside the city’s boundary (Notton House) which caters for boys with Social, Emotional and Mental Health (SEMH) needs who can benefit from a residential setting outside Bristol.

The existing configuration of special schools is contained in Appendix C. Since 2009, strategic developments have improved the expertise special schools to develop high levels of support. This has assisted the drive for improvement and all special schools and PRUs in 2015 are now Ofsted-rated ‘good’ or ‘outstanding'. Improving partnerships amongst the special schools are further assisting the development of

best practice in teaching, leadership and governance. An imminent review of resource bases will support this approach and further build partnership with mainstream providers and organisations.

Bristol has already invested in specialist post-16 provision for pupils with significant learning or physical disabilities and Autistic Spectrum Conditions (ASC) with significant learning difficulties. This will help to manage the projected growth in post-16 numbers. However this is not reflected in the SEMH or more able ASC population, who continue to experience higher than average levels of NEET. Externally commissioned ALP places support the needs of SEMH children who are permanently excluded from or cannot attend mainstream school, but who have no identified or available special school place. ALP places are designed to be short term and offer the opportunity for temporary, supportive placements and assessment to accommodate the often cyclical nature of pupils moving between mainstream and specialist provision. Currently there is no specific post-16 provision for more able ASC young people who cannot attend local FE.

In addition, legislation aimed at raising the age of participation and increasing the availability of post-19 specialist places is placing a strain on post-16 provision. Post-19 provision is not delivered through maintained special schools and not all special schools currently offer a post-16 provision. Post-19 sufficiency is being considered alongside the *Employment and Skills Strategy* to develop supported internships and employability. Close collaboration between agencies, schools, FE colleges, community organisations, ALP, businesses and young adults will map out current need and support the most vulnerable learners. Schools, ALP and FE colleges will all have specific targets to support children and young people to *prepare for adulthood.*

A significant number of special schools are located in buildings that are not purpose built and as a result their condition and suitability are poor and in need of relocation or rebuilding to make them 'fit for purpose' and to support the creation of additional places.

Needs Analysis

The pupil projections modelling and needs analysis identifies a pressure on specialist placements as a result of a recent growth in births and school age children (Appendix D). There has been a particular growth in numbers of children with SEMH, ASC, Speech, Language and Communication needs (SLCN), complex needs and Multi-Sensory Impairment (MSI). As a result the current 'maintained' capacity is already full and by 2019 there is a projected shortfall of 128 specialist places (12%) across all need types and ages.

Whilst adequate places are currently provided, this is mostly due to the addition of expensive 'commissioned' places or through Alternative Learning Provision (ALP). The 2019 shortfall equates to approximately 18 classes, which if accommodated through additional commissioned places will further increase the financial burden on specialist budgets (a minimum of £1.2M if 25% of the shortfall take up commissioned places). There is therefore a need to increase provision across most need groups to reduce costly out of area commissioned provision and increase the number of placements made closer to home. At the same time an uneven distribution of places needs addressing, with particular shortfalls in the East Central areas of Ashley, Easton and Lawrence Hill and parts of Lockleaze, St George West and Eastville.

Children with SEMH needs are the largest growing group, with permanent exclusions growing year on year. Pupil projections indicate how these pressures are expected to increase up to 2019, and beyond. To assist, ALP has been subject of a review in 2015 leading to a revised plan (http://www.bristol.gov.uk/page/commissioning-alternative-learning-provision). Early recommendations in the plan are to increase SEMH special school provision in Key Stages 2 and 3 whilst focusing commissioned ALP provision at Key Stage 4, through the 14-19 provider market. This will form the basis for a 'whole system' approach to support SEMH children and their families.

In response to growing pressures in post-16 provision, places will be increased across the city in a new unified strategy including the potential to develop ongoing support for post-19 independent living and employment.

Due in large to medical advancements, the numbers of pupils with hearing and visual impairments has recently fallen. However, external placements continue to rise and there is a strong stakeholder commitment for specialist hearing impairment (HI) and visual impairment (VI) services.

Strategic Aims

Recent legislation, known collectively as the SEND reforms, place a requirement on Local Authorities and partner agencies to jointly commission services and provision to support and promote inclusion for all young people. In addition, there is now a legal responsibility to provide post-16 (and post-19 to 25 places where required) to support preparation for adulthood, including training towards independent living and access to employment. This forms part of a bigger strategy aimed at transforming a number of key areas of services for children and their families through the SEND reforms.

Improved Outcomes for All Children

Recent improvements to collaborative working between partners have added further support to pupil progress and achievement, alongside the development of an expert workforce. Together this has helped to create a shared and ambitious vision for special education in Bristol, which aims to become a regional centre of excellence and to receive national recognition. The special school partnership and Local Authority are committed to working together to build on recent improvements and raise standards in all schools for pupils who have specialist needs. A review of resource bases, creation of assessment units and re-commissioning of ALP across the *whole system* will support joint working and celebrate the diversity of provision whilst supporting equality of access across the city.

The goal is to ensure appropriate provision is available to meet all current and emergent needs, including for those with the very highest and most complex needs.

Targets for improvement for specialist provision include:

a. To increase the percentage of children and young people, vulnerable to under-achievement, who make better than the national rate of progress for their group.
b. To improve attendance.
c. To increase the percentage of young people aged 16+ who are in education, employment or training.
d. To develop new partnerships which increase the availability and choice of high quality provision to support young people aged 16-25 years prepare for adulthood.

High Quality Provision for All

Additional and redistributed places will be provided in areas of greatest need to ensure sufficiency and reduce travel across the city, whilst ensuring flexibility to meet parents' choices. The suitability and condition of all schools will be improved to support learning, raise standards, ensure curriculum breadth and deliver greater equality in the quality of children's experience. The development of templates for different need types will support collaborative working and shared understanding, whilst new opportunities will be generated through emerging partnerships with different organisations to further enhance the specialist estate.

Inclusion and Equality of Access

Access to specialist services will play a key role in supporting the Learning City Inclusion Strategy and in partnership with primary and secondary sectors will develop an action plan for resource bases to improve reintegration and inclusion. In addition there will be improved clarity of assessment routes and pupil pathways (assisted by increased multi-agency assessments) to ensure enough suitable placements and provision are available to most appropriately support children and families with the greatest needs.

Sufficient, Flexible, Responsive Local Provision

Appropriate provision will be developed to meet all current and emergent needs, including for those with the very highest and most complex needs e.g. SEMH and ASC, to enable all students to identify with their local area where possible. Places will be focused either at neighbourhood, area (North, South or East/ Central) or city level as appropriate to meet student numbers and local need. Post-16 provision across the city will be increased in a new unified strategy including the potential to develop ongoing support for post-19 independent living and employment.

Delivery Priorities

It is important to ensure that development of the specialist estate meets strategic expectations, including the following Delivery Priorities:

a. To bring all existing provision, including resource bases, up to agreed occupancy levels, supporting continued improvements in standards and promoting the quality of available provision.
b. To expand existing Ofsted-rated 'good' special schools in areas of greatest need and develop extra provision for increasing numbers of pupils with complex SEMH and ASC/SLD/PMLD.
c. To realign provision where there are areas of shortfall (particularly in East/ Central).
d. To increase the availability of post-16 places (particularly in East/ Central).
e. To improve and expand existing residential and ALP provision for secondary and post 16 pupils with SEMH and ASC needs.
f. To co-locate or retain specialist HI provision within mainstream provision to enhance inclusion and attract other LA pupils as regional centres of excellence.
g. To replace or (where financially viable) significantly refurbish provision which is not fit-for-purpose (with the worst condition and suitability).
h. To ensure that specialist provision and other key strategic settings (e.g. specialist children's centres) have facilities to accommodate multi-agency professionals including therapists, early intervention and 'Inclusion' practitioners.
i. To develop key special schools as beacon providers/community hubs with outreach services to include facilities for i. co-located multi-professional teams, ii adult learning/ community use space, iii locality hubs providing specialist support to local children, staff and families; iv. out of school and holiday play activities.

j. To develop (with a specialist lead) an 'early intervention' comprehensive multi-agency child and family-centred assessment process and facilities to ensure all children receive the best education in the right setting to meet their individual needs.
k. To review resource bases and their facilities and implement the resultant action plan.
l. To ensure an Ofsted-rated 'good' or better special school is within travelling distance for all children, other than those specifically deemed to require 'out-of-area' provision.
m. To relocate, rebuild or 'carve-out' any provision that is adversely affected by location within a PFI site.
n. To ensure that special school planned places are reviewed annually, in line with agreed occupancy and are sufficient to allow access when needed.
e. To increase the availability and choice of high quality provision to support young people aged 16-25 years prepare for adulthood in conjunction with employment and skills support.

2. EARLY YEARS

Current Organisation

At the time of writing there is a mixed economy of early years provision in the maintained and non-maintained sectors including:

- 23 community-based children's centres
- 12 maintained nursery schools, including a national Early Years Teaching School
- 42 nursery classes
- 114 early years settings in the private, voluntary and independent (PVI) sector, plus over 400 childminders (100 eligible to claim free entitlement for 2, 3 and 4 year olds)
- 99 reception classes in primary schools

The existing configuration of early years provision is contained in Appendix C. The availability of provision across the city is generally good, although there is an uneven distribution in some areas with some key wards experiencing significant shortfalls in places which need addressing (see 'Needs Analysis' below).

The provision is currently performing well, with 100% of nursery schools and over 84% of PVI settings judged 'good' or better by Ofsted (2014/15). The quality of provision is continuing to improve across the sector, through the promotion of a culture of reflective practice, research and continuous quality improvement.

A network of children's centres provide families with community-based health, early education and family support services, tailored to local need, (including benefit information, advice and guidance and adult learning opportunities). The majority of children's centres are co-located on nursery school and primary school sites to secure economies of scale and opportunities for joint management, cross-phase health and family support services and pedagogical leadership. As a result there is an aspiration to ensure that all children's centres are co-located.

The early years services work in close partnership with the Bristol Early Years Teaching School to secure a coherent offer of quality improvement across schools and settings. Early years practitioners with specific expertise in education and family

support are jointly recruited and deployed to work with providers who are in need of targeted support.

All three and four year old children are now entitled to 15 hours a week of free early education (FEE) term time only, or 12 hours over 48 weeks. This will increase to 30 hours a week for working parents from 2017. From September 2014, the FEE offer was extended to 40% of eligible two year olds if their families are in receipt of one of a wide range of benefits (including Disability Living Allowance), are 'Looked After Children' or have a current statement of special education needs (SEN) or an Education Health and Care Plan. Eligible two year olds can only be placed in early years settings that have been judged 'good' or better by Ofsted.

Approximately 76% of parents supplement their FEE place by purchasing additional hours to meet their childcare needs. Providers in both the maintained and non-maintained sector therefore now offer 'wrap around' childcare services.

Needs Analysis

There are currently an estimated 31,300 children in Bristol (2014) under five years of age (Appendix E) made up of:

Table 1: Early Years Population Estimates 2014-15

Age	Number*
Births -1	6,322
1 – 2	6,229
2 – 3	6,370
3 -4	6,377
4 -5	6,000
Total 0-5 year olds	**31,298**

* An increasing number of non-registered children from marginalised communities are not reflected in these figures

A significant population growth (2005-2012) and recent statutory pressures have increased the need for additional places. There are 18,747 two, three and four year olds and approximately 10,300 of these (2,528 two year olds) are eligible for their free early education (FEE) entitlement (2015). Steady progress has already been made in the development of new places for eligible two year olds with 1,910 new places made available in September 2014. As two year olds can only be placed in settings and schools that have been judged 'good' or better by Ofsted, additional challenges are presented in some areas of the city.

Eligibility for FEE entitlement will dramatically increase in 2017 under new legislation which will double the statutory hours from 15 to 30. This is projected to lead to increased local shortfalls in provision, by 2019, in Hartcliffe/ Whitchurch Park; Bedminster/ Southville/ Windmill Hill; Bishopsworth; Brislington West; Easton; Eastville; Hengrove; and Hillfields. Plans are already under development to address these shortfalls. At the same time there is an uneven distribution of provision across the city, leading to a mixed landscape of over-provision and under-provision, which will be addressed through longer-term planning.

Early years provision is particularly susceptible to sudden changes in birth rates due to the limited gap between birth and place provision at ages 2 and 3. The service

must therefore be geared up to respond quickly, with adequate available provision in all areas, which can be commissioned and de-commissioned at short notice, whilst retaining some (1.5%) over-provision for flexibility. Tracking births and population trends in future years will therefore be particular crucial to the service.

Additionally, the population is becoming increasingly diverse, with 28% of 0-4 year olds from ethnic and minority groups, higher degrees of mobility and 26.1% of children living in poverty. As a result early years services need to be increasingly adaptable to meet needs.

Strategic Aims

Strategic Aims for early years services are driven by the Childcare Act 2006 which places a statutory duty on the Local Authority to improve outcomes for early years children and their families, narrow the achievement gap, reduce disadvantage and secure high quality FEEE provision for 40% of eligible two year olds and all three and four year olds. The 'Two Year Old' programme has been introduced to give every child the opportunity to thrive, reduce inequalities and to further narrow gaps in learning and development. The uneven distribution of provision across the city, and the requirement to only place eligible two year olds in high quality provision, indicates that a targeted approach to the development of new places is needed.

Improved Outcomes for All Children

Improving outcomes for all children, reducing disadvantage and narrowing achievement gaps is therefore a key strategic priority. There is a high level commitment to the development of respectful partnerships across the whole sector to ensure coherent, well-aligned services which 'make a difference' to the lives of early years children and their families.

Targets for improvement for early years include:

a. To increase take-up of FEE entitlement by eligible 2 year olds.
b. To increase take-up of FEE entitlement for 3 and 4 year olds.
c. To increase % of children achieving a good level of development at the end of Early Years Foundation Stage.
d. To decrease the gap in children achieving a good level of development at the end of the Early Years Foundation Stage between those living in the 30% lowest SOAs and the rest.

High Quality Provision for All

Coherent partnership working across the sector, led by the early years' service and Early Years Teaching School, is driving up quality for those settings 'requiring improvement' and provides access to professional development and support for all providers. The aim is to increase the percentage of schools and settings in the Early Years Foundation Stage achieving judgements of 'good' or 'outstanding' in their Ofsted inspections.

The strategy promotes the system leadership role of nursery schools and children's centres, in supporting the delivery of high quality support to schools and settings through the identification, recruitment and deployment of sector experts (Lead Teachers and Specialist Leaders of Education) across integrated early education, health and family support services.

In partnership with health, two specialist children's centres currently provide a range of services for children with complex needs and disabilities and their families in the

North and South of the City. These services include community based assessments, therapies and specialist provision, as well as outreach inclusion support. A third specialist children's centre will be commissioned in East Central Bristol in 2015 to secure a city-wide early years offer and seamless transitions to Special School services.

Inclusion and Equality of Access

In each community children's centres will work with key partners to offer seamless support to families and marginalised adults, including the long-term unemployed, NEETs and those with mental health challenges, in accessing opportunities for education, training and volunteering to develop their confidence, skills and well-being. Work to improve facilities across these providers will enable high-quality access and inclusion.

Sufficient, Flexible, Responsive Local Provision

There is an on-going priority to secure sufficient, sustainable provision for all eligible two year olds to receive their entitlement to a statutory minimum of 15 hours per week of FEE, whilst ensuring that there are enough FEE places across the city for rising three and four year olds. The statutory FEE offer of 15 hours a week for three and four year olds will increase to 30 hours a week for working parents from 2017. There is also the need to strengthen provision in certain parts of the city, to address areas where there is a shortfall in places, particularly for eligible two year olds.

In addition sufficient childcare places will be commissioned to meet the needs of working parents or parents in education or training.

Delivery Priorities

It is important to ensure that development of the early years estate meets strategic priorities, including the following Delivery Priorities:

a. To increase places for 2, 3 and 4 year olds by expanding existing 'good quality' provision where need for places is greatest.
b. To realign provision where there are areas of shortfall or surplus.
c. To bring all existing provision up to agreed occupancy levels, supporting continued improvements in standards and promoting the quality of available provision.
d. To improve integration and management by co-locating children's centres on primary or nursery schools sites where there is the potential to do so.
e. To extend specialist services for children with complex needs and disabilities and their families by commissioning a third specialist children's centre for East Central Bristol.
f. To strengthen coherence and integrated service delivery through the promotion of children's centres as community hubs, with opportunities for co-location of multi-agency teams (including Health Visitors), space for confidential 'early help' and social care meetings and facilities for out-of-school and holiday play activities.
g. To secure high quality, flexible and responsive learning environments, indoors and outdoors, by replacing or (where financially viable) significantly refurbishing provision which is not fit-for-purpose.
h. To ensure wherever feasible children and families can access Ofsted-rated 'good' affordable provision within a 10-15 minute walk (with a buggy).
i. To improve access and inclusion and staff facilities by commissioning small scale 'affordable' changes to existing PVI Sector facilities.

j. To work in partnership with the Library Service to make best use of community resources and a coordinated approach to the delivery of outreach children's centre services.

3. PRIMARY

Current Organisation

At the time of writing there are 108 settings with primary age children in the city, with a diverse range of providers and governance structures. Of these 45 are designated as Academies, six are Trust Schools organised into two hubs, two are Free Schools and 25 are Faith schools (13 Church of England and 12 Catholic). Four primary settings are part of 'all-through' (4-16) schools and there are seven pairs of infant and junior schools, all of which except one pair have the same planned admission level.

Thirteen schools have a children's centre on the site, although this is not always run by the school. Forty primary schools have nursery classes. The Primary Head Teachers' Association Bristol (PHAB) is working with schools to facilitate the establishment of networks and collaborative working arrangements which support system leadership and school improvement.

The existing configuration of primary provision is contained in Appendix C. The distribution of provision across the city is good overall and most children applying for a place receive local provision appropriate to their needs, although there remain a few areas where there is potentially under provision (see 'Needs Analysis' below).

The provision is currently performing well, with 84% judged 'good' or 'outstanding' by Ofsted (July 2015). The quality of provision is continuing to improve across the sector, through a culture of system leadership, reflective practice, research and continuous quality improvement.

The recent focus in the primary sector has been to ensure sufficiency of places due to the significant rise in births between 2005 and 2012. As a result the 2013 School Organisation Strategy (SOS), outlined plans to increase primary places through 54 projects (including three new schools) at a cost of £203.4M. Whilst the programme of expansion has largely met the need for additional places, much of the primary building stock remains in poor physical condition and lack of available external play for some schools is a real concern.

Needs Analysis

A recent revision of pupil projections (Appendix F) shows that despite an unprecedented growth in births between 2005 and 2012 (12% rise), there has been an unexpected reduction in births in 2013 to 2015. This is reflected in a reduction in the number of 5 year olds in the population and in schools 2017, 2018 and 2019). Of those born in the city only an estimated 88% remain in the city for entry to primary reception (12% net loss between birth and reception). Further work is required to understand the 12% net migration away from Bristol, but it is potentially due to families seeking bigger affordable family homes (with gardens) outside the city.

A further 6% of the remaining eligible reception-aged population take-up alternative specialist provision, the independent sector, home education or places outside Bristol. The number of reception-aged children will peak by 2016 (at 5,697 pupils) and thereafter reduces (subject to confirmed birth rates in 2016, affecting admissions

in 2020). The number of available reception places rises gradually to 5,931 by 2016, identified in pupil projection modelling.

Whilst this indicates that there are adequate primary places at a city level for the foreseeable future, mapping indicates some potential localised pressures within Kings Weston, Knowle, Henbury and Southmead. The pressures are not sufficient at this stage to require immediate action due to availability of places in adjacent areas. However, these pressures will be kept under review throughout the five year period of the strategy. Primary provision is susceptible to sudden changes in birth rates due to the limited gap between birth and place provision at ages 4/ 5. The sector must therefore be geared up to respond quickly, with adequate available provision in all areas, whilst retaining some (1.5%) over-provision for flexibility.

Additionally, the north section of East-Central is currently losing a greater proportion of pupils over the border into South Gloucestershire and some, particularly central parts of the city, may experience spare capacity if the current drop in birth rate continues. At the same time anticipated housing growth in South Gloucestershire at Filton airfield may bring additional pupils from that area.

Strategic Aims

Whilst delivery of the remaining schemes and places (to 2016) within Programme 2 (Appendix G) remains a high priority, the pupil projection modelling has shifted the emphasis away from additional primary places in the immediate future. The primary strategy is therefore focused on the poor condition and suitability of a number of existing schools, poor access to adequate external play and imbalance in provision which hinders teaching and learning, contrary to the vision for Bristol as a Learning City.

Improved Outcomes for All Children

The primary sector partnership is targeting resources and training and development to improve the educational outcomes for children, especially at the end of Key Stage (KS) 2 and improve the percentage of children achieving age-related expectations and above. Significant changes to assessment are in place from July 2016 with the introduction of new assessment arrangements which include new scoring systems and raised floor standards.

Targets for improvement for primary include:

a. To increase the percentage of pupils achieving the national standard in reading, writing and maths (RWM) at KS2.
b. To reduce the number of schools where fewer than 85% achieve the national standard at KS2 in reading, writing and maths.
c. To increase the percentage of pupils making sufficient progress in RWM between KS1 and KS2.
d. To reduce the percentage point gap between disadvantaged groups (including: pupil premium, children with specialist needs, BME, EAL, Looked After Children) achieving the national standard at KS2 in RWM.

High Quality Provision for All

The sector is driving improvements through close partnership between the Local Authority, the Primary Head Teachers' Association Bristol (PHAB) and the Bristol Primary Teaching School Alliance (BPTSA). This includes high quality school-to-school support, strategically planned professional development opportunities and facilitating links between education settings, higher education and businesses. This

strategy will address the poor condition and suitability of all school buildings and provide, as a high priority, improved access to external play and external teaching areas by working creatively to make improvements e.g. to work with partners and national charities such as Sport England.

Inclusion and Equality of Access
Extensive works to buildings and facilities (Programme 2) across all primary provision have already improved access and inclusion. Further works will aim to ensure inclusion is given the highest priority, including ensuring good acoustics for those with hearing impairments.

