



Telford & Wrekin
C O U N C I L

Children & Young People

Campus Telford & Wrekin: Primary Capital Programme

Primary Strategy for Change

June 2008

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1. The Local Perspective – Campus Telford & Wrekin

- 1.1 Telford & Wrekin's aspirations for the future are set at the highest level. The vision for Campus Telford & Wrekin has excited and galvanised the whole community which recognises that education is vital to manage better change in the face of economic growth, emergent technologies, environmental opportunities and the needs and ambitions of local people. The capital investment available under the government's Primary Capital Programme offers us a once in a lifetime opportunity to accelerate Telford & Wrekin's plans for transition to a modern learning city. Telford & Wrekin encompasses rural communities and a rapidly growing New Town with complex social, economic and cultural needs.
- 1.2 The Primary Capital Programme will act as a major catalyst for regeneration in Telford & Wrekin by enabling us to raise achievement, aspirations and self esteem through collaborative working and the development of Learning Communities. Children, young people and their families are at the heart of our corporate mission and plans. These embrace fully the government strategies for children and learners, extended schools, childcare and family support and will reflect the increasing cultural diversity of our community.
- 1.3 We have always been committed to the commissioning and delivery of high quality integrated and child-centred children services and have been recognised as a 4 star authority by the Audit Commission and as the best Council in England by the LGC. Our Children & Young People Service has one of the highest CPA ratings in the country and is the only such service to have two Beacon Awards.
- 1.4 Telford & Wrekin is a major urban area set in a substantial rural hinterland. The heart of the borough is the combination of the New Town of Telford which was designated in the 1960's, the market towns of Wellington and Newport, and a number of smaller District Centres including Madeley and Dawley.
- 1.5 Telford & Wrekin has an under 16 population of 34,300, which is 28.8% of the Borough's overall population. There are 21,900 residents over the age of 65 (16.3% of the Borough's population). Telford & Wrekin has a Black and Minority Ethnic population of 5.2%.
- 1.6 There are 67,000 households in the Borough and an estimated 1,330 homes are forecasted to be built in the Borough per year up to 2011. Recently Telford & Wrekin has been designated as a New Growth Point, therefore the potential number of new homes is likely rise much higher, potentially 13,000 by 2016 (1,625 per year). In total, there are expected to be 26,500 new homes up to 2026.
- 1.7 The Primary Strategy for Change programme will help see the delivery of learning communities at a number of secondary school sites. At least 8 existing sites will see established all-through learning campuses incorporating primary provision. In addition further all-through schools will be

considered as part of the wider strategy as well as the need to provide additional places to address the projected growth forecast for the Borough.

2. Baseline Analysis

- 2.1 Following Local Government Review in 1998, Telford and Wrekin became a Unitary Authority, having previously been part of Shropshire County Council. The population of Telford & Wrekin is 164,600, an increase of 16.3% since 1991. As a consequence of projected future housing growth the population is predicted to be 198,400 by 2026.
- 2.2 Telford & Wrekin maintains 76 schools, of which there are:
- 57 primary (including 7 junior and 8 infant schools). 7 of these schools are Voluntary Aided and 1 has Foundation status.
 - 13 secondary, of which 2 are Voluntary Aided, 3 have Foundation status, 1 is an Academy and 1 is a PFI Community school.
 - 4 special, 1 SPLD (all age), 2 MLD (1 primary, 1 secondary) and 1 EBD (secondary).
 - 2 nursery schools (both Maintained).
 - 4 pupil referral units (including a Medical Unit)
- 2.3 The Borough is ranked the 112th most deprived Local Authority area in England (out of 354). The borough has 5 areas (out of a total of 108 areas) that are in top 10% most deprived nationally. These areas are located in the wards of Woodside, Malinslee (2 areas), Brookside and Donnington.
- 2.4 There are approximately 13,700 primary aged pupils currently attending Telford & Wrekin Primary schools, and a further 1,260 children enrolled in Local Authority (LA) maintained nursery provision. The LA liaises with 3 different Diocesan Authorities: Lichfield, Hereford and Shrewsbury.
- 2.5 The Borough presently has attendance areas for all of its primary schools, however some voluntary aided school areas overlap with maintained schools due to encompassing parish boundaries.
- 2.6 In the urban areas of the Borough, all properties within attendance areas are within a 2 mile radius of schools, thus not necessitating home to school transport. However, in the northern rural areas, there are small communities which do qualify for home to school transport to their local village school.

Demography

- 2.7 The composition of the Borough's school estate is mainly urban with schools at the heart of their local communities. Telford & Wrekin inherited very few rural primary or small schools (i.e. less than 100 pupils) on becoming a Unitary Authority in 1998.
- 2.8 Telford town is made up of a combination of established satellite communities each having their own individual identity. Some of these are

long-standing matured areas whilst others are new developments created within the last 15 years. This contrast of areas leads to a need for growth in certain areas to be weighed against a declining young population in the more established communities.