Sufficient, Flexible, Responsive Local Provision
The implementation of Programme 2 has enabled the primary estate to be well balanced across the city and provided high standards of access for local children and families. The strategy is now focused on tackling the 'loss of population/ pupils' in areas where there is capacity, maximising the use of existing provision and preventing 'over-provision' in future years. The sector will work in partnership with other education/ ancillary providers, to make creative use of primary school spaces that are under-utilised, whilst ensuring flexibility for future use.

Delivery Priorities
It is important to ensure that development of the primary estate meets strategic expectations, including the following Delivery Priorities:

a. To bring all existing provision up to agreed occupancy levels, supporting continued improvements in standards and promoting the quality of available provision.
b. To replace or (where financially viable) significantly refurbish provision which is not fit-for-purpose (with the worst condition and suitability).
c. To create additional external play provision as a priority where the Primary External Play survey identifies significant shortfalls.
d. To track pupil projections over 18-24 months to identify emergent future pressure on places and develop a plan to:
    - Expand places where necessary
    - Identify and use any surplus spaces for alternative 'learning and skills' provision that can be easily de-commissioned in the future if required
e. To ensure (where feasible) all primary schools have a minimum planned admission level of 30 children (1 FE) and additional year groups in multiples of thirty.
f. To resolve overcrowded sites and inconsistent PAN for infant and junior schools.
g. To ensure a minimum of 2FE and a maximum of 4FE for 'new' provision. Where only an additional 1FE is required, then this should be offered to current providers either on their site or to schools which are geographically near.
h. To ensure communities are served by Ofsted-rated 'good' local schools, which are, wherever feasible, within two miles for all children/ families.
i. To improve management, integration and inclusion by co-locating children's centres on to primary (or nursery) school sites where there is potential to do so.
j. To consider amalgamation of Infant and Junior Schools where:
    - Either school requests it
    - One of the Head Teachers leave
    - One of the schools is judged to be 'causing concern' or in 'serious weaknesses/ special measures'
    - There is a lack of financial sustainability for either school

4. SECONDARY

Current Service Organisation

At the time of writing there are 21 settings for secondary age children in the city, with a diverse range of providers and organisational structures. Of these 18 are designated as Academies, one is a Foundation Trust forming part of the South East Co-operative Trust and two are Voluntary Aided schools (one Church of England and one Catholic).

All Bristol secondary schools benefitted from significant investment in the capital infrastructure through the Public Finance Initiative (PFI) and Building Schools for the Future (BSF). £390 million pounds was spent between 2004 and 2011 to either re-build or significantly remodel all secondary schools.

Following the significant capital investment in schools, all of the secondary estate is in fairly good condition. However, there are challenges associated with the existing PFI contracts which are related to the high cost of expanding, or modifying, existing PFI buildings; limited, or restricted, non-teaching or social space in some of the early PFI buildings; current terms of PFI contracts which limits community use outside of normal school hours and the legal framework, which transfer the premises through lease arrangements to academy trusts.

The existing configuration of secondary provision is contained in Appendix C. The distribution of provision across the city is generally good and, to date, most young people applying for a place have received local provision appropriate to their needs.

After a period of demographic dip in the number of young people aged 11-16, there is a rising trend in Bristol citywide. The increase in births is now having an impact on places and requires an urgent and sustained response to meet statutory requirements.

A combination of factors has formed the secondary improvement strategy for Bristol, culminating in improved outcomes for secondary-aged young people over the past 10 years, including:

- Investment in new leaders, leadership structures and governance models
- Capital investment in the infrastructure
- The implementation of targeted, school improvement strategies
- A radical restructuring of school organisation through the academy programme and diversification of education providers.

In 2014, Bristol secured the best ever GCSE results, with 55.2% of young people attaining 5A*-C (including English and Maths) above the England average of 53.4%. At the end of July 2015, 90% of Bristol's secondary schools were judged to be good or outstanding by Ofsted, which is well above the national average.

After a legacy of under-achievement, the improvement in outcomes has led to increased parental confidence in the quality of education provided by Bristol secondary schools. This is adding further to the pressure for places.

Needs Analysis

The revision of pupil projections and recent admissions data for 2015 show a number of key factors that have influenced the secondary sector capital strategy. The growth in births between 2005 and 2012 (12% rise) is now placing pressure on Year 7

places. The impact is heightened by the year-on-year success of secondary schools in attracting more students, although there remains a 12% reduction in numbers (2014) in transition between primary (year 6) and secondary (year 7).

The numbers of year 7 children will peak by 2023 (at 4,927 students) and thereafter is projected to reduce, affecting admissions in 2026. The number of available secondary places has remained static for a number of years at 19,995 as outlined in the pupil projection modelling (Appendix H).

An early indicator of the imminent need for additional secondary places is shown by on-time applications for Bristol secondary schools in September 2015 where:

a. 75% were offered their first preference, compared with 77% in 2014.
b. 92.6% were offered a preference school, leaving 288 being offered a school they did not request, an increase from 239 in 2014.

The revised model projects that the supply of year 7 places at a city level will therefore be exceeded by September 2018, with a shortfall of over 236 places. This equates to a projected deficit of 8 additional forms of entry (FEs), or the equivalent of an additional 11-16 secondary school.

The analysis of need is projected on an area basis (North, South and East/Central) assuming local children attend a local school and the current 'success' in attracting students continues. The raw data has been weighted to show application pressures (2015 applicants), based on the level of mobility and 'choice' for secondary students and their families. This has indicated a particular pressure from first preference applications across East/ Central and North areas, specifically in:

a. Ashley, Easton and Lawrence Hill Neighbourhood
b. Bishopston Cotham and Redland Neighbourhood
c. Cabot, Clifton and Clifton East Neighbourhood

The area figures break down as follow:

Table 2: Area Projections (Year 7 Students) 'Success Model' 2015-2019

NORTH			
September Admission Year	**Total Mainstream Capacity Year 7**	**Forecast Mainstream Year 7**	**Surplus/ Shortfall in Year 7**
2015	1,605	1,388	217
2016	1,605	1,513	92
2017	1,605	1,484	121
2018	1,605	1,632	-27
2019	1,605	1,745	-140

EAST CENTRAL			
September Admission Year	**Total Mainstream Capacity Year 7**	**Forecast Mainstream Year 7**	**Surplus/ Shortfall in Year 7**
2015	973	938	35
2016	973	965	8
2017	973	1,025	-52
2018	973	1,091	-118
2019	973	1,192	-219

SOUTH			
September Admission Year	**Total Mainstream Capacity Year 7**	**Forecast Mainstream Year 7**	**Surplus/ Shortfall in Year 7**
2015	1,376	1,281	95
2016	1,376	1,350	26
2017	1,376	1,410	-34
2018	1,376	1,476	-100
2019	1,376	1,563	-187

These projections indicate that in East/Central and South Bristol additional secondary provision will be required by 2017 and in the North by 2018.

Figures continue to rise with the need for an additional 18 forms of entry across the city by 2019 and potentially 35 forms of entry by 2023. Due to falling birth-rates between 2013-and 2015, the number of year 7 students will decline again from 2024 to 2026. As a result, creative solutions are required to manage the peak in numbers between 2020 and 2026, without over-providing permanent places.

Strategic Aims

In a diverse secondary sector, with a wide range of academy trusts and other forms of governance, the approach which underpins the delivery of this strategy is co-construction. The Local Authority working in partnership with the Bristol Secondary Head Teachers and Principals (BASHP) believes that excellent communication is the only basis for a coherent and inclusive strategy. Openness and transparency are the key features of this strategy. Whilst outside influences are inevitable, the Secondary Partnership believes that a common vision is the 'default position' and the most effective way of maintaining the agreed direction of development.

The secondary sufficiency strategy is informed by the need to:

a. Develop every secondary school as an Ofsted-rated 'good' or 'outstanding', school.
b. Provide the highest quality learning experiences.
c. Engage all young people in learning.
d. Recruit the highest quality teachers and leaders.

e. Continue to improve the educational outcomes for young people at end of Key Stage 4.
f. Ensure young people access an appropriate, high quality pathway to education or training at post-16.

Improved Outcomes for All Children

Education transforms lives and Bristol is committed to improving outcomes for all young people, irrespective of their background, gender or ethnicity. Whilst standards have risen strongly and consistently in recent years, Bristol recognises that they are still not high enough. The Bristol Partnership is committed to working together to secure further improvement in all schools. Bristol seeks to inspire young people and their parents/carers with the vision for education in the city. Their views and aspirations will form an integral part of the strategy. Key performance indicators at Key Stage 4 are:

a. Improve the proportion of young people who achieve 5A*-C (including English and Maths).
b. Increase the proportion of disadvantaged young people achieving 5A*-C (including En and Maths).
c. Increase the proportion of young people who achieve at least a grade C in Maths and in English.
d. Increase the proportion of Looked After Children achieving 5A*-C (including English and Maths).

There are significant changes to the KS4 indicators from 2015 onwards, which will include the new ‘Attainment 8’ and ‘Progress 8’ measures.

Some of the key performance indicators for participation are to improve the proportion of 16 and 17 year olds engaged in education, training or employment with training (EET), improve the proportion of Looked After Children and Care Leavers with a positive EET destination and decrease the proportion of young people who are NEET.

High Quality Provision for All

Securing the highest quality of provision in Bristol is an ambition which drives the secondary sufficiency and improvement strategy. The partnership of secondary schools is committed to working together to secure further improvement and raise standards in all schools. There is a wide diversity of secondary schools available in Bristol, with distinct ethos and specialisms. The strategy will celebrate the diversity of provision.

Currently the proportion of Ofsted-rated ‘good’ or better secondary schools in Bristol is (90%), which is well above the national average (as of July 2015). The ambition is to secure all Bristol secondary schools as a ‘good’ school.

Delivering a world-class education system requires investment in future middle and senior leadership. Outstanding leaders and building leadership capacity is the key aspect of good and outstanding schools and delivering a sustainable sufficiency plan. BASHP will secure further improvement and raise standards in all school through a range of measures including membership of Partnership in Excellence (PiXL) and programmes to share curriculum developments and disseminate and transfer best practice.

Linking and connecting education to business and industry is an important driver for

achieving the goals of the Learning City and initiatives like TQEZ, Engagement Hub and PEBL. Working closely with organisations such as ABLAZE and BITC, the partnership will develop these links and contribute to ensuring all young people have a positive destination in education, employment and further training at post-16.

Inclusion and Equality of Access

There is a moral duty inherent in the strategy for all partners to work together to protect the most vulnerable young people and to ensure that the educational needs for every child, with additional support requirements, are accurately assessed so that they have access to the correct educational provision to meet their needs and to enable them to secure successful educational outcomes.

Ensuring that the interests of specialist types of schools are protected and fostered is a high priority.

Sufficient, Flexible, Responsive Local Provision

The main focus for the sector is to provide additional high quality places to meet the city-wide shortfall of circa 18 FEs by 2019. Extensive consultation with key stakeholders has developed plans to meet the deficit, to secure sufficient diversity and choice of provision. Further planning is required to manage an anticipated short-term bulge of up to a further 17 FEs required between 2020 and 2026. There is recognition of the complexity and breadth of the post-16 offer and the need for the secondary sufficiency strategy to be integrated with the Post-16 and Inclusion strategy. This will require a commitment across partners to work together to deliver sufficient places pre- and post-16.

Delivery Priorities

It is important to ensure that development of the secondary estate meets strategic expectations, including the following Delivery Priorities:

a. To ensure that every school is the right school for meeting each individual young person's needs to secure success.
b. To ensure that every school is an Ofsted-rated 'good' school.
c. To ensure that every young person has access to appropriate high quality educational pathways from the age of 11 through to 18.
d. To ensure that every school is working together to support other schools to ensure a good education is provided.
e. To develop or expand existing schools and sites as a priority before developing new provision.
f. To secure a minimum size of secondary school: 810 (6 FE x 27 students x 5 year groups).
g. To develop proposals to increase existing provision in the North, Central/ East and South to meet the needs of local children and families (an estimated 18 extra FEs by 2019).
h. To develop other proposals (likely to be temporary/ adaptable) to meet a shortfall in places (an estimated peak of 17 extra FEs between 2020 and 2026).
i. To embrace the need for students to travel to provision of their choice (which may be outside their local area) to stimulate cross-area, 'comprehensive' leaning.

5. POST-16

Current Service Organisation

At the time of writing there is a mixed economy of post-16 providers in Bristol, including school-based sixth forms, further education and training providers (Appendix I).

Of the 21 mainstream secondary schools in Bristol, 13 have their own sixth forms. The size of school sixth forms range from over 800 students on roll to less than 60, the largest being the North Bristol Post-16 Centre (a collaboration between Cotham School and Redland Green School) and St Mary Redcliffe and Temple Sixth Form. St Brendan's is a large Catholic Sixth Form College, with 1,660 students on roll.

The City of Bristol College is the largest further education provider in the city. Many post-16 learners also choose to attend the Bristol Technology and Engineering Academy, a UTC in South Gloucestershire, and South Gloucestershire and Stroud College (SGS) or other Sixth Forms located in neighbouring local authorities.

There are over 50 work-based training providers in the Bristol area providing education and training for young people, aged between 16 and 18. Additionally, there are five special schools and four PRUs which offer post-16 learning opportunities.

The geographical distribution of provision across the city is generally good, although there are significant gaps in the south of the city and in relation to the provision of appropriate Level 2 and vocational pathways. Affordable and accessible transport routes are a major problem for post-16 learners, who wish to travel across the city to access specialist post-16 provision. There is also a high number of small school-based sixth forms.

There are many challenges to be faced in the post-16 sector, including the curriculum and assessment changes at Key Stage 5, with the introduction of linear A-Levels and the funding basis of learning pathways at post-16. Another significant challenge to be addressed is the distribution of curriculum pathways available to post-16 learners at level 1, 2 and 3, including apprenticeships.

Currently the percentage of students achieving at least two substantial Level 3 qualifications in Bristol is 90.9%, which is comparable to the England average of 91.8%. The average Level 3 point score per student in Bristol is 703.7, slightly below the England average of 772.7 points per student. In terms of the most able students, the percentage of students achieving AAB or better at A-level, of which all are in 'facilitating subjects' is 9.0%. The England average has risen from 7.5% in 2013 to 11.9% in 2014, now placing Bristol below average on this measure.

The proportion of 16-18 year olds in learning is 78.3%. The percentage of students who are NEET is 6.6%. There has been a significant reduction in the % of 16-18 year olds, whose current education, employment and training situation is not known (5.9%).

Needs Analysis

The Office of National Statistics (ONS) estimates that there are currently 4,529 16 year olds and 4,500 17 year olds living in Bristol. Following the increase in births (2005-2012) this number is due to start to rise in 2021 and reach a peak in 2028 before reducing again to 2031 (following birth reductions 2013-2015).

An analysis of educational pathways (2011-12) showed that the majority of 16 year olds (52%) start level 3 programmes in school sixth forms, but that this proportion declines at age 17 (44%), compared to 43% of 16 year olds and 48% of 17 year olds being in colleges (colleges seemingly benefitting from 17 year olds transferring out of

school). By 18, 24% are either in Higher Education (HE) or on a pre-HE gap year. Of concern is that 6.6% were NEET and therefore reducing this number is a key performance target.

The number of students entering post-16 education in the future will proportionally reflect the increase in students entering secondary school in Year 7. Post-16 developments will therefore need to provide both extra places and a broader range of types of place. Bristol is a net importer of students at post-16, which is a characteristically mobile population.

Appendix J illustrates the proportion of students studying Level 1 and Level 2 courses at post-16 and Level 3 academic and vocational subjects September 2014. 29% of students chose to study a STEM subject at Level 3.

Strategic Aims

There is an increasingly collaborative approach in the post-16 sector partnership working to deliver the 14-19 Strategy (http://bristol.gov.uk/14-19strategy) and promote system leadership, deliver positive outcomes for young people and secure improvements for every provider.

The 14-19 City of Bristol strategy responds positively to national policy (Education and Skills Act; Raising Participation Age; the Children and Families Act) to ensure young people can access an appropriate, high quality education or training pathway at post-16.

The aim is to establish a post-16 vision and support the development of Bristol as a Learning City, which champions all post-16 learners, raises aspirations and facilitates positive participation in education, employment with training or training.

Improve Outcomes for All Children

The 14-19 strategy will increase the proportion of young people who continue in education, training and employment with training to the age of 18 and reduce the number of young people, particularly the most vulnerable, who are NEET. Improving outcomes for Looked After Children is the highest priority for the city.

A post-16 data framework to inform the development of appropriate provision and ensure all students make appropriate progress in their learning will underpin the delivery of the post-16 strategy. The publication of a post-16 Directory, together with the promotion of high quality impartial advice and guidance pre-16, will provide young people, parents and carers with a more comprehensive picture of provision in the area, including vocational pathways.

Close partnership working with all post-16 providers, including the City of Bristol College and work-based training providers will seek to develop and promote Level 1 and Level 2 qualifications, including English and Maths, with more Level 3 vocational options. The availability of high quality apprenticeships for 16-18 year olds (at intermediate, advanced and higher levels) will assist with the delivery of high quality, authentic, vocational learning environments for all students who wish to follow this route post-16.

Targets for improvement for post-16 focus on increasing the participation of 16-18 year olds in learning and reducing the proportion of young people who are NEET,

particularly Care Leavers. In addition, the focus is to ensure that the proportion of young people with a formal qualification at both Level 2 and Level 3 increases, closing the gap for key groups of young people.

High Quality Provision for All

The development of a collaborative professional learning network and peer-to-peer support and challenge will promote excellence and develop leadership capacity across the sector. Collaboration with the Local Enterprise Partnership (LEP), the Employability Chartermark, utilisation of labour market information and partnerships with businesses, through initiatives like TQEZ, PEBL ABLAZE and BITC, will also seek to maximize work-based learning and employment pathways. It is important to Bristol's future economy and prosperity that it continues to be a net importer of post-16 students by offering a greater diversity of quality provision. Cross-agency working, including work with the voluntary sector, will form part of a more co-ordinated approach to reducing NEETs and the re-engagement of young people.

Inclusion and Equality of Access

The plan is to support vulnerable learners, aged 16-19 (Looked After children and other vulnerable groups) to participate in education or training, whilst a 'Local Offer' describes all available services and appropriate post-16 transitions for young people with specialist needs (up to the age of 25). To deliver this there will be an extensive and integrated alignment between mainstream post-16 and specialist post-16 strategies.

Sufficient, Flexible, Responsive Local Provision

Plans will be developed to secure sufficient suitable and well-balanced education and training provision for all young people aged 16-19 (20-25 with a highly specialist need) across the city.

Delivery Priorities

It is important to ensure that development of the post-16 estate meets strategic expectations, including the following Delivery Priorities:

a. To develop new schemes, which increase the availability and choice of high quality provision across the city to meet the diverse range of needs of young people aged 16-18.
b. To develop Ofsted-rated 'good' local provision where travel distance for a 'standardised offer' is not a barrier (time or cost) to young people, whilst recognising the benefits of more 'centralized' and more specialised courses, where learners may have to travel.
c. To ensure the Post-16 Satellite Group can strategically plan provision by:
    - Engaging with, and challenging all, post-16 providers on the quality of provision.
    - Tracking a cohort of young people over 2 years to address gaps in provision or make proposals based on 'need'.
    - Undertaking an analysis of outcomes at an institution level and for all groups of students.
d. To ensure the post-16 strategy is fully integrated with the specialist strategy by working with partners to deliver sufficient post-16 places in a meaningful and economical way.
e. To support the development of additional and/or expanded post-16 provision outlined in the Secondary Strategy Recommendations.

f. To encourage collaborative approaches to deliver school sixth form provision which are economically viable.

6. ADULT SKILLS and LEARNING

Current Service Organisation

Bristol City Council leads a Community Learning and Skills Partnership (CLSP) across the West of England providing learning, apprenticeships and employability skills. Provision is targeted at people aged 16-18 and 19+ without a full Level 2 qualification living in the 25% most deprived super output areas. Apprenticeships are currently procured through the local further education college and focused on construction and engineering and over 90% progress to employment.

Support is both commissioned and directly provided and includes employment advice, work placements, work clubs, jobs fairs and pre-employment training through courses delivered in over 150 community locations, including children's centres, schools, community centres and libraries. Funding for this provision is under increasing pressure so that the most excluded and marginalised adults are increasingly unable to access learning at a local level.

The adult learning offer, largely delivered from the main Stoke Lodge Centre in Stoke Bishop, includes an extensive, well-attended annual programme (modern languages, arts and crafts, health and wellbeing etc.) which is now fully funded through learner fees.

Needs Analysis

There are currently 112,000 working age (16+) adults in Bristol without a full Level 2 (equivalent to GCSE level), including 39,000 with no qualifications. An estimated 1 in 6 adults struggle with literacy (OECD 2013) and 11,000 are affected by mental ill health, giving them a significant disadvantage in the labour market and impacting on critical parts of life, from completing an application form to completing basic tasks in work.

At the same time research by the London School of Economics has identified a range of positive impacts on well-being and employability resulting from participation in education and community learning initiatives. However, due to funding decreases the total numbers of learners who have benefited from community skills provision has reduced from 2,600 in 2013/14 to 1,500 in 2015/16. At the same time a series of mapping exercises have highlighted a poor balance of provision across the city and the lack of adequate facilities in St Annes, St George, Stockwood, Brislington, Hillfields and Avonmouth.

Strategic Aims

The West of England Community Learning and Skills Plan (2013-16) and the West of England Local Enterprise Partnership (LEP) Strategic Economic Plan (December 2013) outline a number of priorities, including removing local barriers to work by improving literacy, numeracy and life skills, improving access through flexible and affordable childcare and targeting support to key 'vulnerable' groups, including lone parents, carers and those with learning and health disabilities.

To assist, Bristol established the West of England Community Learning and Skills Partnership as one of 15 pilot trusts. The Trust is developing as a mature partnership to *expand community learning provision* and *meet needs on a local level*. A new **Engagement Hub** (envisaged through the Mayoral Commission) will be developed at the heart of the Temple Quarter Enterprise Zone, alongside a new **Passport for Employability in Bristol** (PEBL) to provide young people with employment entitlements and enhanced opportunity. The 'virtual and physical' Engagement Hub will, amongst other things, promote partnerships between young people, businesses and education providers.

Employers want to see increased perseverance, resilience and confidence in young people, alongside key skills in literacy and numeracy. The development of an Engagement Hub is central to delivering and managing these 'skills into employability' pathway. At the same time, Bristol City Council has produced an Employment and Skills Position Statement (EandSPS) aimed at tackling low skills and worklessness in Bristol's most excluded and marginalised communities. The EandSPS will focus on the Council's system leadership and aligning local authority resources to secure clearer benefits. It will contribute to a wider Learning City Partnership debate, to develop a joint employment and skills strategy.

Improved Outcomes for All

Increasing the availability and quality of community learning provision will positively impact on the life chances of learners and localism and strengthen social justice, families and social mobility. More flexible and accessible provision, not necessarily linked to qualifications, will meet the needs of unemployed people and those with skills below Level 2. An increase in 'Trailblazer' employer-led apprenticeships will help meet the skills requirements of small businesses.

Targets for improvement for adult skills and learning include:

- To increase the percentage engaged in community learning (CL) without a full Level 2 qualification or over.
- To increase the percentage of CL learners achieving at least one or more positive outcome.
- To increase the percentage of learners in targeted CL from the 25% most deprived SOAs.
- To increase the total number of apprenticeships (target 65%) from alternative and specialist training facilities, particularly in relation to construction and engineering.
- To increase numbers of traineeships, internships, work-placements etc. managed by/ at BCC.
- To increase numbers of employers engaged and providing work placements, work coaching and support to 80.

High Quality Provision for All

The West of England Community Learning and Skills Partnership has committed to sharing best practice, supporting staff development and driving up the quality of provision and outcomes. There will be an increased number of Ofsted-rated 'good' and 'outstanding' teaching and learning observations to improve self-assessment of provision. A new Employment and Skills Position Statement will ensure a more co-ordinated offer and will support employers to get involved and make a difference to workless families. 'Work zones' will be developed within neighbourhoods, requiring the development of facilities from which to operate.

Recruiting and developing experienced and qualified tutors and trainers is a high partnership priority, particularly where there is a staffing shortage e.g. adult literacy, numeracy, employability skills and specialist vocational areas. Additionally, a number of priority staff development areas have been identified for 2015-16, including embedding functional skills across the curriculum and proactive implementation of the 'prevent agenda'.

Inclusion and Equality of Access

Across the partnership, positive action is being taken to reach equalities groups and communities who face more complex barriers, including black and minority ethnic learners, disabled learners and young people aged 19-24. There will be targeted support to those learners who face the biggest barriers to formal learning and employment.

Sufficient, Flexible, Responsive Local Provision:

Rather than focusing on dedicated community learning centres, the strategy recommends co-locating provision within a range of complementary centres e.g. children's centres, schools, libraries and specialist centres. A diverse range of providers with specialist knowledge will be commissioned to ensure adequate provision and local community needs are met. A team of expert Development Workers already focus on specific areas and draw on delegated funds to organise courses in response to local needs. Funding is also made available to smaller providers targeting excluded and marginalised learners in key areas. Mutually beneficial support and 'trading' arrangements will be fostered between providers to reduce reliance on external funding, whilst resources are aimed at building Third Sector capacity.

Delivery Priorities

It is important to ensure that development of the adult skills and learning estate meets strategic expectations, including the following Delivery Priorities:

a. To develop local provision to meet the needs of learners in an area/ neighbourhood
b. To ensure, wherever feasible, Ofsted-rated 'good' local provision is within a 10-15 minute walk (with a buggy) for all children/ families.
c. To co-locate provision within a range of complementary centres e.g. children's centres, schools and specialist centres rather than dedicated community learning centres.
d. To build-in space for adult skills and learning within strategically located 'new builds' to meet the needs of unemployed people/ those with skills below Level 2.
e. To increase 'trailblazer' employer-led apprenticeships in key areas to improve the reducing level of apprenticeships (e.g. shortage of lower and mid-level skills) and help meet the skills requirements of small businesses.
f. To commission a diverse range of providers with specialist knowledge to ensure local community needs are met.
g. To ensure (wherever feasible) all adult and skills settings are co-located in areas of low provision with good transport links, disabled access, a mixture of room sizes for 1:1 and group work, wi-fi access and quality IT equipment, suitable crèche facilities and some storage space for training materials.

OTHER CROSS-SECTOR PRIORITIES

There is on-going work to improve links to other strategies and provide the opportunity for more coherent cross-partnership planning including with neighbourhoods, transport, housing, land/ property, sustainable energies, sport and leisure and economic development. As a result a number of workstreams have sought to identify and address key issues.

Community Use, Sport and Leisure

There is a strong commitment to increase community use of education provision, especially through new or extended schemes. The intention is to increase dual use of spaces and facilities and, where feasible and partnership funding is available, to add building footprint for community use. Community use could include toddler groups, cross-age engagement sessions, parenting groups, life-long learning classes and leisure activities.

The Sport, Leisure and Adult and Community Learning Workstream (Sport Development Team, Parks Team, Employment, Skills and Learning and Education Capital) has outlined some key strategic targets. Sports facilities across the city are generally deemed to be good, with very few shortfalls in provision. However, the quality of pitches is in need of some improvements. Given that the Building Schools for the Future (BSF) 'grassed pitches strategy' delivered fewer improvements than anticipated, due to funding reductions, the workstream has started to outline future improvements for the sector:

a. To develop a 'Facilities/ Pitches Database' across schools capable of outlining shortfalls in external play/ classroom space and inadequacy of provision.
b. To enable every school to be accessible for community use and adult learning, encouraging greater levels of integration between community groups and schools.
c. To ensure a more consistent charging policy for facilities and a greater co-ordination across the city for ease of sports club/ community use.
d. To develop targeted facilities where sport provision is inadequate.
e. To improve the maintenance regimes of existing schools- based provision.
f. To improve co-ordination and 'brokering' of funding streams, which are largely through central Government/ Sport England and often go directly to schools.

Culture, Creativity and Arts

Bristol has a rich and diverse culture of creativity. Both Programme 1 (Building Schools for the Future) and Programme 2 (Primary Capital Programme) included a commitment to involve public art within the scope of individual projects. Some 30 projects have been or are being developed with primary schools involved in Programme 2, which bring the work of artists into schools to contribute to both school design and pupil learning experiences http://www.arnolfini.org.uk/learning/projects/primary-capital-programme). Bristol City Council is committed to promoting the involvement of culture and arts expertise in the development of schools within Programme 3.

Sustainability in Schools

A key objective for this strategy is to embed sustainability at the centre of improvements to the education estate. In recognition of this a workstream has been established to drive forward the aspiration for high quality sustainable buildings and facilities, commensurate with Bristol's status as European Green Capital 2015. The group aims to ensure that the city has high quality school buildings that minimise energy demand and carbon emissions; are resilient and flexible to adapt to future conditions; minimise impacts on natural resources, and create integrated, safe and healthy learning environments for children and communities. The group has outlined a number of core objectives including:

a. To ensure that the highest standards in sustainability are embedded in the development of all new, extended and refurbished school buildings.
b. To ensure that schools are commissioned, operated and maintained in a way that meets the needs of users whilst minimising energy use and environmental impact.
c. To update the current minimum sustainability requirements ('Sustainability Requirements and Guidance for New Build and Refurbished Schools') to implement national and local policy, achieve corporate objectives for carbon reduction and environmental performance and deliver best practice.
d. To ensure the revised sustainability requirements at 'c' above is included as a contractual specification for works completed by both internal and external suppliers/ contractors.
e. To ensure that schools/ schemes maximise the opportunity for improving sustainability, and that funding is targeted at those most in need (e.g. those with the poorest energy rating performance in-use or those that are subject to, or are likely to experience, adverse environmental conditions) to realise the savings/ benefits in long-term operational costs.
f. To ensure that sustainability performance is regularly monitored for contractual compliance and for greater clarity/ feedback on the performance of existing schools (especially newly built/ improved schools) to learn lessons from what has worked and not worked in order that this can inform future action.
g. To maximise through the design of schools and educational facilities the potential for sustainability and environmental features for use in learning and environmental education.

Keep Bristol Moving

High quality transport plays a major role in the city's economic development plan. This includes ensuring that children and families can easily access the school of their choice. Current plans outline six action points to improve road safety and healthier travelling:

1. Working with partners to reduce the cost of public transport, enhance travel information and encourage more reliable public transport choices.
2. Continuing to improve our cycle network towards best European standards.
3. Reducing emissions across the city to help protect people from the harm caused by poor air quality.
4. Removing the blight of commuter congestion to improve flows for public transport and those who need to drive.
5. Promoting walking and cycling as safe, pleasant and convenient alternatives.
6. Continuing improvements to layouts to create civilised spaces and people-friendly streets with an emphasis on safety for children.

SUMMARY AND NEXT STEPS

Summary

This Integrated Education and Capital Strategy (2015-2019) outlines the jointly agreed Strategic Principles, Aims and Objectives to deliver the required sufficiency, condition and suitability improvements. The focus has been on improved outcomes and high quality provision for all, inclusion and ensuring all young people and families can access local and appropriate provision which is of a high standard. Priorities include the need for increased partnership working, multi-agency provision, better community use and improved integration and co-location to help raise standards.

High quality data, including integrated pupil projections, has provided increasingly accurate, up-to-date information for predictive place planning. This has assisted in mapping need and shortfall in provision, as well as assessing the condition and suitability of provision.

The strategy identifies, within each sector, the need, subject to an annual strategic review:

- To urgently increase secondary mainstream places, by up to 18 forms of entry, across the city by 2019 to meet statutory requirements. Resourcing 'quick win' additional secondary places as soon as possible is a high priority.
- To provide additional 2, 3 and 4 year old places to meet statutory requirements.
- To provide additional specialist places in the primary, secondary and post-16 sector to meet statutory requirements, address growth and reduce costly commissioned places.
- To redistribute specialist, early years and some primary provision to ensure a more suitable distribution to meet local needs.
- To ensure the availability of suitable specialist provision for children with complex needs, especially those with SEMH through expanded Alternative Learning Provision (ALP).
- To address the condition and suitability of identified primary, specialist and early years provision to ensure the estate provides fit for purpose learning spaces and adequate, high quality external play and sport areas.

The need to address a shortfall in school place provision is a statutory requirement.

Developing a Business Case

Following the approval of the strategy, a new Business Case will be developed, outlining proposals for schemes based on their capability to meet needs, in the right location and as economically as possible. Potential schemes will be assessed against a common Evaluation Matrix to ensure they are prioritised against strategic fit, need, benefits, geographical relevance and effectiveness. Proposed schemes will be categorised into:

a. ***Essential Schemes:*** schemes required to meet the most urgent needs.
b. ***Potential Landmark Schemes:*** schemes which might be combined to meet more than one need and that have the potential to co-locate or integrate into a single partnership provision.
c. ***Emergent Schemes***: schemes which are necessary for the successful delivery of the Strategic Objectives but which are not yet fully scoped or ready for delivery.

This process will lead to the development of specific project proposals and a Business Case for the next education capital programme (Programme 3). The Business Case will need to consider how the total programme of works could be funded. Currently funding is received from the Department for Education, via the Education Funding Agency. This is typically provided through two grants, the Basic Need Grant and Repairs and Maintenance Grant. Some Targeted Basic Need funding may also be available where a 'special case' can be made. The EFA also fund some approved 'free school' applications, which is awarded directly to Free School applicants and their contractor and not usually through the Local Authority.

Some rationalisation of the education estate may be able to generate capital receipts for reinvestment and further funding could be stimulated through a number of partnership arrangements to help meet the total capital costs.

The completed Strategy and Business Case will aim to:

1. Deliver all *Essential Schemes* to meet sufficiency of places and address areas of poor condition and suitability.
2. Ensure the city is strategically ready (on the front foot) to be able to take advantage of education capital funding streams.
3. Provide the clarity with which to lobby Government Office and the Education Funding Agency for the additional resources required to achieve a high quality learning estate.

Delivery Risks

The process has highlighted a number of key risks to delivery (Appendix K) including:

- Ensuring a **cohesive, ratified strategy**
- Ensuring **internal delivery capacity**
- Responding to **changing policy and funding regimes**
- Responding to **changing pupil projections**
- Reducing growing **project and contractor costs**
- Bridging significant **delivery funding gap**
- Managing a **tight timeline** for immediate schemes
- **Managing a tight approvals timeline** for other essential schemes
- Managing a **challenging programme** of projects

Risks will be managed through tight programme and project management in the delivery programme. This will be monitored and over-seen through the revised governance structure and high quality political and partner leadership.

BD7149 - Designed by Bristol Design, Bristol City Council JAN 2016

Improving lives
Improving places

The Integrated Education & Capital Strategy (2015-2019)

Appendices

January 2016

BRISTOL
LEARNING CITY

BRISTOL CITY COUNCIL

Appendix A – Headline

Education Capital Programme – Communications Plan

Purpose

- To form part of an integrated communications plan relating to and supporting key messages for Bristol's development as a 'Learning City'.
- To provide a plan of communications activity required to support the development of an Integrated Education and Capital strategy.
- To provide an outline of communications to support the development of a new Programme of Works (Programme 3) arising from the Integrated Education and Capital Strategy. This follows on from works still under completion from the Schools Organisation Strategy (SOS).
- To ensure standards and achievements within existing provision and the development of new schemes are celebrated and the positive impacts are well marketed.

Situation Analysis

- A recent Local Authority re-structure and the enhancement of leadership arrangements and city partnerships provided the opportunity to establish a new approach to education capital strategy.
- The timing to strengthen strategic intentions was particularly relevant, as Bristol entered a new phase, establishing itself as a Learning City. A key element to ensuring the Learning City aspirations could be realised was the need to create a plan that would deliver high quality facilities from which learning, across all age groups and needs, could be successfully developed and delivered.
- There was recognition of the need to create new governance arrangements and relationships which were capable of developing and delivering a new integrated vision and capital strategy, across education and non-education provision.
- The strategy aimed to ensure a focus on stakeholder engagement and partnerships to promote the significant breadth of work undertaken and the relationships to the Mayoral Vision, city-wide strategic objectives, partnership working and the new Learning City concept.
- More work was required to develop improved models of pupil projections and data analysis to underpin the strategy. Work in this area has developed well and both population and pupil data analysis has already helped to clarify a Needs assessment, providing up-to-date information, key messages and gap analysis.
- There was early recognition that the Integrated Education and Capital Strategy required a new stakeholder engagement and communications plan, with focused 'sector-specific' Strategy meetings and cross-cutting forums to shape an integrated approach. Alongside this would be a series of stakeholder engagement opportunities to provide wider engagement.
- The development of a new strategy has been within the context of a unique and complex set of influencing factors and partnership, which include a range of existing funding streams and requirements; a range of education phases and a diversity of providers; the statutory requirement to provide education places; the need to accommodate parental choice; a new range of school governance arrangements, including Free Schools and Academies; Ofsted and the Education Funding Agency (EFA); partnership and multi-agency arrangements; the need to embrace Community use; other key city objectives (e.g. sustainable schools,

improved transport, the development of Neighbourhoods, increased community cohesion and increased citizen participation and influence). The success of the process to develop a new strategy is therefore far-reaching, complex and reliant on close and inter-related partnership agreements.

- The strategy will lead to a Business Case to outline a programme of works capable of responding to the strategy. This will require further engagement and consultation and needs to be achieved whilst also ensuring the need for additional places and improved condition and suitability can be met to time, cost and quality.

Key opportunities

- The development of a new, city-wide, 'Learning City' provides a timely vehicle for the dissemination of positive messaging for a new integrated education and capital strategy. The education landscape in Bristol is much changed and there is an upward trajectory in terms of results and the increasing number of good to excellent schools in the city.
- There is a tangible commitment of the Learning City Board to partnership working, integrated communications, improved outcomes and life-long learning which inspires the development of new integrated models of provision and education.
- The leadership of the Mayor and Mayoral Vision for the City helps to bind policies and practices across partners for the improvement of life for its citizens.
- The recognition of the importance of learning for all, the pathway for young people and the relationship between targeted and improved skills and relevant and engaging employment.
- The cycle of how improved education outcomes for young people leads to improved employment and entrepreneurial opportunities, which leads to retention of skills and the impact positively on the city's economy and future.

Overall objectives

- To promote and celebrate programme successes and project milestones.
- To describe plans for the future and specifically the content of the new strategy in development.
- To demonstrate how the work of delivering new education provision dovetails into city-wide objectives and the Learning City priorities.
- To provide a robust system for anticipating and responding to complaints and issues arising thus minimising risk of damage to reputation
- To ensure a process for providing appropriate responses to enquiries, sign-off agreements and decisions, monitor programmes of work, provide timely communications before a crisis point is reached and prepare information on key issues including identifying, clarifying and disseminating responses to specific scheme and site enquiries.
- To provide a process for ownership, co-ordination, sign-off, delivery and review of key communications.
- To ensure opportunities are maximised to join up and co-ordinate messages, wherever and whenever possible, into one coherent narrative, reducing the volume of information 'traffic' and avoiding conflicting or contradictory messages.
- To set out agreed standards and underlying principles for all communication.
  To signpost further sources of information, guidance and support.

- To support and strengthen programme governance through the development of communications processes and support function.
- To support other education and related communications, including the Learning City priorities and progression.
-

Communications Principles

To provide summary of principles that underpin our communications that will be:

a. Clear and professional: demonstrating pride and authority in what is achieved.
b. Cost-effective: showing that budgets have been committed effectively.
c. Straightforward: avoiding gimmicks and over complicated design or wording.
d. Modern: portraying the strategy and outcomes in a way that is up to date.
e. Accessible: understood by the target audience and easily obtainable and available in other languages, symbols or formats.
f. Honest/transparent: avoiding misleading information or false promises.
g. Timely: prompt and regular updates, Fast turn-around of queries and complaints
h. Appropriate: agreement to follow Communications guidance and protocols
i. Proactive, Inclusive and appropriate: showing respect for the audience, avoiding unfair stereotypes, acknowledging the different needs of individuals and populations, including all education phases and types.

Events and briefings

- Initial stakeholder events and briefings organised to assist the development of the new strategy are defined in the attached Stakeholder Engagement documents.

Strategic partners

The following strategic partners have been invited/ attended some of the events listed below:

- Head Teachers from each Phase/ Sector
- Library Service
- Commissioning - Joint Commissioning
- Commissioning - Additional Support
- Commissioning – Policy, Strategy & Communications
- Environment & Leisure (Sports Provision)
- Environment & Leisure (Tree Officer)
- Employment & Skills
- Equalities
- Neighbourhood Partnerships
- Property Management
- Communications & Marketing
- Adult Care Management
- Strategic Planning
- Estate Management – Housing Delivery
- Crime Reduction
- VOSCUR
- Sustrans

INTEGRATED EDUCATION STRATEGY STAKEHOLDER CONSULTATION PROCESS/ DATES						
	EARLY YEARS	CROSS-PHASE/PRIMARY	SEN	SECONDARY	POST-16	COMMENTS
SATELLITE GROUPS	First Week of each month	First Week of each month	First Week of each month	First Week of each month	First Week of each month	Satellite groups to ensure engagement, identify key principles and objectives and shape sector-specific strategy
STRATEGIC PMG	A monthly 'cross-phase' meeting, including the chairs of each Satellite Group to ensure there is good cohesion between sector specific plans and a high degree of integrated working.					
HEADS/ SCHOOLS	9th December 2014	**12 Nov 2014** 8.30-10am – South schools, Parkview **13 Nov 2014** 8:30-10am – East/ Central schools, The Vassal Centre, Fishponds **14 Nov 2104** 8:30-10am – North schools, Gloucester County Cricket Club	Secondary SEN – **23 October 2014** Primary SEN in 3 area mtgs SEN Heads **27 November 2014** 8.00-1 - Gloucester County Cricket Club **All Heads invited to Inclusion Strategy meeting** Parents mtg **9 Dec 2014 8.45 - 2, Future Inns**	**23 October 2014** (8am-2pm) (Gl cricket club) North: **Feb 12 2015** at Oasis Brightstowe 08.00 to 10.00	**Thursday 29 Jan 2015** at Cricket Club 08.00 to 12.00	To present story so far, background on development of strategy and invite comment **Note:** SEN post-16 integral overall to Post-16 planning
Education Capital Board	Monthly over-seeing Board responsible for shaping strategy, approving progress, plans, proposals and manage decision-making.					To discuss draft strategy
STRATEGIC PARTNERS	**2pm, Tuesday 20 January 2015, Room 5 Brunel House** Invite to include Chairs of Neighbourhood Partnerships.					To present story so far - as for Heads
COUNCILLORS	**6pm Thursday 22 January 2015 and 2pm Monday 26 January, Room 5 Brunel House**					To present story so far - as for Heads
BC YOUTH COUNCIL	Members of EC team to attend Youth Council Strategy meeting on **8 December**					To present story so far - as for Heads
NEIGHBOURHOOD PARTNERSHIPS	Approach with offer of attendance at NP meetings. Include in formal consultation.					To present story so far - as for Heads
PARENTS/CARERS	Discuss reaching parents and carers with Neighbourhood Partnerships. Invite parents and carers of children with disabilities to Inclusion Strategy meeting.					To present story so far - as for Heads
FEEDBACK TO STAKEHOLDERS	Final strategy incorporating feedback to be circulated to Stakeholder leads, **date TBC**					Share developed strategy
People DLT	**3 December 2014** 10.30 - 12; Room 4S5 - this was considered unnneccessary					Present developed strategy
Place PLT	Also **3 December 2014 am**.					Present developed strategy
ASST MAYOR'S BRIEFING	**9 December 2014** - follow-up on 10 February 2015 (4.30-6) and continuing bi-monthly					Present developed strategy
SLT	SLT: Tues **28 Nov 2014**					Present developed strategy
MAYOR'S BRIEFING	Weekly - contact Andrea Dell to arrange if required					Present developed strategy
Schools Forum	**13/01/2015** 8pm at Future Inns; attendance confirmed					Present developed strategy

Secondary Headteachers' Workshop – Secondary Sufficiency Strategy Gloucestershire County Cricket Ground (23rd October 2014)

Suggested principles for developing an effective secondary sufficiency strategy for Bristol

- Transparency: Openness and transparency between stakeholders regarding all aspects of this strategy is regarded as a key feature. Excellent communication is the only basis for a coherent and inclusive strategy.
- Common vision: Whilst we recognise that outside influences are inevitable, we believe that holding a common vision as a 'default position' is an effective way of keeping the initiative in terms of the direction of development.
- Raising standards: Although standards have risen strongly and consistently in recent years, we recognise that they are still not high enough and we are committed to working together to secure further improvement in all schools.
- Quality: We are committed to the highest quality of provision for Bristol children in all parts of the system.
- Locality:We believe in providing great local schools for families, reducing the travelling distance to first preference schools wherever possible.
- Need: Educational provision in a locality should be based on evidence of need in that locality.
- Prioritising the most vulnerable: We have a moral duty to work together to protect the most vulnerable children, increasing our expertise and sharing it. High quality specialist provision is a priority.
- Reduce the number 'NEET' young people to zero: All citizens in Bristol have an interest in ensuring that no young person is left outside of education, employment or training.
- Diversity: We should protect the interests of specialist types of school, recognising the need for a diversity of provision.
- Views of parents: The views of parents and young people should be sought and their aspirations considered at all stages of development of the strategy. We wish to inspire parents with our vision for education in the city.
- Linking education to business: Connecting business and industry with education is an important driver for achieving the goals of the Learning City.
- Post-16 – strategic approach: We recognise the complexity and breadth of the post-16 offer and we are committed to work together to develop particular strategies for that sector.
- Building leadership capacity: The development of future middle and senior leaders is one of the key aspects of a sustainable sufficiency plan.
- Integration: Our strategy must be integrated with transport, housing, use of land and economic developments in the city, taking account of both public and private sector developments in Bristol and in surrounding local authorities.
- Consolidation: We recognise the need to minimise the environmental impact of this strategy by considering the expansion of existing provision in the first instance before seeking to build new provision.