- 2.9 The nationally declining birth rate, which has affected many areas across the country, has seen rising surplus places in a number of primary schools. Telford & Wrekin has in recent years witnessed a decline in the primary population from approximately 15,000 in 2002 to the January PLASC 2008 figure of approximately 13,700. However, the long term projections for the Borough indicate that the pupil population will begin to rise steadily in the medium term, as a consequence of the Local Development Framework plans for massive housing growth up to 2026. It is expected that numbers may rise back up to around 15,000 primary aged pupils within 10 years time.
- 2.10 During the past 8 years the LA has taken the strategic view set out in its School Organisation Plan, to rationalise primary school provision to help address not only the projected falling roll in some areas, but also to support the increased housing growth in specific areas. This growth has seen Telford & Wrekin be considered a major growth point within the West Midlands. This strategic decision making has resulted in the implementation of a number of school reorganisations, amalgamations and school closures.
- 2.11 The strategic decisions that have been taken have necessitated widespread consultation with key stakeholders, as well as directly with the communities affected. To date the Council has received very few objections to its proposals, and in all cases where this has occurred the LA has alleviated the concerns put forward. This reflects very well on the administrative processes embedded into the overall planning of school places strategy.
- 2.12 Since 2001, the LA has amalgamated 20 infant, junior and primary schools to create 10 new primary schools:

| | |
|-----------------------|----------------|
| Sir Alexander Fleming | January 2001 |
| Langley St Leonard's | September 2004 |
| Wrekin View | September 2004 |
| Woodlands | September 2005 |
| Millbrook | September 2005 |
| Short Wood | September 2006 |
| Windmill | September 2006 |
| HLC Primary | September 2006 |
| Meadows | September 2006 |
| Old Park | September 2007 |

Dothill Infant & Junior will amalgamate in September 2008 or January 2009.

- 2.13 Although the LA has had to be proactive in removing surplus places in specific established areas, it has in other areas experienced large scale housing development. This has created a need to provide additional places through a combination of building new schools or extending existing provision.

- 2.14 Since 1998, the LA has opened 2 additional primary schools through phased development. This has seen 770 places added, and a further 210 place primary is due to open in September 2009. In addition a further 12 schools have been extended, remodelled, or in one case enlarged as a rebuild, and this has in total provided an additional 1,055 pupil places.
- 2.15 Approximately 1370 places have been removed from those schools which have either experienced high levels of surplus or have had projected falling rolls identified, as part of the LA's planning of places strategy. The removal of surplus places was carried out through a combination of re-designating surplus school accommodation, the removal of temporary buildings, or the utilisation of space for extended school or community provision purposes.
- 2.16 Where there is predicted to be an issue with regard to rising surplus places at particular schools, the LA is proactive in exploring the use of surplus accommodation to provide for other uses (i.e. community facilities, PPA usage, early years etc.). The Net Capacity can then reflect these accommodation changes to actively reduce unused space within those schools affected by surplus.
- 2.17 In previous years, the determination of additional places has been led by Planning Authority targets for new housing set through the Regional Spatial Strategy. This has aimed to provide up to 1,330 new dwellings per annum across the Borough. However, due to issues surrounding land ownership and consequential legal considerations the actual completions have seen only half of the anticipated homes completed, i.e. an average of 660 homes per annum.
- 2.18 The consequence of this, is that on some occasions, additional places provided at both new and remodelled schools have not primarily been taken up by children from within the designated attendance area serving the school. As a result, neighbouring schools, which either have older buildings or where the general parental perception is not as positive, have suffered. Although this is no doubt an inherent problem affecting many LAs, the position in Telford & Wrekin is exacerbated by the impact of lower annual housing yield.

Premises

- 2.19 In 1999, the Government introduced Asset Management Planning (AMP) for all Local Authorities, with the aim being to help ensure resources for school premises were used as effectively as possible to improve buildings and facilities, and to raise educational standards. Telford & Wrekin's data production and supporting policy documentation was assessed as being an exemplar of good practice. The LA's AMP strategy, combined with the survey data produced for each school, provided the source for prioritising the formulaic funding received to address the most serious condition and suitability needs.
- 2.20 Throughout this process the LA fully consulted with all of its schools (both individually and collectively), key partners, as well as establishing a

representative AMP Consultative Group, which was integral in setting the prioritised programme of work.