Education and Capital Strategy Decision and Approvals Timetable

Destination	Dates	Time/ Deadline
Report deadline DLT	21/08/15	5pm
Report Deadline People Scrutiny Commission	25/08/15	5pm
Report to DLT	26/08/15	10am – 1pm
Education Capital Board ECB)	01/09/15	10am-12pm
People Scrutiny Commission	07/09/15	10am – 1pm
Report deadline SLT	10/09/15	5pm
Report to SLT	15/09/15	9.30am – 12.30pm
Report Deadline Learning City Board	15/09/15	12pm
Report Deadline Executive Board	17/09/15	5pm
Executive Board	22/09/15	3pm – 5.30pm
Learning City Board	23/09/15	3.30pm – 5.30pm
Corporate Property Board	29/09/15	1-3.00pm
Education Capital Board ECB)	01/11/15	10am-12pm
Report deadline DLT	20/11/15	5pm
Report Deadline People Scrutiny Commission	24/11/15	5pm
Report DLT	25/11/15	10am 1pm
People Scrutiny Commission	07/12/15	10am – 1pm
Executive Summary/Briefing Note Deadline Cabinet Agenda Conference	10/12/15	5pm
Corporate Capital Board	15/12/15	1-3.30pm
Cabinet Agenda Conference	17/12/15	1pm-2.30pm
Executive Summary and Report Deadline Cabinet	31/12/15	5pm
Cabinet	12/01/16	2.30pm-4.30pm

*In red are the report deadlines
*In black are the meetings

APPENDIX B
INTEGRATED STRATEGIC AIMS

STRATEGIC PRIORITIES

	1. Improve Outcomes for all Children	2. High Quality Provision for All	3. Inclusion & Equality of Access	4. Sufficient, Flexible, Responsive Local Provision
Integrated & Crross-Sector	a. To ensure strong links between and across all sectors (including Adult and Community Learning) with good models for transition and transfer between key stages. b. To invest in strategies which secure the delivery of a world class education system through, for example, programmes delivered by teaching schools. c. To ensure high quality facilities which allow the full range of educational experiences to engage all young people in learning. d. To develop (with an SEN lead) an 'early intervention' comprehensive multi-agency child and family-centred assessment process/centre and facilities to ensure all children receive the best education in the right setting to meet their individual needs.	a. To champion, develop and implement high quality system leadership and ensure that all young people access learning environments which are safe, well-managed and inspirational. b. To facilitate the recruitment and retention of outstanding staff, teachers and leaders to work in the city by creating new 'staff and senior development facilities, protocols and training'. d. To work with neighbouring authorities to assess the impact of housing developments close to the borders of Bristol and the provision of new schools to serve these estates. e. To develop community opportunities for inter-generational learning through parks, allotments, & use of adventure playgrounds. f. To prioritise joint initiatives and partnerships e.g. with arts, sport and community organisations, Adult and Community Learning, Job Centre Plus, Housing, Safer Bristol, Troubled Families, First Response etc. g. To ensure that learning is delivered in facilities which are in good condition with the equipment and resources to meet the needs of students. h. To ensure that learning is delivered in facilities which are suitable (fit for purpose) with good access, circulation and external play/ classroom facilities to meet the needs of students. i. To ensure that schools/ schemes maximise the opportunity for green capital/ renewable energies and meet the highest standards whilst performance is monitored for compliance once operational. q. To target 'green energy' funding at schools/ provision most in need r. To ensure the revised sustainability strategy is included as a contractual specification. j. To improve 'staff facilities' across all provision to a consistent level of 'staff care' to enable them to fully meet the needs of young people and families. l. To develop a 'Facilities/ Pitches Database' outlining shortfalls in external play/ classroom space with a more robust 'use and charging' policy and partnership agreements for Community Use. o. To improve co-ordination and 'brokering' of sports funding streams, which are largely through central Government/ Sport England and often go directly to schools. s. To further improve cycle networks and promote walking and cycling as the preferred means of getting to and from school / provision.	a. To ensure the Inclusion Strategy is delivered across all provision as a strategic priority. b. To champion disadvantaged groups (e.g. Looked After children, black and minority ethnic students, those eligible for Free School Meals or with Special Educational Needs) and reduce gaps in outcomes e.g. by implementing the city-wide BME strategy. c. To protect and foster the interests of Specialist Schools, celebrating the need for a diversity of provision. d. To further improve the ratio of mainstream to specialist places and particularly target avoidable and permanent exclusions. e. To ensure key strategic mainstream settings have appropriate facilities to help maximise access and inclusion for local children with disabilities and complex needs. f. To ensure high quality specialist provision is a priority, is local and is informed by the needs of each area/ locality. g. To ensure integration across all provision within the strategy which delivers on the Inclusion Strategy. h. To ensure key strategic schemes develop facilities to accommodate multi-agency professionals to maximise the benefits of co-location and integration across sectors. i. To encourage projects which present as good value for money to safeguard vulnerable services.	a. To ensure sufficient teaching spaces for additional learning within the school day eg: intervention groups, parent workshops etc. b. To remodel or (where financially viable) replace buildings that are 'not fit for purpose' i.e. those beyond economic repair or with costly projected lifecycles, poor circulation/ access and inappropriately sized and inflexible spaces (whilst being sensitivity to planning restrictions and culturally important, protected and listed buildings). c. To develop an 'external classroom/ play' standard across all SEND, Children's Centres and Primary provision and to meet the shortfall where feasible to do so. d. To place an emphasis on the need for all schools to develop Community Use and Adult Skills and Learning spaces and ensure these 'flexible' multi-use spaces are built into all new provision with secure entrances. e. To add places and spaces for 'vocational learning', including delivery of apprenticeships, into new buildings and in particular around TQEZ. f. To remodel or (where financially viable) replace all school buildings/ facilities that are 'not fit for purpose' (have poor condition and/ or suitability). g. To ensure some new provision can flex its use across sectors and potentially also accommodate non-school activity to further increase future adaptability. h. To foster productive partnerships across all bodies (including Regional Schools Commissioner, Education Funding Agency and Department for Education) to ensure sufficient local provision and the addition of places as near as possible to the geographical area of need. i. To develop sports/leisure facilities (co-located with school provision) in Avonmouth/ Kingsweston where sport provision is inadequate.
SEND	a. To federate schools by need type to simplify leadership and support and to make an equal offer to children across the city. b. To assist schools to maintain a more specific 'specialist' focus by ensuring adequacy of appropriate places and managing admissions. c. To ensure there is appropriate provision available to meet all current and emergent needs, including for those with the very highest/ most complex needs. d. To ensure the on-going provision for young people with hearing and visual impairments (H&VI) e.g. to co-locate primary and secondary specialist H&VI provision within mainstream schools to enhance integration. e. To increase % of children & young people, vulnerable to under-achievement, who make better than the national rate of progress for their group. f. To increase level of improvement attainment and attendance. g. To increase % of young people 5 – 19yrs in education, employment or training.	a. To develop key Specialist Schools as beacon providers with outreach services to i. act as locality hubs providing specialist support to local children, staff and families; ii increase staff skills for more progression and professional development. b. To relocate (wherever feasible) any provision hampered by PFI arrangements/ restrictions e.g. Nexus provision. c. To ensure a range of provision within reasonable (local) travelling distance that can offer integrated mainstream provision or specialist provision to meet needs. d. To provide specialist out-of-area residential provision for those with the highest SEBD needs who require support away from their local community. e. To develop a specialist multi-agency assessment unit to provide services and assessment and support to children and families with the greatest needs. f. To develop predictive 'trend' tools to assist in optimising provision for a relatively small numbers of children and young people who have high costs associated with them. g. To develop some provision that can be commissioned by out-of-area students, where this is economically beneficial e.g. H&VI services. h. To ensure high quality buildings and improved facilities to support learning, raise standards, ensure curriculum breadth and deliver greater equity in the quality of children's experience.	a. To re-design 'Additional Learning Needs' Services, to provide the right support to young people needing integration/ reintegration into mainstream schools. b. To review Resource Bases and develop an action plan to ensure they optimise inclusion for children and young people and identify opportunities for improved integration and inclusion with relatively minor works, including complex/ASD; SEM); SEMH. c. To actively support the development of a Peer Support network for adults and parents who care for children with Additional and Challenging Needs. d. To lead the development of an 'early intervention' and robust assessment & support service to ensure all children receive the best education in the right setting to meet their individual needs. e. To ensure the SEND strategy is fully integrated with the post-16 strategy by working with partners to deliver sufficient p-16 places in a meaningful and economical way.	a. To develop suitable provision either at Neighbourhood, Area (North, South or East/ Central) or City level as is appropriate to student numbers/ local need. b. To redistribute availability of specialist places throughout the city e.g. SEBD and ASD to enable more local access and in doing so improve poor condition/ suitability buildings. c. To provide additional suitable places in areas of greatest need (and reduce travel across the city). d. To develop extra provision for increasing numbers of pupils with Social, Emotional and Mental Health (SEMH) type needs e.g. complex ASD/SLD/PMLD. e. To ensure sufficient post-16 places for young people up to the age of 19 and some (with a need and entitlement) up to age 25, particularly in East/ Central by supporting proposals to increase post-16 and post-19 places. f. To seek significant 'spend to save opportunities' to build new/ additional provision for young people who would otherwise travel out of the city for costly provision. g. To seek partnerships with providers to maximise potential for external/ EFA funding.
Early Years	a. To make "the continual improvement of partnership working" the highest stategic priority and to develop respectful partnerships across the whole sector which 'make a difference' to the lives of Early Years children and families. b. To develop coherent, well aligned services that make sense to families. c. To increase take-up of Free Early Education (FEE) entitlement by eligible 2 year olds. d. To increase take-up of FEE entitlement for 3 & 4 year olds. e. To increase % of children achieving a good level of development at the end of Foundation Stage. f. To decrease the gap in children achieving a good level of development at the end of the Foundation Stage between those living in the 30% lowest SOAs and the rest is narrowed.	a. To establish and strengthen existing 'protocols' to support continuous improvements and professional development for those (few) 'requiring improvement'. b. To ensure sufficient, high quality Children's Centres to deliver integrated early education, health and family support services tailored to the needs of each community. c. To commission a third "East/ Central" Specialist Children's Centre (aligned to the existing South and North centres) to provide co-ordination, expertise and specialist facilities. d. To improve the management and co-ordination of Children's Centres by ensuring they are co-located wherever feasible with maintained Nursery or Primary Schools. e. To grow and support the local (Neighbourhood/ Area) co-ordination role of Children's Centres across the PVI sector and strengthen cross-phase, multi-agency working. f. To develop key Children's Centres as beacon providers with outreach services to i. target 'marginalised' adults including NEETS, long-term unemployed/ those with mental health challenges, ii increase staff skills for more progression and professional development. g. To ensure Specialist Children's Centres and other ones in key strategic locations commission: i. co-located multi-professional teams (hot desk or permanent location) including 'Therapists' and Family Support staff/ services, ii Adult/ Community Learning Space, iii Area based child-minder hubs, iv Confidential 'Early Help' and social care meeting spaces, v Out of school and holiday play activities. h. To develop closer links between Children's Centres and the Library Service to secure future sustainability through sharing space for the delivery of family support services. i. g. To increase % of schools and settings in the Early Years Foundation Stage achieving judgements of good or outstanding in their Ofsted inspections.	a. To improve facilities/ undertake works across all providers to enable high-quality access and inclusion, including good acoustics for those with Hearing Impairments. b. To ensure the provision of bespoke 'Nurture Units' in key strategically located Children's Centre to assist those with additional needs. c. To align the existing work of the (three) Specialist Children's Centres (currently providing multi-agency services for children with complex needs and disabilities) with the new Birth to 25 SEND Service to strengthen referrals and pathways for these children including seamless transitions. d.To ensure integration with the Primary, Seconddary, SEND and Inclusion strategies by working with partners in all sectors to deliver equality of places in an economical way. e. To support the development of an 'early intervention' and robust assessment & support service to ensure all children receive the best education in the right setting to meet their individual needs. .	a. To ensure, using Needs Analysis, that additional places are created in the areas identified by Pupil Projections as those in greatest need. b. To realign provision where there are areas of shortfall or surplus. c. To ensure sufficient places (additional where required) for all DWP 'eligible' 2 year olds to receive a statutory minimum 15 hours/ week provision (rising to 30 in 2017). d. To ensure sufficient places (additional where required) for rising 3/4 year olds to ensure new 2 year olds places remain available for use. e. To enable sufficient childcare places (additional where required) to meet the needs of working parents or parents in education or training. f. To strive with Children's Centre leaders to identify opportunities for collaborative working, to bring services closer to where families live and make better use of local resources.
Primary	a. To develop mutually beneficial partnerships across the whole sector which 'make a difference' to the lives of primary children and families. b. To continue to improve the educational outcomes for children specifically at the end of Key Stage 2 through targeted resources and training/ development. c. To address the significant changes to assessment (end of KS2) in place from July 2016 with the introduction of new assessment arrangements which include new scoring systems and raised floor standards. d. To increase the % of pupils achieving the national standard in reading, writing and maths (RWM) at KS2. e. To reduce the number of schools where fewer than 85% achieve the national standard at KS2 in reading, writing and maths f. To increase the % of pupils making sufficient progress in RWM between KS1 & KS2. g. To reduce the % point gap between disadvantaged groups (including: pupil premium, BME, EAL, Looked After Children) achieving the national standard at KS2 in RWM. h. To increase % of pupils achieving Level 4+ in reading, writing and maths (RWM) at KS2.. i. To increase % point gap between pupils eligible for Free School Meals (FSM) achieving expected level in RWM. j. To decrease % point gap between SEN/non-SEN KS2 pupils at L4+ in Reading, Writing and Maths.	a. To strengthening existing 'protocols' to support continuous improvements and professional development for all. b. To address the poor condition and suitability of all school buildings (many which remain extremely poor) by repairing or replacing those that are not fit for purpose. c. To provide, as a high priority, improved access to external play/ external teaching areas by working creatively to make improvements e.g. to work with partners and national charities such as Sport England to identify safe spaces where schools can teach PE, run out of hours clubs and play inter-school matches. d. To ensure all young people have access to a good school by continuing to provide and improve a high quality admissions service. e. To secure further improvements in all schools by working in close partnership with the Primary Head teachers' Association Bristol (PHAB) and teaching schools who are committed to working together with the Local Authority. f. To facilitate the linking of education settings to higher education and businesses, through joint working with universities, HE institutes and Ablaze. g. To develop and share best practice by supporting the teaching schools and through seed funded projects.	a. To improve facilities/ undertake works across all primary provision to enable high-quality access and inclusion, including good acoustics for those with Hearing Impairments. b. To close gaps for under-achieving BME/EAL groups by implementing the city wide strategy. c. To ensure integration with the Early Years, Secondary, SEND and Inclusion strategies by working with partners in all sectors to deliver equality of places in an economical way. c. To support the development of an 'early intervention' and robust assessment & support service to ensure all children receive the best education in the right setting to meet their individual needs.	a. To initially fill existing places where they exist by 'marketing' local provision (particularly in areas of need) that is not at full occupancy. b. To target 'loss of population/ pupils' in areas where there is capacity, to maximise the use of existing provision and prevent 'over-provision' in future years. c. To ensure, using Needs Analysis, that additional places are created in the areas identified by Pupil Projections as those in greatest need. d. To work in partnership with other education/ ancillary providers, to make creative use of primary school spaces that are under-utilised, whilst ensuring flexibility for future use.

APPENDIX B
INTEGRATED STRATEGIC AIMS

STRATEGIC PRIORITIES

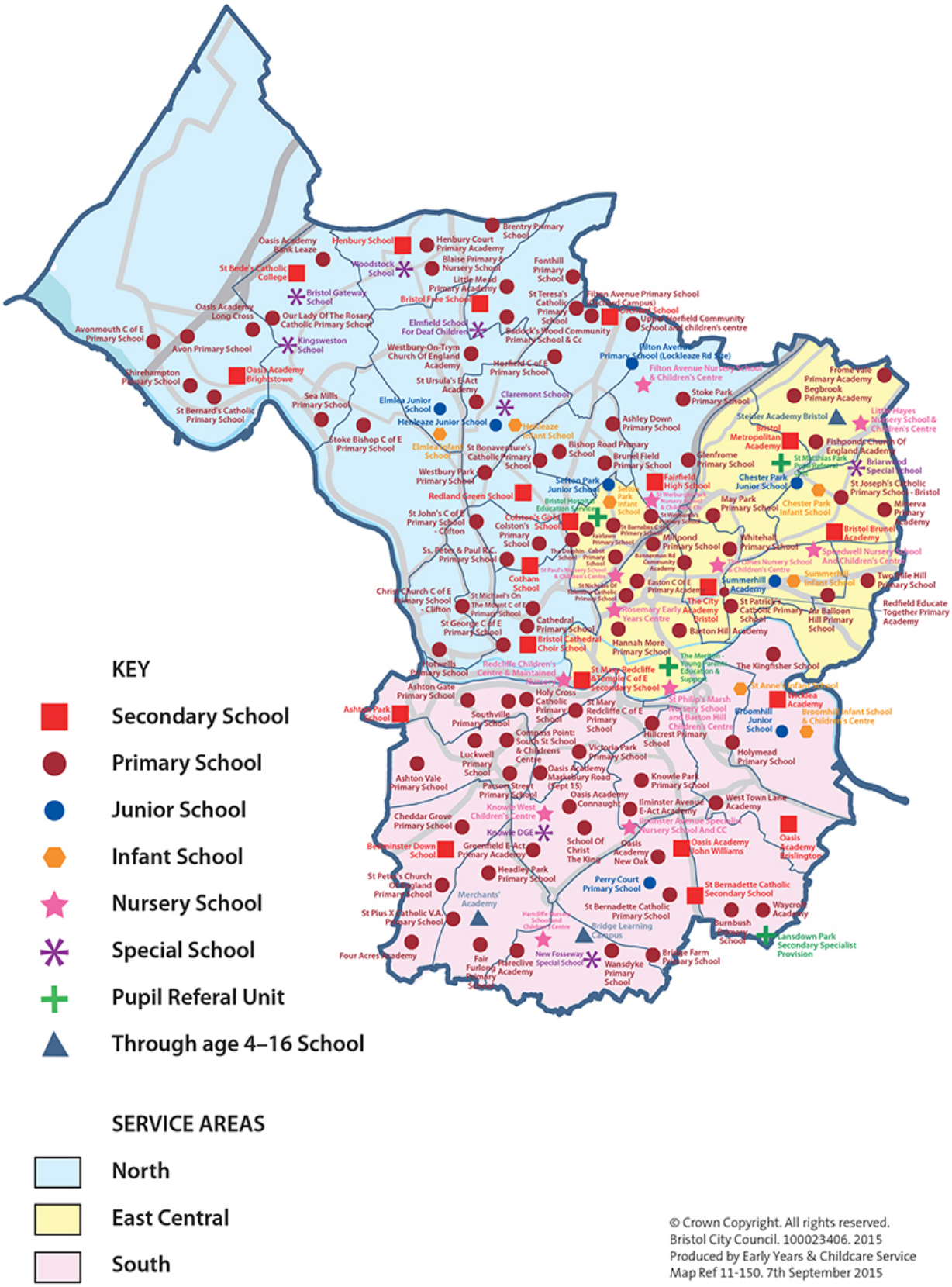
	1. Improve Outcomes for all Children	*2. High Quality Provision for All*	*3. Inclusion & Equality of Access*	*4. Sufficient, Flexible, Responsive Local Provision*
Secondary	a. To facilitate the recruitment and retention of outstanding teachers and leaders to work in the city by developing the Teaching City and focus on pathways to promotion and 'talent management'. b. To invest in strategies to secure the delivery of a world class education system through, for example, programmes delivered by teaching schools. c. To build leadership capacity in order to deliver a sustainable sufficiency plan. d. To ensure high quality data and intelligence (including Pupil Projections) is accurate, accessible, frequently updated and analysed through the provision of Bristol secondary data packs to inform strategic planning and address areas for improvement. e. To facilitate strong links between secondary schools, primary schools, early years settings and post-16 provision organisations and facilitate effective partnership working, including transition, between key stages. f. To work in close partnership with the Secondary Headteachers and Principals (BASHP) and teaching schools who are committed to working together and with the Local Authority to secure further improvement in all schools and educational outcomes for young people at Key Stage 4; g. To support BASHP to be members of the PIXL + programme and enable the secondary workstreams to disseminate and transfer best practice; h. To support schools in closing the gap between disadvantaged young people and their peers; i. To support schools in closing the gap with underachieving BME groups by implementing the city-wide BME strategy; j. To support schools in addressing the significant changes to the assessment of young people at Key Stage 4, with the introduction of Attainment 8 and Progress 8 measures by sharing curriculum developments and disseminating best practice. k To deliver the City of Bristol 14-19 Strategy and actions in the Operational Plan. l. To facilitate the linking and connection of education to business and industry, through initiatives like TQEZ and PEBL and by working closely with ABLAZE and BITC; m. To ensure there are strong links pre and post-16 with education providers, training providers and employers to ensure all young people have a positive destination to the age of 18. n. To implement the Care Leavers Improvement Plan.	a, To champion high quality leadership of individual secondary schools, multi-academy trusts (MATs) and Academy Trusts. b. Promote system leadership to ensure that all young people access high quality secondary education, providing safe, inspirational and aspirational learning environments. c. To deliver, as far as possible, future schemes which allow for the flexible use of space to support both education policy and population change. d. To encourage projects, which present good value for money. e. To develop and share best practice by supporting teaching schools and through seed funded projects. f. To develop every secondary school as a good, or outstanding, school, providing the highest quality learning experiences to engage all young people in learning. g. To secure the highest quality of provision in Bristol by supporting the partnership of secondary Headteachers (BASHP) to secure further improvement and raise standards in all schools. h. To ensure all young people have access to a good school by providing a high quality admissions service. i. To secure sufficient diversity of provision in the city which promotes parental choice and is in line with the strategic intent.	a. To ensure that the educational needs for every child with additional support requirements will be accurately assessed, so that they have access to the correct educational provision to meet their needs and to enable them to secure successful educational outcomes. b. To ensure policies and provision are in place which promote inclusion and ensure appropriate mainstream and specialist provision is available for children and families across a spectrum of need (and those with the greatest need). c. To ensure key strategic Primary, Secondary and EYs Schools/ Settings maximise access and inclusion across the city through facilities for multi-agency assessment for local children with disabilities and complex needs. d. To facilitate BASHP, Bristol Leaders and the Local Authority to work together to protect the most vulnerable children and ensure they have equal access to the highest quality provision to enable them to flourish. e. To protect and foster the interests of specialist types of schools, celebrating the need for a diversity of provision. f. To secure high quality specialist provision.	a. To implement a secondary 'sufficiency' strategy, which is cost effective and reduces the environmental impact of development by (where feasible) expanding existing provision before seeking to build new provision. b.To work with MATs, academy trusts, EFA and the RSC to ensure sufficient provision across each area of the city and that any additional places meet the strategic intent of Bristol and lead to the development of schemes that address the shortfall in 11-16 secondary-aged young people. c. To meet the city-wide shortfall of circa 18 FEs by 2020 suitable to the needs and individual plans for each Area (South, East/ Central, North). d. To increase provision in the North by 8-10 FE by expanding existing 'strong' provision with urgency. e. To increase provision in the South by 2-4 FE by expanding existing provision in those Neighbourhoods where needs/ 11-16 population exceeds available provision. f. To increase provision in the East/ Central by 8 FE by building a new secondary school, as part of TQEZ, aligned with the development of a new education Hub / Training & Research Facility. g. To secure sufficient diversity and choice of provision by supporting requests for new developments which have a strong strategic fit. h. To meet the city-wide shortfall of 18-20 FEs by 2020 through a mixed-model approach, which is suitable to the needs and potential scope for development in each Area of the city (South, E/C, North). i. To maximise the use of existing provision and prevent 'over-provision' in future years through strategic planning. j. To produce an 'rapid-delivery' schedule of schemes to expand 11-16 provision as a matter of urgency, as pressure on places inreases in September 2016 and is in deficit by September 2017.
Post-16	a. To increase average points per student, average points per entry and the % of 19 year olds with a level 3 qualification. b. To increase % of level 2 students aged 16-18 achieving GCSE English and Maths and the % of 19 year olds with a level 2 qualification. c. To decrease gap between disadvantaged students and others at level 2 and at level 3. d. To increase % of 16 year olds meeting the duty to participate expressed by; • % full time education or training • % in apprenticeships • % in employment with training • % working towards participation e. To support young people to manage the transition from school to work and/or higher education through the provision of high quality support, advice and guidance. f. To reduce the % of 16-18 year olds who are NEET and reduce the number for whom we have no information by improving accountability and communication between those working to re-engage young people g. To reduce the number of care leavers who are NEET.	a. To champion collaboration and peer-to-peer challenge and support through building effective system leadership, in order to secure high quality P-16 provision. b. To facilitate the development of a Post- 16 data framework and sharing of data to inform the development of Post-16 provision and ensure all students make appropriate progress in their learning. c. To promote high quality advice and guidance to ensure the needs and aspirations of all students are met through the delivery of high quality Post-16 provision. d. To ensure an evidence- based approach to determining the appropriate size, type and quality of provision (school sixth form, sixth form college, further education college or work based training provider). e. To collaborate with the Local Enterprise Partnership, including the employability chartermark, and utilise the current labour-market information to maximise work-based learning opportunities for 16-18 year olds. f. To facilitate partnership working between post-16 providers, business and industry, through initiatives like TQEZ, PEBL ABLAZE and BITC. g. To foster P-16 leadership capacity, for example by funding the PIXL Plus school improvement programme for senior school leaders. h. To develop further links with Pre and Post-16 providers and the City of Bristol College, and work based training providers. i. To support the development of apprenticeships for 16-18 year olds (intermediate, advanced and higher).and ensure there are high quality, authentic, vocational learning environments available for all students who wish to follow this route Post-16. i. To support the Post-16 providers' network to share good practice, to promote excellence and play an important role in developing leadership capacity of schools and other institutions seeking to start or expand their post-16 provision.	a. To ensure integration with the Secondary, SEN and Inclusion strategies by working with partners in all sectors to deliver high quality places in an equitaqble and economical way. b. To support the development of an 'early intervention' and robust assessment & support service to ensure all children receive the best education in the right setting to meet their individual needs. c. To ensure that the performance in post-16 education and training of vulnerable groups of students is reviewed systematically and recommendations made for system led improvements.	a. To propose new schemes which respond to need, reduce travel time, use resources efficiently and stimulate integration, co-location and collaborative leadership. b. To encourage diversity of provision by encouraging a mixed market which provides for a range of progression pathways for post-16 learners. c. To ensure sufficient, high quality post-16 pathways of the right type in the right place by encouraging peer to peer challenge among system leaders using destination measures as indicators of the appropriateness of provision.
Adult Skills & Learning	a. To increase community learning provision to positively impact on the life chances of learners and localism, and strengthen social justice, families, healthy ageing, digital inclusion and social mobility. b. To provide more flexible and accessible provision to meet the needs of unemployed people and all those with skills below level 2. c. To increase the number of learners engaged in Skills Funding Agency Community Learning (CL). d To increase the number of learners engaged in fee paying universal Adult Learning (AL). e. To increase the % of CL engaged that do not have a full level 2 qualification or over. f To increase the % of learners engaged in targeted CL from the 25% most deprived SOA areas. g To increase the % of CL learners achieving at least one or more positive outcome (e.g. progression to further learning, volunteering, employment): h. To increase total number of apprenticeships (target 65%) from alternative specialist training facilities, particularly in relation to construction and engineering. i. To increase numbers of traineeships, internships, work-placements etc. managed by/ at BCC. j. To increase the number of employers engaged and providing work placements, work coaching and support: 80	a. To remove local barriers to work by increasing basic skills (literacy and numeracy) and life skills. b. To offer greater access to flexible and affordable childcare. c. To increase access for adults with learning difficulties and disabilities. d. To increase access to transport e. To enable workless people to move into training and/or compete in the local labour marke through digital exclusion and English for Speakers of Other Languages (ESOL) f. To provide specific support to target key groups, including lone parents, carers and ex-service people, ex-offenders and those with health issues. g. To develop a new Employment and Skills Positioning Statement to ensure a co-ordinated skills and employment offer to improve the co-ordination of employment and skills resources by: • Using procurement and commissioning to improve employment and skills • Supporting employers to get involved and make a difference to workless families • The provision of clear pathways and accessible skills for work and progression • Providing holistic and person centred support for people furthest away from work • The development of 'work zones' with and for priority neighbourhoods. h. To increase 'in kind' support e.g. community learning courses hosted by others local services e.g. children centres; housing projects etc. i. To increase the number of 'good' and 'outstanding' teaching and learning observations to help improve overall self-assessment ratings for community learning across our partnership. j. To develop clarity about the quality of teaching and learning, and the outcomes of community learning, through efficient and effective data sharing. k. To exchange, support and share good practice across the partnership to increase the quality and outcomes of community learning provision.	a. To ensure specific approaches and positive action is being taken to reach equalities groups and communities who face more complex barriers, including Black and minority ethnic learners, disabled learners, young people aged 16-18 (apprenticeships only) and 19-24 and women & men b. To target support to those learners who face the biggest barriers to formal learning and employment, including adults aged 19+ without a full Level 2 qualification (equivalent to 5 GCSE's A*-C) and people living in the 25% most deprived super output areas. c. To achieve local performance targets in relation to the recruitment of disadvantaged groups across both Community Learning and Apprenticeship Services that are monitored on a regular basis.	a. To develop provision (wherever feasible) to maximise choice and minimise travel distance and costs as barriers to learners, accepting that travel to more 'specialised' learning/ employment may be further. b. To maintain a sufficient level of provision, community learning resources will be combined to 'add value'. c. To commission diverse providers with specialist knowledge to ensure local community needs are met. d. To build on expert Development Workers already allocated to specific areas to organise courses in response to local needs. e. To engage and support learners by working closely with hundreds of intermediaries and partner agencies on the ground. f. To make funding available to smaller providers targeting excluded and marginalised learners. g. To invest resources in building the capacity of the third sector to provide a quality service that meets Ofsted standards. h. To jointly fund courses and learner support by linking community learning to other services that share similar goals. i. To replace integrate and co-locate provision into a range of local centres e.g. children's centres, schools, colleges and specialist centres. j. To co-locate in areas of low provision with good transport links, disabled access, a mixture of room sizes for 1:1 and group work, wi-fi access and quality IT equipment, suitable crèche facilities and storage. k. To address a poor balance of provision key locations.

APPENDIX C
EXISTING CONFIGURATION OF PROVISION

Figure 1: Existing Wards (2015)

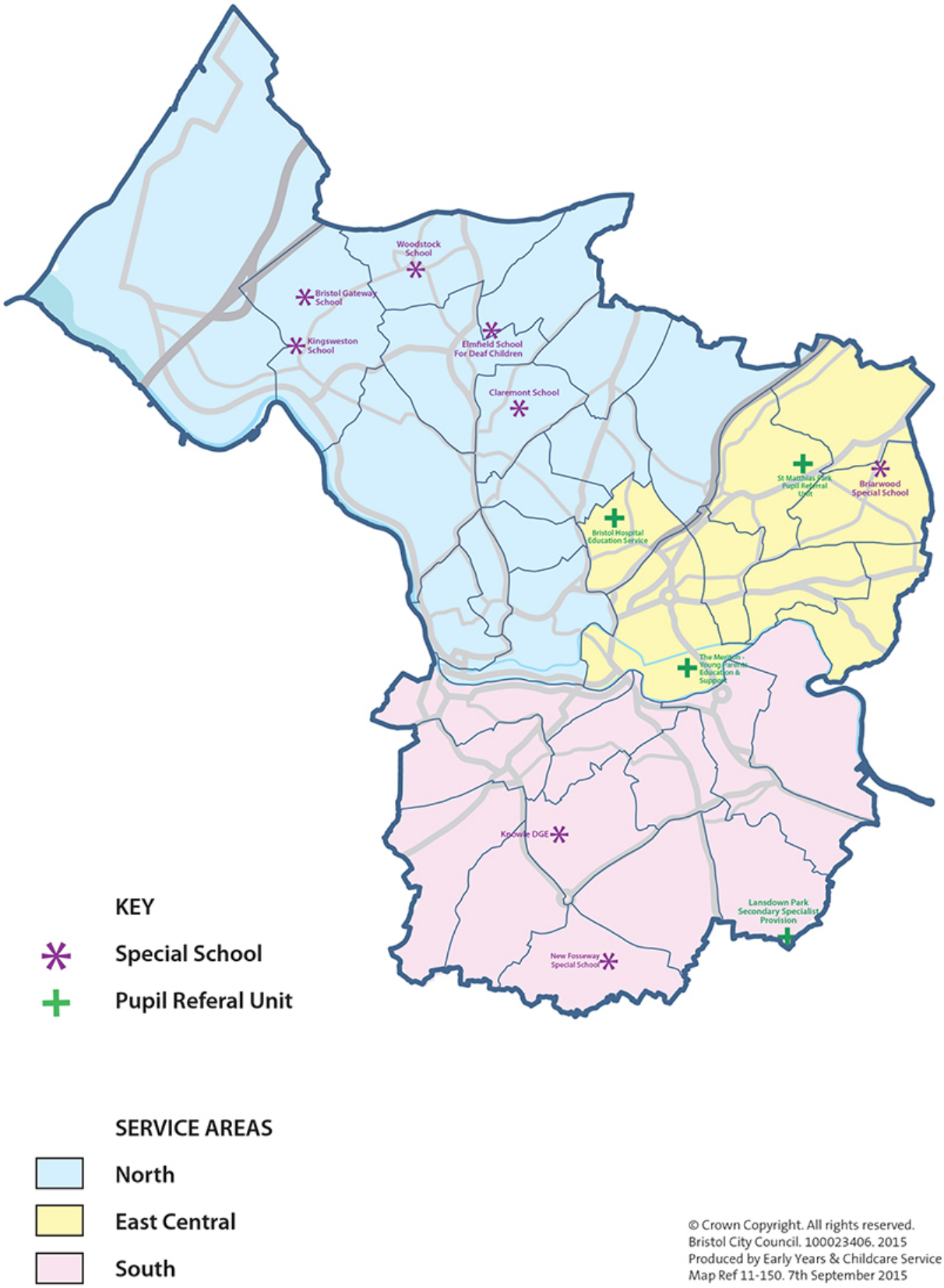
© Crown Copyright. All rights reserved.
Bristol City Council. 100023406. 2015
Produced by Early Years & Childcare Service
Map Ref 11-150. 7th September 2015

Figure 2: Location of All Provision



© Crown Copyright. All rights reserved.
Bristol City Council. 100023406. 2015
Produced by Early Years & Childcare Service
Map Ref 11-150. 7th September 2015

Figure 2: Location of Specialist Provision



© Crown Copyright. All rights reserved.
Bristol City Council. 100023406. 2015
Produced by Early Years & Childcare Service
Map Ref 11-150. 7th September 2015

Figure 2: Location of Early Years Provision

KEY

Children's Centre

Early Years Providers

SERVICE AREAS

North

East Central

South

© Crown Copyright. All rights reserved.
Bristol City Council. 100023406. 2015
Produced by Information Analysis Team
Map Ref 11-150. 7th September 2015

Early Years Key

NORTH

ID	Setting	ID	Setting	ID	Setting
4	Amberley Hall Nursery	61	Fonthill Primary School	120	Redland High Junior School
6	Archfield House Nursery School Limited	68	Harcourt Pre-School Partnership	121	Redland Pre-School
7	Ashgrove Park Day Nursery	71	Henbury Court CC	124	Sansway House Day Nursery
9	Avonmouth C. E. Primary School	72	Henbury Court Primary Academy	125	Sea Mills CC
10	Avonmouth Family Centre	73	Henbury Hill House Acorns	126	Sea Mills Primary School
11	Badminton Junior School	75	Honey Tots Day Nursery	128	Shirehampton Primary School
12	Badocks Wood Community Primary School & CC	76	Horfield Methodist Playgroup	129	Snapdragons Nursery
18	Bishopston Beanstalks	77	Horfield Welly Pre-School	131	Southmead Saplings Day Nursery
20	Blaise Primary & Nursery School	78	Hotwells Primary	137	St Bonaventures Pre School
21	Brentry & Henbury CC	80	Jack and Jill Pre-School Ltd	138	St George Cof E VC Primary
26	Bristol Steiner School - Rowan Tree Kindergarten	83	Lake House Day Nursery	142	St Matthews Playgroup
27	Bristol University Day Nursery	84	Lantern Preschool	147	Station Road Pre-School
31	Busy Bees Pre-School Playgroup	88	Little Mead Primary Academy	152	Stoke Bishop Montessori
32	Butcombe Clifton College Prep School	89	Little Monsters Pre School Playgroup	153	Stoke Bishop Pre-School
37	Christ Church Clifton Pre-School	90	Long Cross CC	154	Stoke Park Nursery School
39	Claremont	91	Magic Dragon Pre School	160	The Art Raft Piglets Nursery
41	Clifton High Lower School	94	Mama Bear's Day Nursery - Clifton	161	The Bluebell Nursery
42	Clifton Tots Day Nursery (Grove Rd)	97	Mama Bear's Day Nursery - Shirehampton	162	The Clifton Children's House (Montessori)
43	Clifton Tots Day Nursery (Richmond Hill)	100	Mama Bear's Day Nursery - Whiteladies	166	The Honey Tree Day Nursery
44	Clifton Tots Day Nursery (St Pauls Road)	105	Mornington House Day Nursery	169	The Manor House Day Nursery
45	Clyde House Day Nursery	106	Noahs Ark Pre School	170	The Red House Childrens Centre
49	Daisy Chain Day Nursery	107	Oasis Academy Bank Leaze	171	Tin Drum Nursery
50	Daisychain Nursery	109	Oasis Academy Long Cross	174	Torwood House Nursery School
51	Downs Park Day Nursery	110	Once Upon A Time Day Nursery (Brentry)	175	Toybox Day Nursery (Bristol) Limited
54	Ecole Francaise De Bristol	111	Once Upon A Time Day Nursery (WoT)	176	Trinity College Day Nursery
55	Elmfield School for Deaf Children	116	Peter Pan Day Nursery	177	Upper Horfield CC and Community School
57	Fallodon Playgroup	117	Pooh Corner Day Nursery	180	Westbury Baptist Pre-School
58	Filton Avenue Nursery School & CC	118	Red Bus Nursery	182	White Tree Pre School
				185	Woodland House Nursery

EAST/CENTRAL

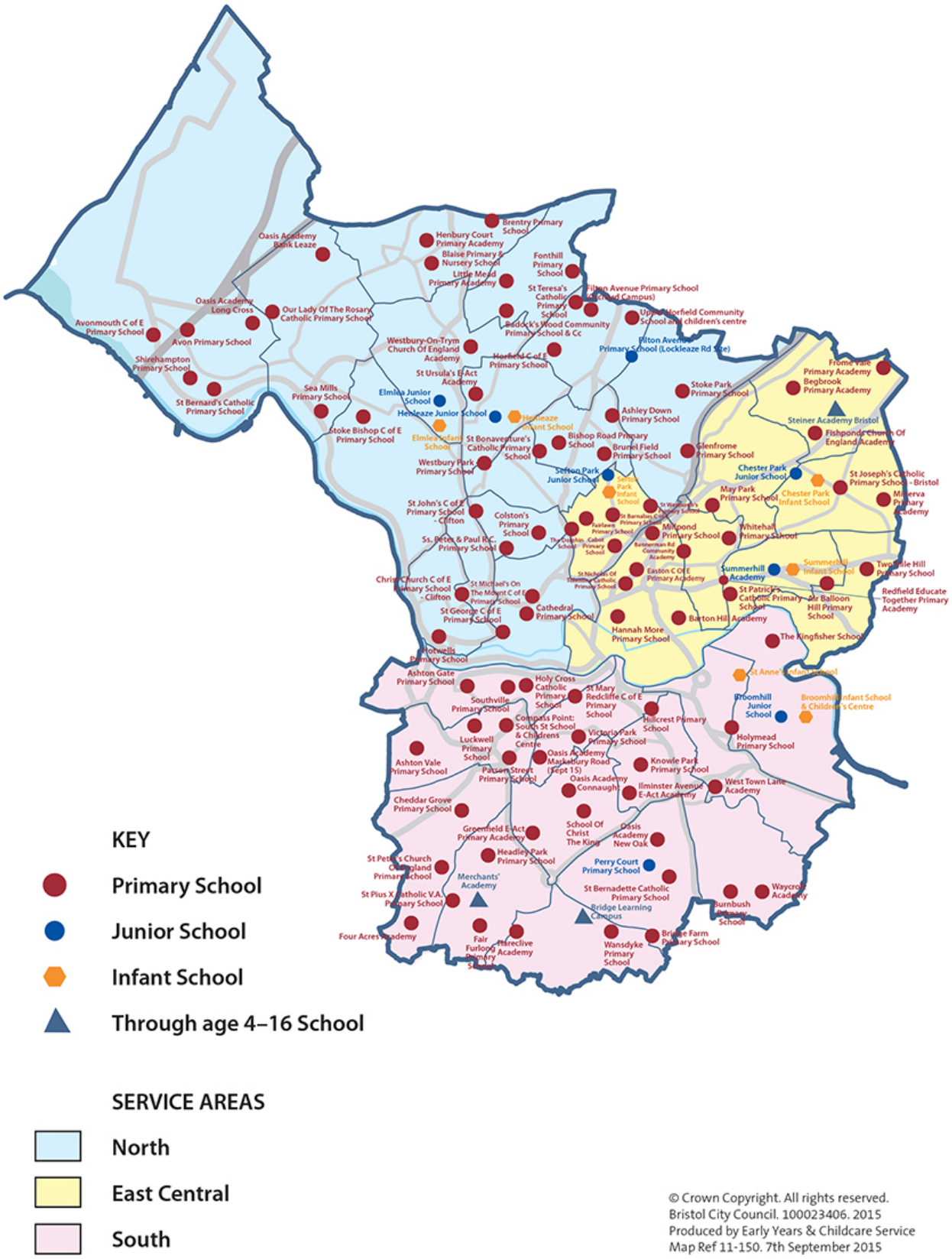
ID	Setting	ID	Setting	ID	Setting
5	Andalusia Academy	67	Happy Dayz Pre School Ltd	133	Span Pre-School
13	Bannerman Road CC	74	Hillside Pre-School	134	Speedwell Nursery School & CC
14	Bannerman Road Community Academy	81	Kingswood Methodist Church Pre-School	139	St George Pre School
15	Barton Hill Academy	85	Little Explorers Pre-School	140	St Joseph's Pre School
16	Becket Hall Day Nursery	87	Little Hayes and Hillfields EY & Family Centre	143	St Pauls Nursery School & CC
17	Begbrook Primary School	95	Mama Bear's Day Nursery - Fishponds	145	St Philip's Marsh Nursery School & Barton Hill CC
22	Briarwood Special School	98	Mama Bear's Day Nursery - St George	146	St Werburgh's Park Nursery School
24	Bristol Childrens Playhouse Ltd	101	May Park Primary	149	Stepping Stones (Fishponds)
25	Bristol Playbus Project	103	Millpond Primary School	150	Stepping Stones (Speedwell)
34	Cashmore Early Years Centre	104	Minerva Primary Academy	151	Sticky Fish Pre-School
46	Colstons Lower School	112	Orchard Lea Nursery Ltd	163	The Co-Operative Childcare Bristol
52	Easton CE Academy	113	Parkway Parent & Child Project	165	The Green Door Day Nursery
53	Easton Community CC	119	Redcliffe CC and Maintained Nursery School	168	The Limes Nursery School & CC
59	Fishponds Academy	122	Redroofs Nursery	172	Tiny Happy People Pre-School Nursery
60	Fledglings Day Nursery	123	Rosemary Nursery School & CC	173	Tiny Steps Day Nursery
64	Gracefield Preparatory School	127	Sefton Park Infant	183	Willow Tree Steiner School Ltd
				186	Zebedees Day Nursery

SOUTH

ID	Setting	ID	Setting	ID	Setting
1	Abacus Day Nursery	63	Gatehouse Nursery	132	Southville Centre Nursery
2	Abbeywood Tots Day Nursery Ltd (Knowle)	65	Greenfield E-Act Primary Academy	135	St Anne's Infants
3	Abbeywood Tots Day Nursery Ltd (Stockwood)	66	Hamilton Pre-School	136	St Anne's Park CC
8	Ashton Vale Pre-School	69	Hartcliffe CC	141	St Mary Redcliffe Primary
19	Bishopsworth CC	70	Headley Park Primary	144	St Peter's Church of England Primary
23	Bridge Learning Campus	79	Ilminster Avenue Specialist Nursery School & CC	148	Stepping Stones (Brislington)
28	Broomhill Infants School & CC	82	Knowle West CC	155	Sunshine Pre-School (Knowle)
29	Bumbush Primary School	86	Little Giggles Nursery	156	Sunshine Pre-School (Whitchurch)
30	Busy Bee Day Nursery	92	Magic Roundabout Nursery	157	Sunshine Under Fives Pre-School
33	Carmel Christian School	93	Mama Bear's Day Nursery - Brislington	158	Sydenham Road Under Fives
35	Charlton Nursery	96	Mama Bear's Day Nursery - Hengrove	159	Teddies Nurseries Limited
36	Cheddar Grove Primary	99	Mama Bear's Day Nursery - Totterdown	164	The Court House Day Nursery
38	Christ Church Playgroup	102	Merchants' Academy	167	The Kingfisher School
40	Cleve House School	108	Oasis Academy Connaught	178	Village Pre-School
47	Compass Point: South Street School & CC	114	Parson Street Primary School	179	Waycroft Academy
48	Counterslip Baptist Church Pre-School	115	Perry Court Primary School	181	Whitchurch Under 5's Pre-School
56	Fair Furlong Primary School	130	Southern Links CC	184	Windmill Hill City Farm Children & Family Centre
62	Four Acres Academy & CC				

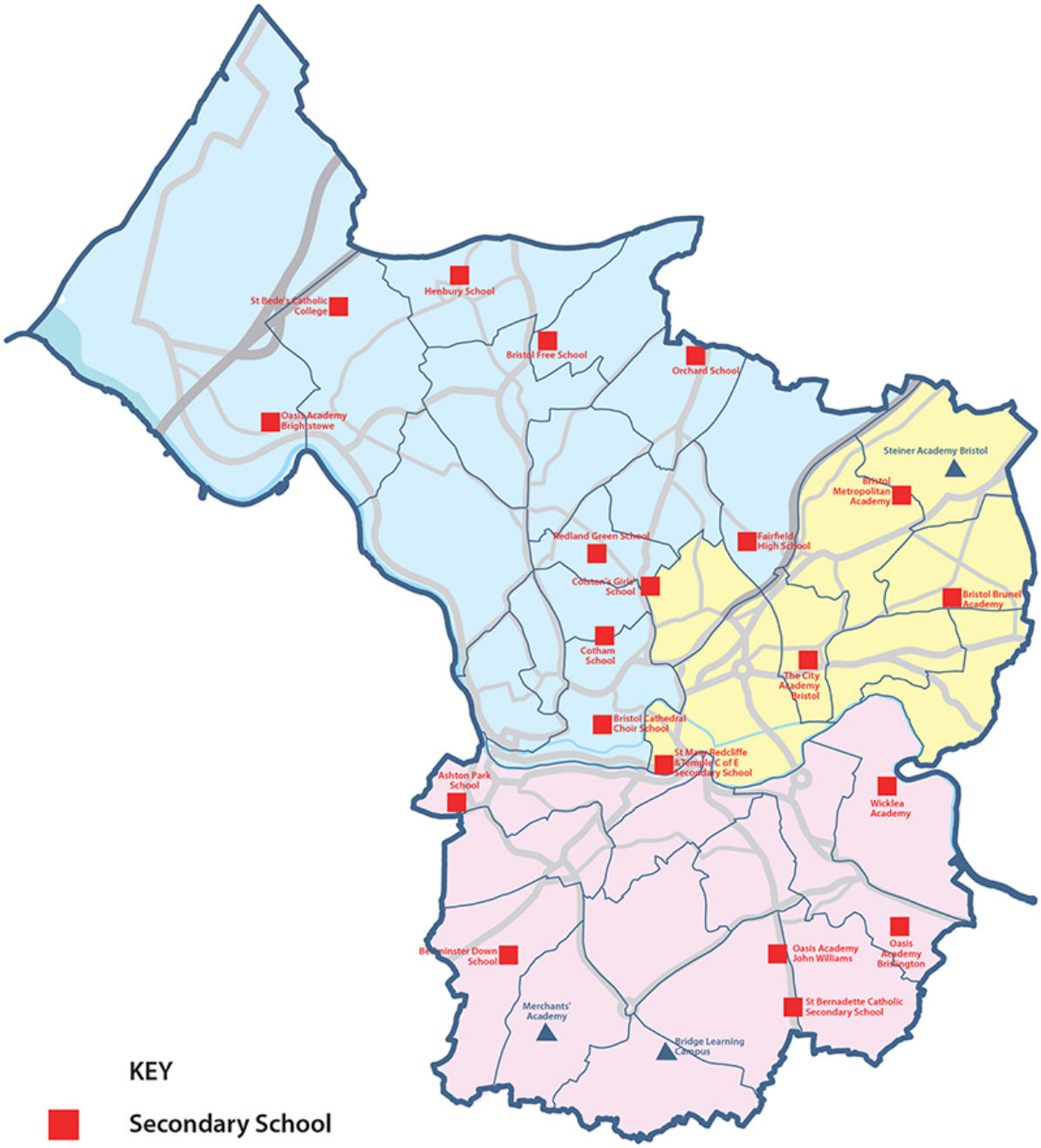
CC = Children's Centre

Figure 3: Location of Primary Provision



© Crown Copyright. All rights reserved.
Bristol City Council. 100023406. 2015
Produced by Early Years & Childcare Service
Map Ref 11-150. 7th September 2015

Figure 4: Location of Secondary and All-Through Provision



KEY

Secondary School

Through age 4–16 School

SERVICE AREAS

North

East Central

South

© Crown Copyright. All rights reserved.
Bristol City Council. 100023406. 2015
Produced by Early Years & Childcare Service
Map Ref 11-150. 7th September 2015

APPENDIX D

SEND PUPIL PROJECTIONS MODELLING AND NEEDS ANALYSIS

The pupil projections are estimates only and should therefore be read with a degree of caution. They are based on assumptions that existing or predicted birth rates and migrations patterns will continue (based on 2014 data). They also include a number of assumptions for housing growth and the on-going improvements to education results and facilities.

Pupil Projections (2014 -2019)

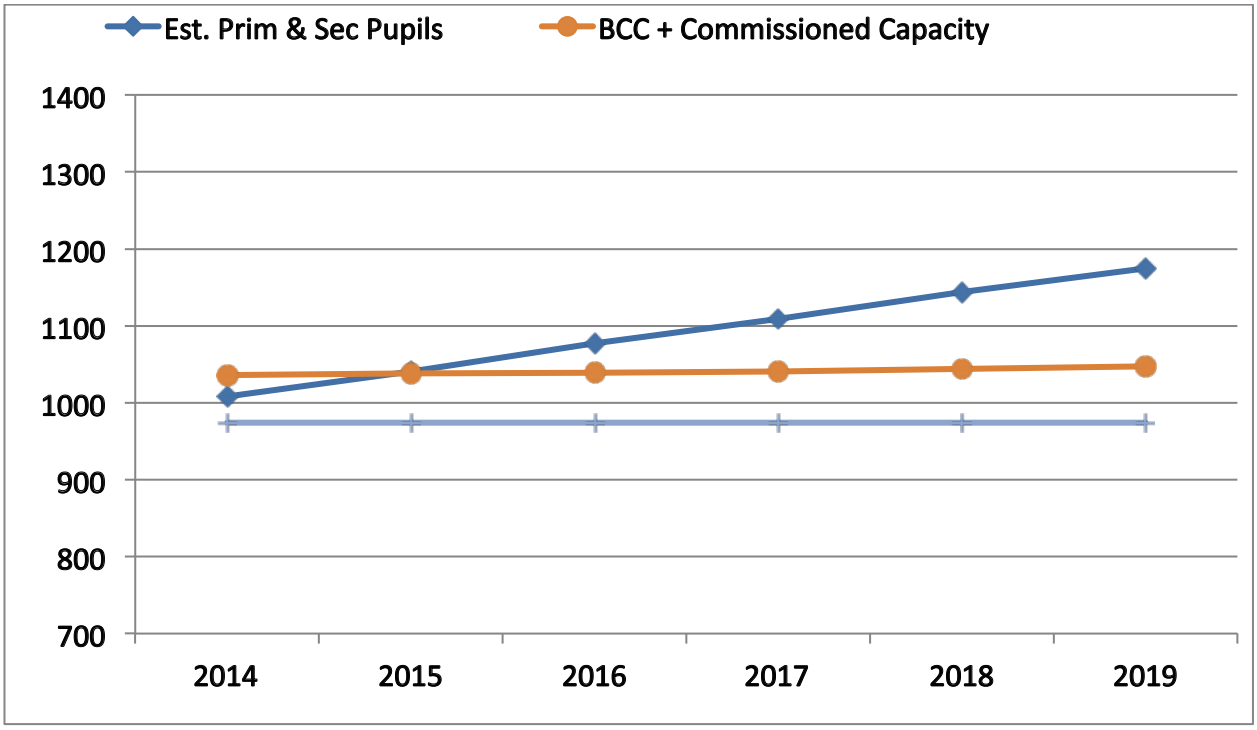
Current Band 3-7 Needs Analysis - Specialist School Provision Only (2014)																					
Specialist Surplus/Shortfall																					
NEEDS	ASC				SEMH					SLD/ PMLD/ PD/ ASC				SLCN/ MLD/ SPLD				VI/HI				TOTALS
AREA	N	E/C	S	Com	N	E/C	S	City	Com*	N	E/C	S	Com	N	E/C	S	Com	N	E/C	S	Com	
PRIMARY PLACES	74	0	40	4	61	0	131	40	1	163	77	121	5	0	28	0	0	38	0	12	1	523
SECONDARY PLACES		0	33	14	70	0			16				16	28	28	20	0	0	10	0	5	513
BCC ONLY CAPACITY	147				302					361				104				60				974
TOTAL PRIM & SEC PLACES	165				319					382				104				66				1036
TOTAL PRIM & SEC PUPILS	165				291					382				104				66				1008
																					PRIM & SEC BALANCE	28
POST-16 PLACES	7	0	0	9	10	0	20	0	7	51	20	20	5	0	0	0	3	0	0	0	7	159
BCC ONLY CAPACITY	7				30					91				0				0				128
TOTAL POST-16 PLACES	16				37					96				3				7				159
TOTAL POST-16 PUPILS	27				18					52				29				7				133
																					POST-16 BALANCE	26
TOTAL AREA PLACES	81	0	73	27	141	0	151	40	24	214	97	141	26	28	56	20	3	38	10	12	13	1195
TOTAL PLACES	181				356					478				107				73				1195
TOTAL PUPILS	192				309					434				133				73				1141
																					TOTAL BALANCE	54

*** Note there are currently an additional 167 (12 Primary and 155 Secondary) Alternative Learning Places (ALP) commissioned for SEMH children for which there are more children and emerging children than places. These figures are reflected separately in the SEMH Graph to identify this specific issue.**

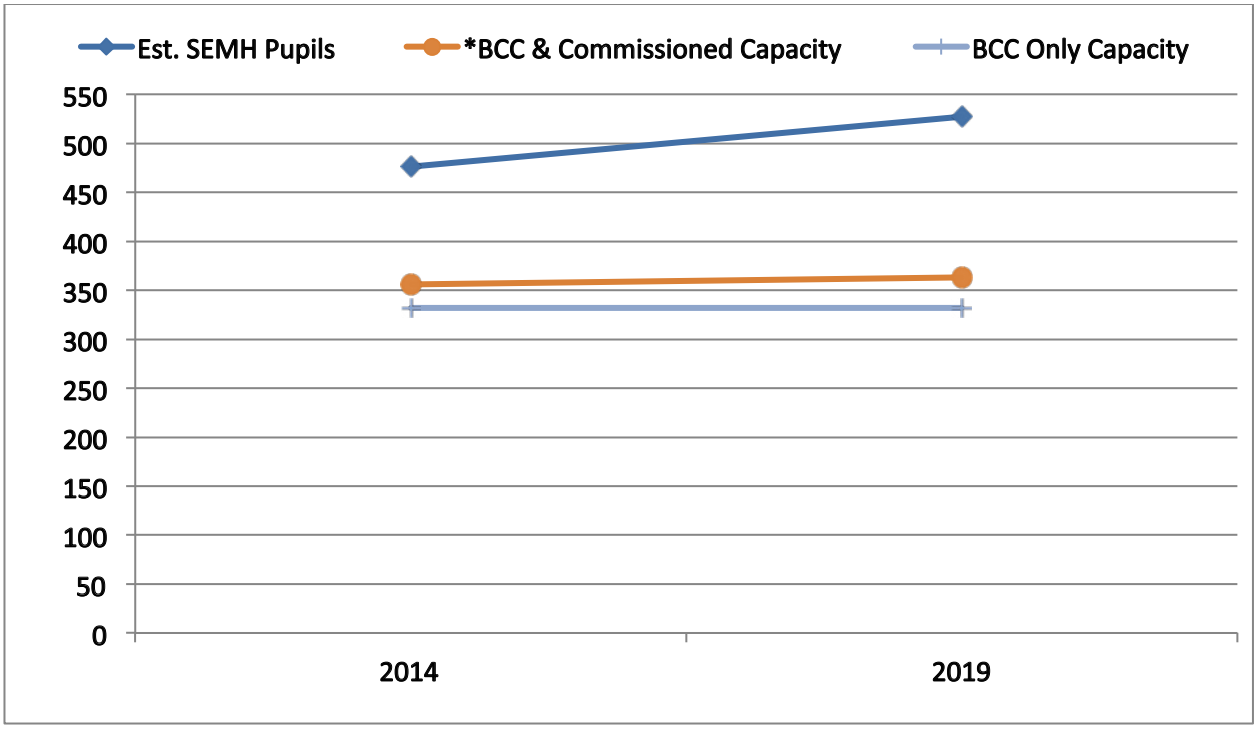
Projected Band 3-7 Needs Analysis - Specialist School Provision Only (2019)																					
Specialist Surplus/Shortfall																					
NEEDS	ASC				SEMH					SLD/ PMLD/ PD/ ASC				SLCN/ MLD/ SPLD				VI/HI				TOTALS
AREA	N	E/C	S	Com	N	E/C	S	City	Com*	N	E/C	S	Com	N	E/C	S	Com	N	E/C	S	Com	
PRIMARY PLACES	74	0	40	4	61	0	131	40	1	163	77	121	5	0	28	0	0	38	0	12	1	523
SECONDARY PLACES		0	33	19	70	0			22				16	28	28	20	0	0	10	0	5	524
BCC ONLY CAPACITY	147				302					361				104				60				974
TOTAL PRIM & SEC PLACES	170				325					382				104				66				1047
PRIM & SEC PUPILS	208				339					421				131				76				1175
																					PRIM & SEC BALANCE	-128
POST-16 PLACES	7	0	0	11	10	0	20	0	8	51	20	20	6	0	0	0	4	0	0	0	8	165
BCC ONLY CAPACITY	7				30					91				0				0				128
TOTAL POST-16 PLACES	18				38					97				4				8				165
POST-16 PUPILS	32				21					63				34				8				158
																					POST-16 BALANCE	7
TOTAL AREA PLACES	81	0	73	34	141	0	151	40	31	214	97	141	27	28	56	20	4	38	10	12	14	1212
TOTAL PLACES	188				363					479				108				74				1212
TOTAL PUPILS	240				360					484				165				84				1333
																					TOTAL BALANCE	-121

* Note there are an currentrly additional 167 (12 Primary and 155 Secondary) Alternative Learning Places (ALP) commissioned for SEMH children for which there are more children and emerging children than places. These figures are reflected separately in the SEMH Graph to identify this specific issue.

Specialist: Primary and Secondary Graph of Estimated Need vs. Capacity (2014-2019)

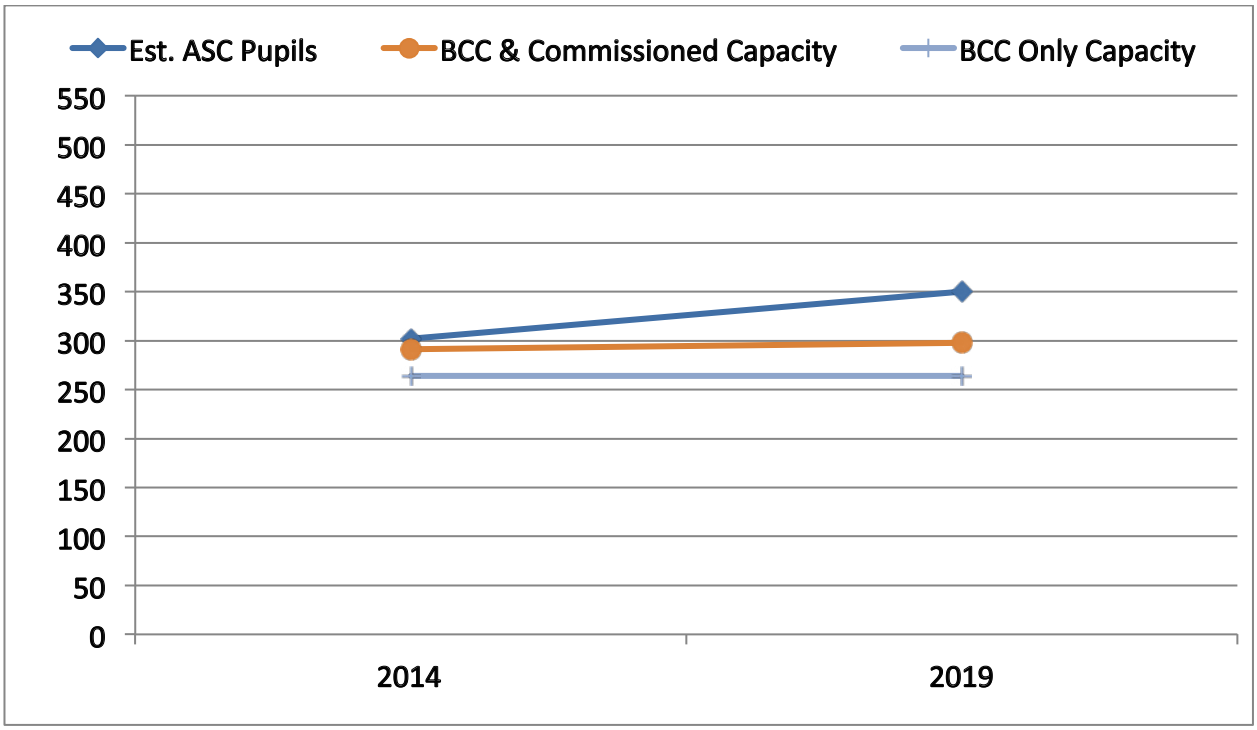


Specialist: SEMH Graph of Estimated Need vs. Capacity (2014-2019)



*SEMH Pupil numbers are increased by the level of anticipated ALP provision required to manage the growth

Specialist: ASC Graph of Estimated Need vs. Capacity (2014-2019)



APPENDIX E

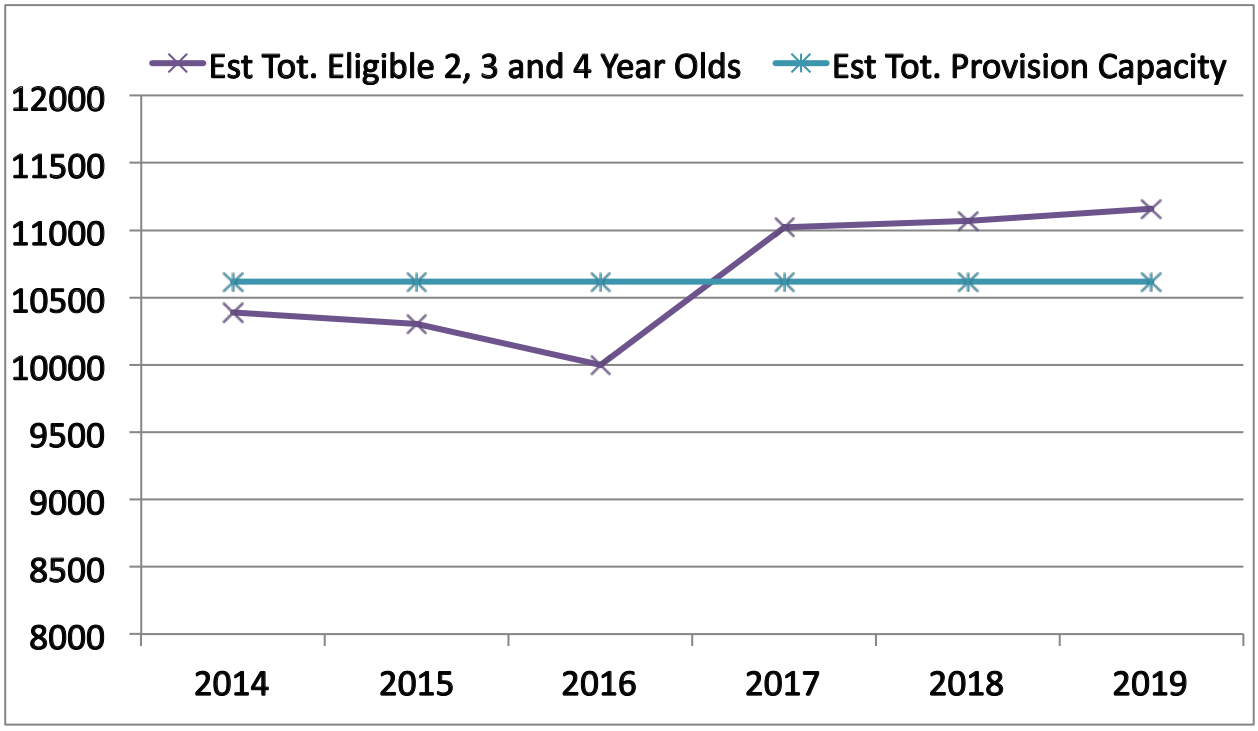
EARLY YEARS PUPIL PROJECTIONS MODELLING AND NEEDS ANALYSIS

The pupil projections are estimates only and should therefore be read with a degree of caution. They are based on assumptions that existing or predicted birth rates and migrations patterns will continue (based on 2014 data). They also include a number of assumptions for housing growth and the on-going improvements to education results and facilities.

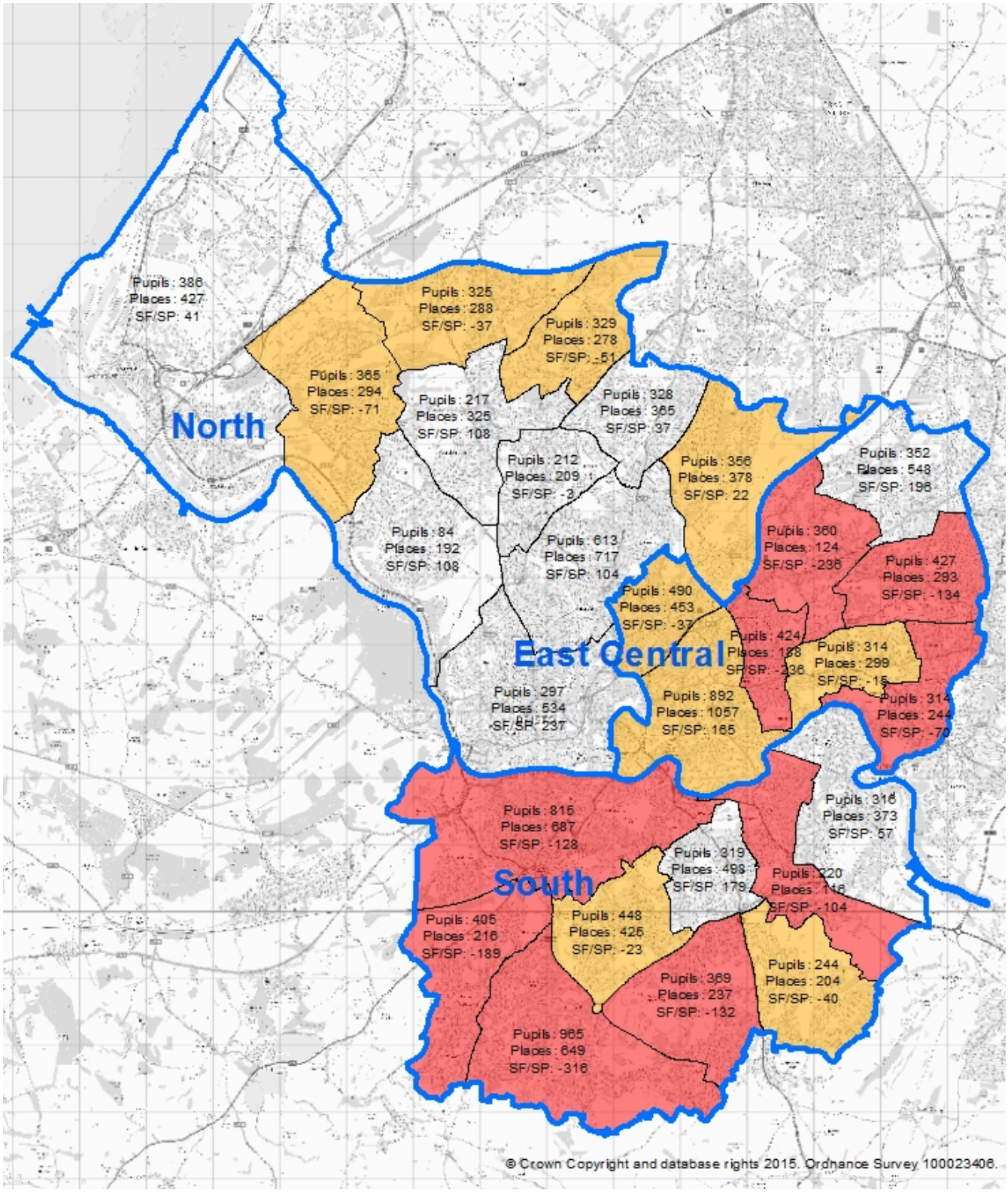
Early Years: 2, 3 and 4 Year Old Pupil Projections (2014-2019)

Pupil Projections								
Early Years Surplus/Shortfall								
Admission Year (September)	Births	Population Estimate 2 year olds	Population Estimate 3 year olds	Population Estimate 4 year olds	Population Estimate 2/3/4 year olds	Total eligible 2/3/4 year olds	Total available provision	Shortfall/ Surplus
2014/15	6,322	6,370	6,377	6,000	18,746	10,387	10,618	231
2015/16	6,391	6,078	6,211	6,214	18,504	10,303	10,618	315
2016/17	6,461	6,023	5,927	6,053	18,004	9,998	10,618	620
2017/18	6,479	6,089	5,874	5,777	17,739	11,022	10,618	-404
2018/19	6,528	6,156	5,937	5,724	17,818	11,070	10,618	-452
2019/20	6,566	6,172	6,003	5,786	17,962	11,161	10,618	-543

Early Years: Graph of Estimated Need vs. Capacity (2014-2019)



*Early Years: Map of Estimated Need vs. Capacity (2019)**



***Red = High Risk; Amber = Medium Risk; White = Low Risk**

APPENDIX F

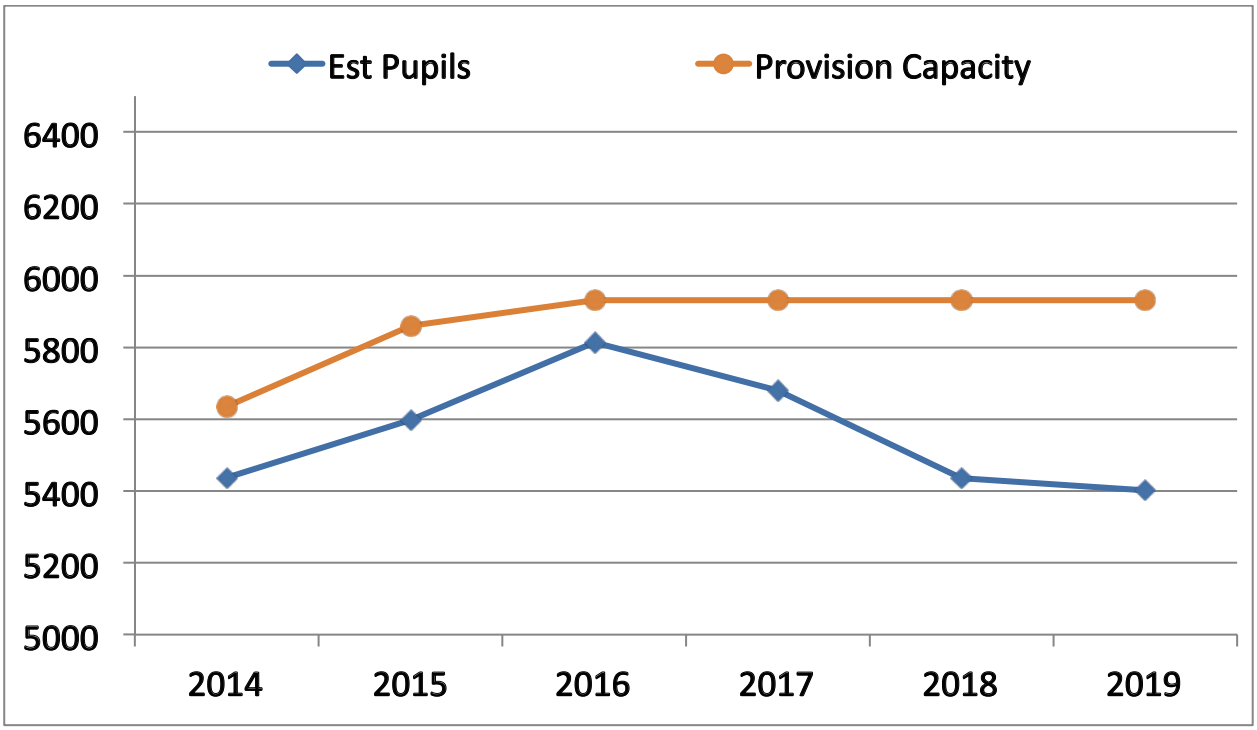
PRIMARY PUPIL PROJECTIONS MODELLING AND NEEDS ANALYSIS

The pupil projections are estimates only and should therefore be read with a degree of caution. They are based on assumptions that existing or predicted birth rates and migrations patterns will continue (based on 2014 data). They also include a number of assumptions for housing growth and the on-going improvements to education results and facilities.

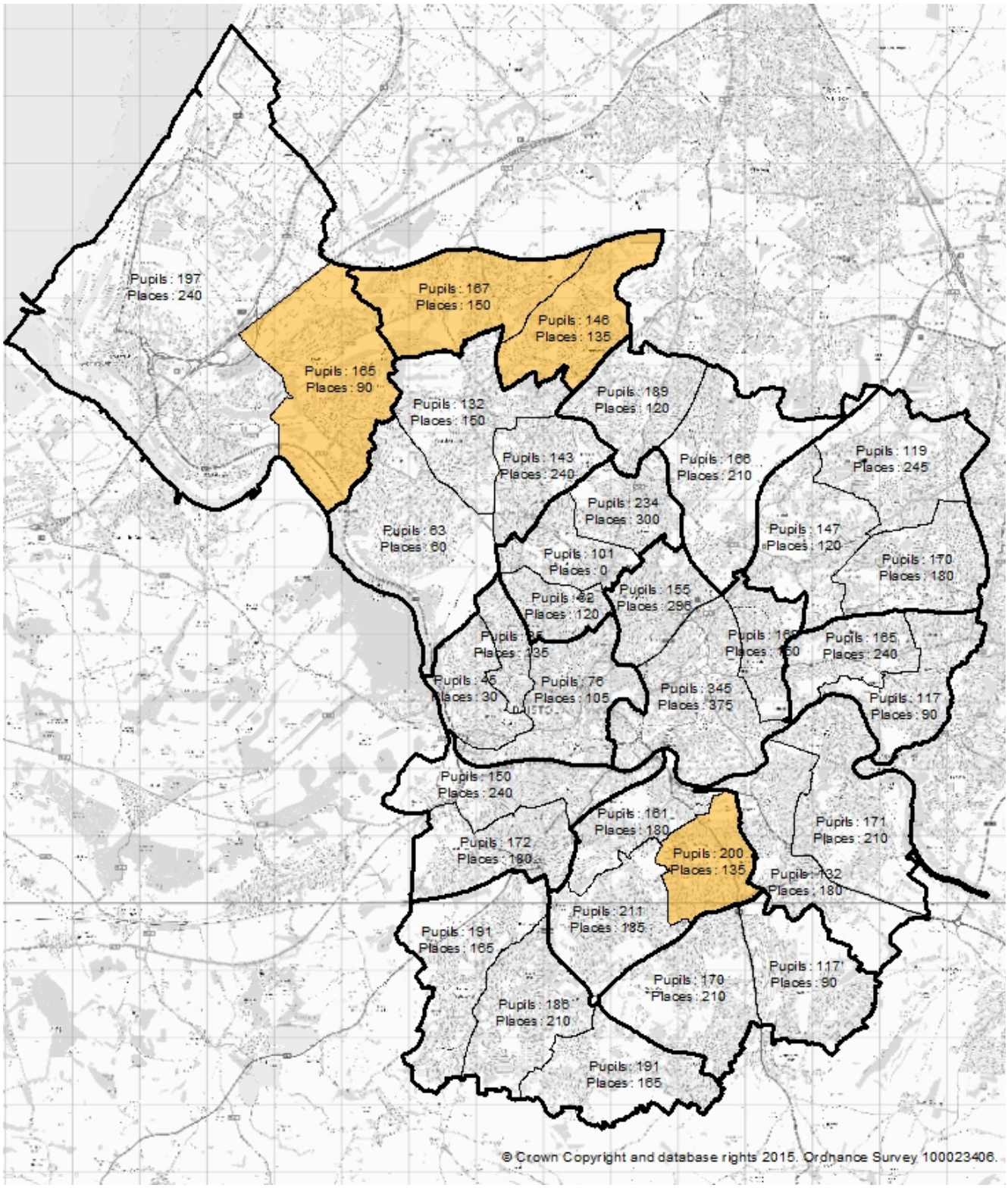
Primary: Reception Pupil Projections (2014-2019)

Pupil Projections					
Primary Surplus/Shortfall in Reception Capacity					
Admission Year (September)	Births	Estimate of Population	Forecast Mainstream Reception	Mainstream Reception Capacity	Shortfall/ Surplus
2014/15	6,454	5,691	5,437	5,636	199
2015/16	6,627	5,860	5,598	5,861	263
2016/17	6,864	6,086	5,815	5,931	116
2017/18	6,686	5,945	5,680	5,931	251
2018/19	6,380	5,690	5,436	5,931	495
2019/20	6,322	5,654	5,402	5,931	529

Primary: Graph of Estimated Need vs. Capacity (2014-2019)



*Primary: Map of Estimated Need vs. Capacity (2019)**



***Red = High Risk; Amber = Medium Risk; White = Low Risk**

Appendix G – Programme 2 Summary Database

Project Number	Activity/ Project Name	ProjectType (Primary, Secondary Special, Early Years)	Active/ Inactive	Status	New/ Remodelled (N/ R)	Project Start Date (PM/ Lead Appointed)	Operation / Handover Date
1	Bridge Learning Campus	P, S, Sp	Ended	Complete	R	N/A	N/A
2	Frome Valley	P	Ended	Complete	R	Jan-11	Sep-11
3	Burnbush	P	Ended	Complete	R	Jan-11	Sep-11
4	St Peter's Church of England Primary	P	Ended	Complete	R	Jan-11	Sep-11
5	Hannah More	P	Ended	Complete	N/R	Aug-10	Aug-12
6	Air Balloon	P	Ended	Complete	R	Sep-10	Sep-12
7	Fair Furlong	P	Ended	Complete	R	Sep-11	Sep-12
8	Ashley Down	P	Ended	Complete	N	Sep-10	Aug-13
9	Millpond	P	Ended	Complete	R	Sep-11	Aug-13
10	Filton Avenue Infant	P	Ended	Complete	R	Aug-11	Aug-13
11	Southville Primary Bulge Phase 1	P	Ended	Complete	R	Jan-12	Aug-13
12	St Matthiaus Park PRU	P	Ended	Complete	R	Sep-12	Sep-13
13	St John's Primary at Redland Police Station	P	Ended	Complete	R	Sep-11	Sep-13
14	Henbury Court	P	Ended	Complete	R	Sep-12	Oct-13
15	May Park	P	Ended	Complete	N/R	Aug-11	Dec-13
16	West Town Lane	P	Ended	Complete	R	Sep-12	Apr-14
17	Glenfrome	P	Ended	Complete	R	Sep-12	May-14
18	Two Mile Hill	P	Ended	Complete	R	Sep-12	Aug-14
19	St Annes Infant and Junior School (Wicklea Site)	P	Ended	Complete	N+R	Sep-11	Aug-14

Project Number	Activity/ Project Name	ProjectType (Primary, Secondary Special, Early Years)	Active/ Inactive	Status	New/ Remodelled (N/ R)	Project Start Date (PM/ Lead Appointed)	Operation / Handover Date
20	Avon	P	Ended	Complete	R	Sep-12	Sep-14
21	St Werburgh's Primary Phase 2	P	Ended	Complete	R	Sep-12	Sep-14
22	Begbrook	P	Ended	Complete	R	Sep-12	Sep-14
23	Bishop Road	P	Ended	Complete	R	Sep-12	Sep-14
24	Knowle DGE	Sp	Ended	Complete	R	Jan-14	Sep-14
25	St Bonaventures	P	Ended	Complete	R	Sep-12	Sep-14
26	Gateway	Sp	Ended	Complete	R	Mar-14	Sep-14
28	Cabot Primary	P	Ended	Complete	R	Sep-12	Oct-14
29	Easton C of E Primary	P	Ended	Complete	R	Sep-12	Dec-14
30	St Paul's nursery & children's centre	EY	Ended	Complete	R	Mar-13	Jan-15
31	Marksbury Road	P	Active	Complete	N	Sep-12	Apr-15
32	Colston's	P	Active	Complete	R	Sep-12	Aug-15
33	Redfield Educate Together (Avonvale Road)	P	Active	Construction / Occupied	N	Sep-12	Nov-15
34	Fairlawn Road	P	Active	Construction / Occupied	R	Oct-13	Jan-16
35	Christ Church	P	Active	Complete	R	Aug-13	Sep-15
36	Ashton Gate	P	Active	Construction / Occupied	R	Sep-12	Oct-15
37	Southville Primary Expansion	P	Active	Complete	N+R	Sep-12	Aug-15
38	Compass Point	P	Active	Complete	R	Sep-12	Aug-15
39	Bridge Farm	P	Active	Complete	R	Sep-12	Aug-15
40	Barton Hill	P	Active	Construction	R	Sep-12	Feb-16
41	Briarwood Phase 1 & 2	Sp	Active	Pre-contract	R	Jan-14	Dec-16

Appendix C

Project Number	Activity/ Project Name	ProjectType (Primary, Secondary Special, Early Years)	Active/ Inactive	Status	New/ Remodelled (N/ R)	Project Start Date (PM/ Lead Appointed)	Operation / Handover Date
42	St. Ursula's	P	Active	Construction	N	Sep-12	Oct-16
43	Dolphin Academy	P	Active	Construction	N	Sep-12	Jan-17
44	Whitehall & The Limes Nursery	P, EY	Active	Pre-contract	R	Sep-12	Aug-16
45	Stoke Park Primary	P	Inactive	Complete	R	Jun-12	Jan-13
46	Fairfield Secondary School - Provision of Playing Fields at Purdown	S	Active	Pre-contract	R	Jun-15	Sep-17
47	Chester Park Infant & Junior	P	Active	Pre-contract	N & R	Sep-12	Sep-17
48	Kingfisher	P	Active	Pre-contract	N	Aug-14	Sep-16
49	Rosemary Children's Centre	EY	Active	Pre-contract	R	Nov-14	Sep-16
50	Harcliffe Children's Centre	EY	Active	Pre-contract	R	Oct-14	Mar-16
51	Notton House	Sp	Active	Pre-contract	R	Jan-15	Aug-16
52	Bristol Cathedral Choir Primary School	P	Active	Pre-contract	R	Mar-15	Sep-16
53	Broomhill Modular Units	P	Active	Pre-contract	R	Mar-15	Sep-15
54	Sea Mills Children Centre Temps	P	Active	Pre-contract	R	Mar-15	Sep-15

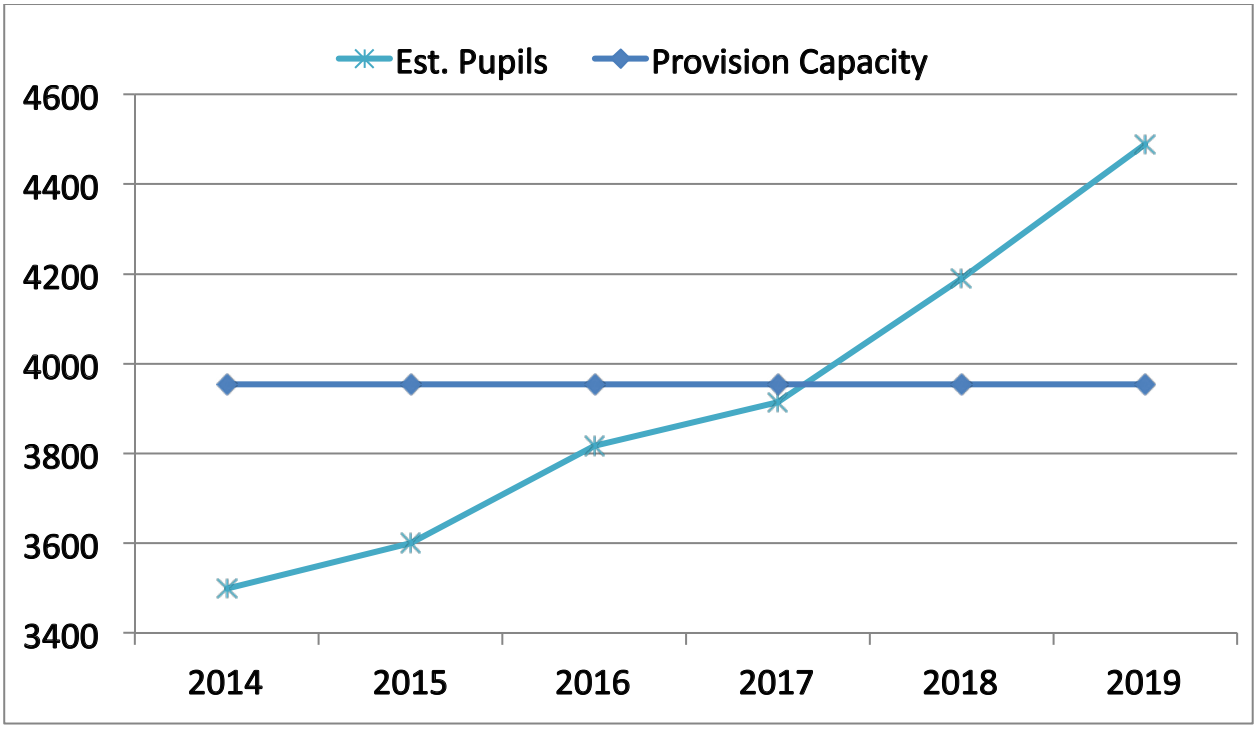
APPENDIX H
SECONDARY PUPIL PROJECTIONS MODELLING AND NEEDS ANALYSIS

The pupil projections are estimates only and should therefore be read with a degree of caution. They are based on assumptions that existing or predicted birth rates and migrations patterns will continue (based on 2014 data). They also include a number of assumptions for housing growth and the on-going improvements to education results and facilities.

Secondary: Year 7 Pupil Projections (2014-2019)

Pupil Projections				
Secondary Surplus/Shortfall in Year 7 Capacity				
Admission Year (September)	Year 6 from Primary Model	Forecast Mainstream Year 7	Mainstream Year 7 Capacity	Shortfall/ Surplus
2014/15	3,933	3,447	3,954	507
2015/16	4,036	3,601	3,954	353
2016/17	4,267	3,818	3,954	136
2017/18	4,363	3,915	3,954	39
2018/19	4,657	4,190	3,954	-236
2019/20	4,976	4,490	3,954	-536

Secondary: Graph of Estimated Need vs. Capacity (2014-2019)



*Secondary: Map of Estimated Need vs. Capacity (2019)**

Figure 2: % of Young People choosing Level 3 Academic Subjects

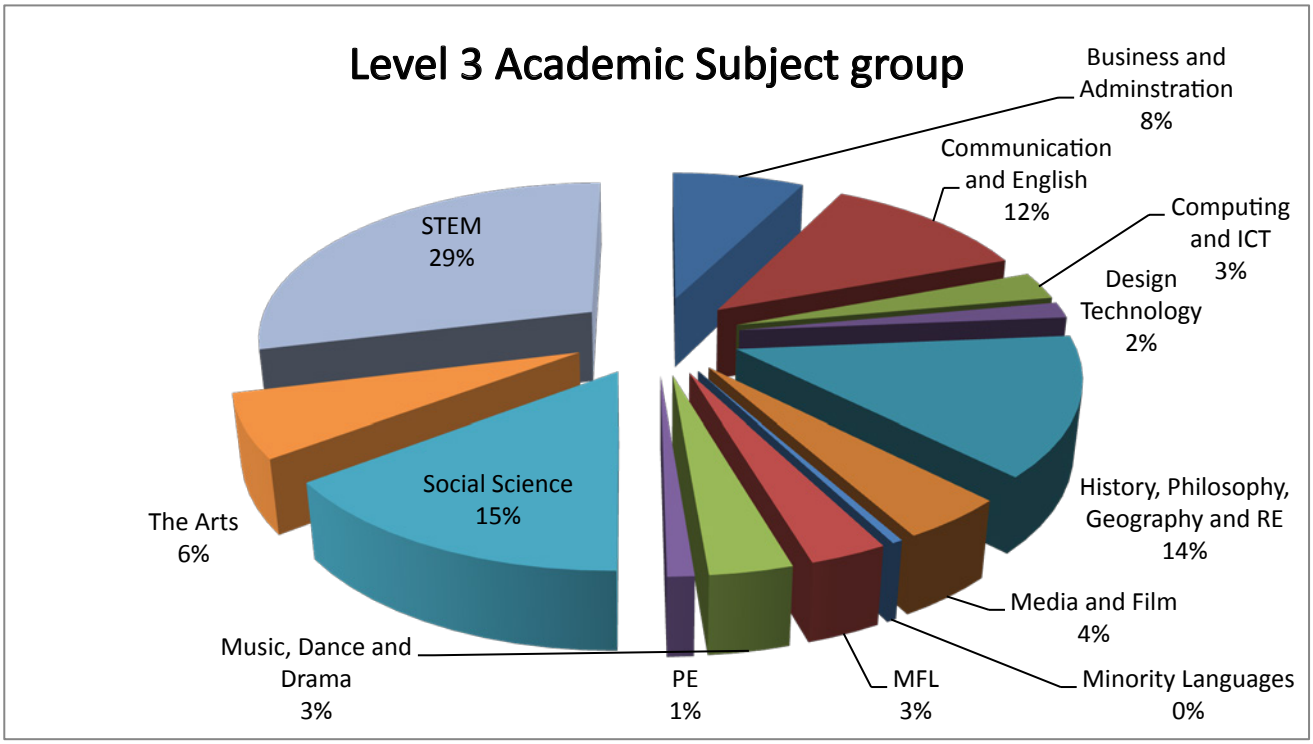


Figure 3: % of Young People choosing Level 3 Academic Subjects

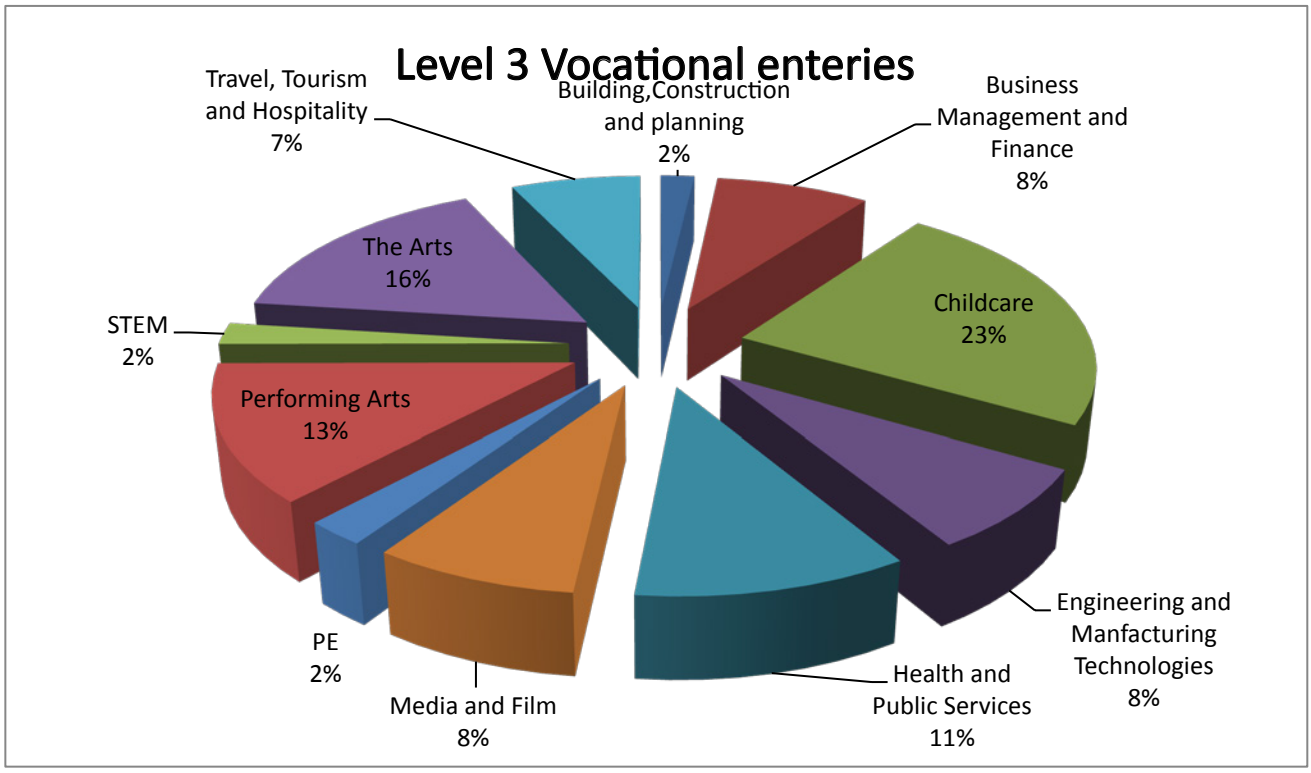


Figure 4: Numbers of students at Level 2 by sector

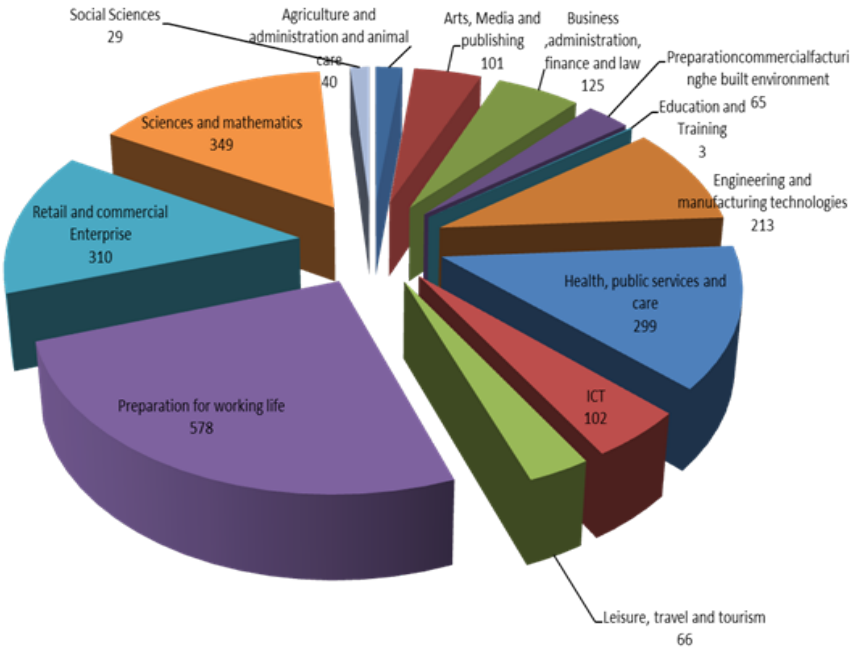


Figure 5: Numbers of students following Level 1 Course by Sector

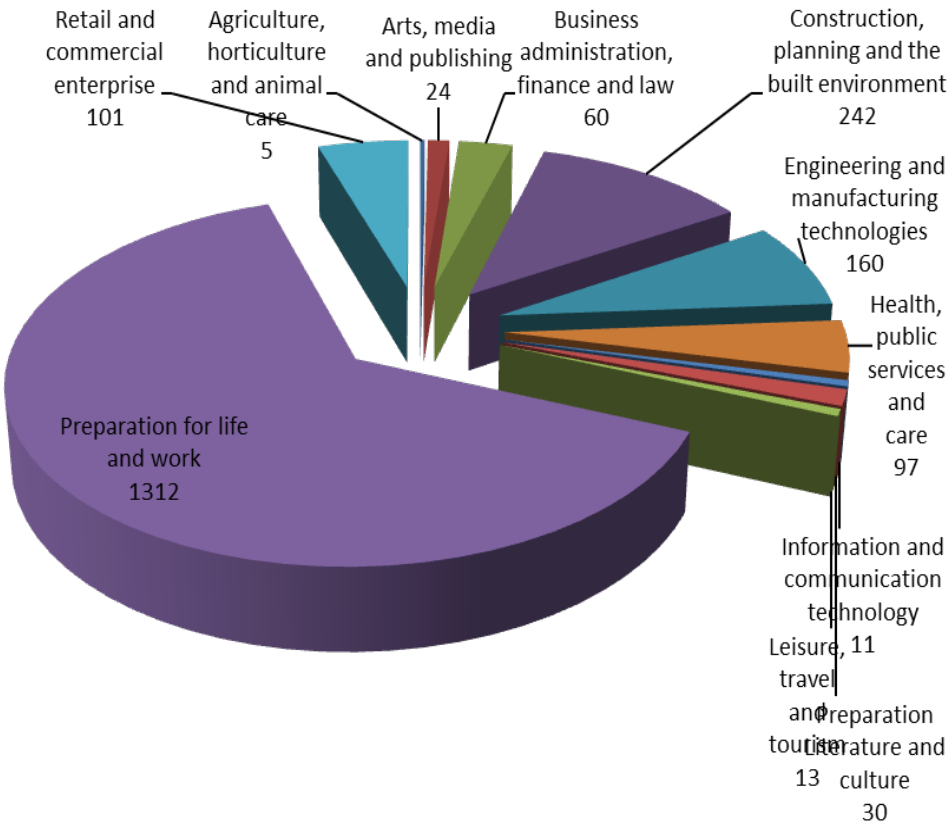
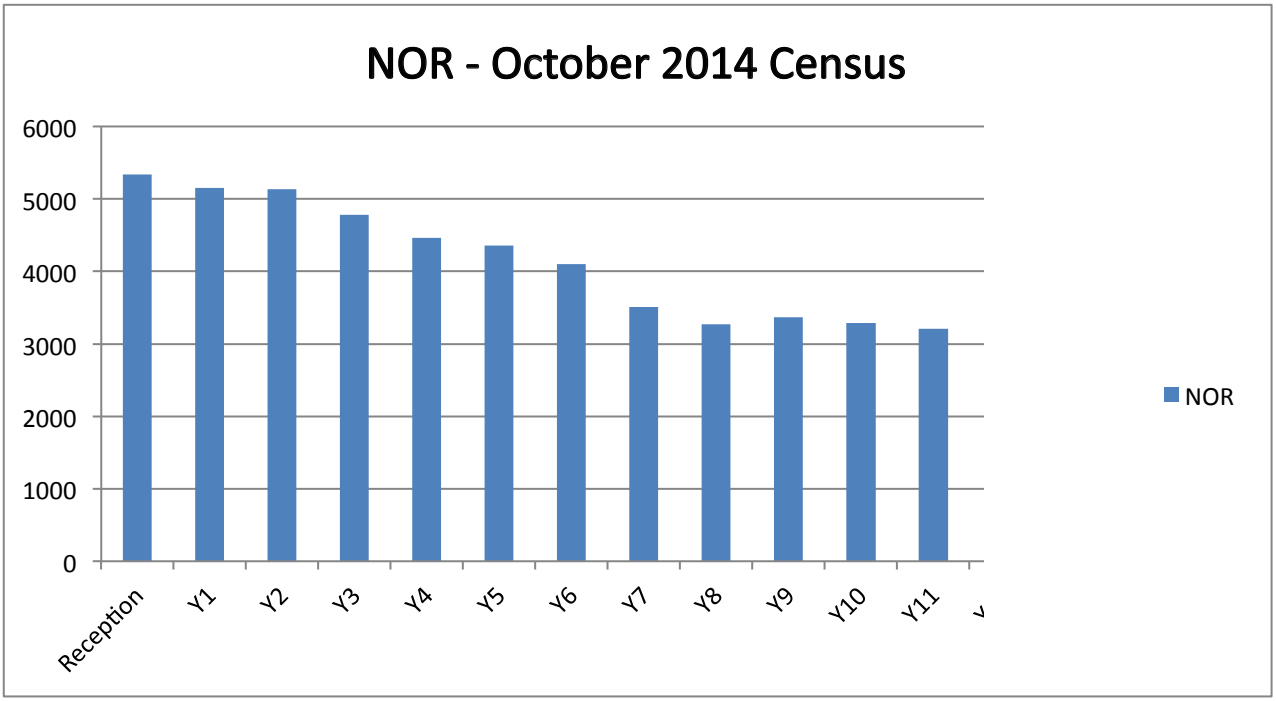


Figure 6: Numbers on Roll, October 2014 Census



APPENDIX J

Post-16 Education Providers

	Capacity	Number on roll 2014-15 (16-18)
Ashton Park School	170	147
Oasis Academy Brislington	250	56
Cotham School	400	431
St Bede's Catholic College	200	110
SMRT	500	587
Redland Green School	450	465
City Academy	250	210
Bristol Brunel Academy	100	89
Bristol Cathedral Choir	160	187
Colston's Girls' School	120	139
Merchant's Academy	250	66
Oasis Academy John Williams	200	65
Bristol Metropolitan Academy	100	44
City of Bristol College	4100	4000
St Brendan's Sixth Form College	1880	1708

APPENDIX K - RISK LOG

Integrated Education and Capital Strategy

Strategy Leads: Paul Jacobs; Alistair Reid

Category	Description	likelihood	Impact	Priority	Date Identified	Countermeasure or Response	likelihood	Impact	Priority	Date Updated	Owner	Comments
KEY: Category - 'E/F' Economic/Financial'; **'E'** Environmental; **'L'** Legal/Regulatory; **'O/M'** Organisational/management; **'P'** Political; **'S/C'** Strategic/Commercial; **'T/O'** Technical/Operational **Likelihood/Impact - 4 =** Very high; **3 =** High; **2 =** Medium; **1** = Low **Priority Score - Red** (12-16: Major Risk); **Amber** (6-11: Moderate/ High Risk); **Green** (1-5: Low Risk)												
S/C	There is a lack of strategic direction for future capital schemes.	3	4	12	03/09/15	*A new strategy has been developed through positive stakeholder engagement and robust and integrated strategic planning.*	2	4	8	07/09/15	PJ	
O/M	There is a lack of capacity to ensure that strategy is well formed, consulted on and captures a fully integrated approach.	3	3	9	03/09/15	*Strategy formation has been adequately resourced to date to develop the integrated strategy. Challenges remain to ensure strategy is converted to programme delivery.*	2	2	4	07/09/15	PJ	
O/M	There is a lack of capacity to ensure that the new Pupil Projections and data sets remain up-to-date.	3	4	12	03/09/15	*There is a recommendation to employ a dedicated education'data anaylst' to update projections and revise data sets.Revised data sets will be incorporated into the strategy on a yearly basis.*	3	4	12	07/09/15	PJ	
T/O	Changes in births, migration patters, housing, education outcomes and economic drivers have an unforseen impact on pupil and need projections.	4	4	16	03/09/15	*Regular (quarterly) monitoring of births, pupil projections and other drivers/ patterns to ensure pupil projections are routinely updated and analysed into revised data sets.*	2	4	8	07/09/15	PJ	
O/M	There is a lack of capacity to ensure that the capital programmes emerging from the strategy and the project management of multiple concurrent projects can be delivered.	3	4	12	03/09/15	*A resourcing plan has been drafted to show how project capacity will be managed across a new Programme 3. This will reduce the risk that project capacity will be insufficient.*	2	4	8	07/09/15	AR	
L	Changes to national or local policies creates the need for unforseen changes to statutory duties, education drivers and therefore the new strategy.	3	3	9	03/09/15	*Strategy Leads stay well connected to National policy and are well briefed to be able to respond quickly to policy changes which impact on the strategy. A yearly reviews of the strategy will enable changes and their impact to be incorporated into the strategy.*	1	3	3	07/09/15	PJ	
E/F	The costs of delivering the changes/ additional places required exceed the available budget.	4	4	16	03/09/15	*A Business Case will be developed to identify costs and the budget required and how 'bridgifunding' might be achieved.*	3	4	12	07/09/15	PJ/ AR	
E/F	Increasing project and contractor costs impact negatively on projected capital costs and make achieving the changes/ additional places required unaffordable.	3	4	12	03/09/15	*Schemes over £0.5M will be delivered through the Local Education Partnership (LEP) to ensure consistency of costs and reduce risks through robust pricing , cost certainty, risk transfer and economies of scale.*	2	4	8	07/09/15	AR	
P	The need to respond quickly to the growing pupil place pressures may conflict with the need to ensure critical processes and timelines are well managed and delivered, including the need for inclusive stakeholder consultation.	3	4	12	03/09/15	*There will be the need to seek approval of some urgent schemes ahead of the January Cabinet. These schemes will be the 'quick win' schemes where funding may already be available/ partially available and stakeholder support high. These schemes will evaluate positively on a Scheme Strategy Evaluation matrix aiming to provide objective assessment of urgent schemes.*	2	4	8	07/09/15	PJ/ AR	

APPENDIX K - RISK LOG

Integrated Education and Capital Strategy

Strategy Leads: Paul Jacobs; Alistair Reid

Category	Description	likelihood	Impact	Priority	Date Identified	Countermeasure or Response	likelihood	Impact	Priority	Date Updated	Owner	Comments
KEY: Category - 'E/F' Economic/Financial'; **'E'** Environmental; **'L'** Legal/Regulatory; **'O/M'** Organisational/management; **'P'** Political; **'S/C'** Strategic/Commercial; **'T/O'** Technical/Operational **Likelihood/Impact - 4 =** Very high; **3 =** High; **2 =** Medium; **1** = Low **Priority Score - Red** (12-16: Major Risk); **Amber** (6-11: Moderate/ High Risk); **Green** (1-5: Low Risk)												
P	The need to respond quickly to the growing pupil place pressures may conflict with the need to ensure critical processes and timelines are well managed and delivered, including the need for inclusive stakeholder consultation.	3	4	12	03/09/15	*There will be the need to seek approval of some urgent schemes ahead of the January Cabinet. These schemes will be the 'quick win' schemes where funding may already be available/ partially available and stakeholder support high. These schemes will evaluate positively on a Scheme Strategy Evaluation matrix aiming to provide objective assessment of urgent schemes.*	2	4	8	07/09/15	PJ/ AR	
O/M	Increased Community Use is difficult to deliver or fund and delays delivery of essential strategy/ statutory requirements	3	3	9	03/09/15	*There is a clear intention and strong partnership/ political will to ensure that 'community use' is a priority for new and extended education schemes. A strong stratregic partnership will seek to drive through this commitment for local education provision to act as community hubs/ beacons, with genuine 'extended use' for all age groups as a clear objective.*	2	3	6	07/09/15	PR/ AR	
O/M	Increased Multi-Disciplinary Use is difficult to deliver or fund and delays delivery of essential strategy/ statutory requirements	3	3	9	03/09/15	*There is a clear intention and strong partnership/ political will to ensure that 'multi-agency use' is a priority for new and extended education schemes. A strong stratregic partnership will seek to drive through this commitment for local education provision to provide the opportunities for greater co-location of services, with integrated working and assessment as a clear objective.*	2	3	6	07/09/15	PR/ AR	

BD7807 - Designed by Bristol Design, Bristol City Council JAN 2016