- 2.21 The formulaic funding received since the implementation of Asset Management Planning, has enabled the LA to address a significant proportion of its most serious condition related priorities, as identified in the initial surveys carried out in 2000. The utilisation of the funding has also seen significant progress made in addressing medium condition priorities. In addition a large number of suitability priorities have been addressed utilising not only Modernisation funding, but by joining up with other funding streams, such as Schools Devolved Formula Capital, Access Initiative, Basic Need, and also the Council's own funding sources (which include capital receipts and section 106 agreements).
- 2.22 Since the implementation of Asset Management Planning the LA has established a transparent robust set of principles for prioritising schemes of work against schools own identified priorities. The high level of capital investment over the past few years, has enabled the LA to modernise a significant proportion of its primary building stock. Those schools which were identified as having the worst condition and suitability issues have undergone major improvements. In some cases this has meant poor buildings being replaced with new school buildings, but in the vast majority of cases, it has seen varying degrees of remodelling/extension work taking place.

Accessibility

- 2.23 All building works undertaken on school sites fully comply with the Disabilities Discrimination Act, with over 50% of the authority's primary schools having had major building works incorporating access improvements, carried out on site since the implementation of Asset Management Planning in 2000.
- 2.24 In 1998, only Holmer Lake Primary School, in central Telford provided enhanced provision to meet the needs of pupils with physical difficulties. During the past 9 years, the LA has built 5 new primary schools with a further 2 due to open by September 2009. All of these schools are 100% accessible and in addition many others have experienced significant re-modelling which has seen approximately 50% of Telford & Wrekin schools being more than 90% accessible. Of the remaining schools, a large proportion are partially accessible i.e. more than 50% accessible.
- 2.25 The Primary Capital Programme will see this statistic rise considerably over the next few years, so that by the end of the programme the vast majority of the LA's schools are deemed to be fully accessible. The joining up of funding streams, including the access initiative allocations, to achieve accessibility enhancement will be a key consideration in the design for all the new build and remodelling that takes place on school sites.

Voluntary Aided Sector

2.26 Telford & Wrekin has 9 voluntary aided schools (7 primary, and 2 secondary). The VA school buildings are enhanced through the annual Local Authority Co-ordinated Voluntary Aided Programme (LCVAP). The prioritisation of this annual programme is agreed by a representative group comprising of a LA Officer, Asset & Property Management Officer and Diocesan/School representatives from each of the four Voluntary Aided Groups:

- Shrewsbury Diocese
- Lichfield Diocese
- Hereford Diocese
- Adams' Grammar School

2.27 During the past 10 years all 9 VA schools have benefitted from significant investment, which has seen not only the prioritised use of LCVAP and schools Devolved Formula Capital, but has also seen the LA successful with bid submissions for a new primary school for St Peter's & St Paul's Catholic Primary in Newport, Key Stage 1 Class Size Strategy extensions at Dawley CE Primary and St Luke's Catholic Primary, new Sports Halls at both Blessed Robert Johnson Catholic College and Adams' Grammar School, and a large 8 new science laboratories at Adams' Grammar.

Standards

2.28 In 2007, results at key stage 1 were at the national average at Level 2+ in writing and mathematics, and were 1% below in reading. At Level 3 the results were above the national average in writing and mathematics, and equal to the national average in reading. Annual Performance Assessment (APA) judged that pupils make "good progress" through Key stage 1.

2.29 At Key Stage 2, pupil performance, whilst still below the national average, has improved year on year. 78% (80% if you do not include children in special schools) achieved Level 4+ in English, 74% in mathematics and 88% in science. 2007 results led to a letter from Lord Adonis congratulating the LA on its improvements in English, mathematics and science. The combined results for English and mathematics were judged to be "amongst the most improved based over the period from 2004-2007". The National Strategy Standards Meeting (2007) commented on the LA's "sustainable" year on year improvements. The APA judged that the LA's results demonstrated that: "The LAs challenge and support to schools has shown fruition at Key Stage 2". In May 2008 the Primary National Strategy report judges the implementation of the Primary Strategy in Telford & Wrekin as 'outstanding'.

2.30 The number of schools below the floor target has dropped considerably year on year. 1998 (when the LA became unitary) 28 schools were below the floor target in English, 31 in mathematics and 23 in English and mathematics. This has now been reduced to 7, 14 and 7 respectively. This demonstrates that the LA is targeting support and challenge effectively to raise standards. The greatest gains have been seen in schools serving disadvantaged areas.

Schools at, or below, the floor target receive significant support through the Intensifying Support Programme. The management and targeting of this support has been judged to be very effective by the National Strategy regional director.

- 2.31 School Ofsted judgements demonstrate that the primary schools in the LA are providing good quality education. 15% have been judged to be outstanding. No school is in Special Measures and only 1 school currently has a Notice to Improve. All schools serving disadvantage areas have been inspected and, apart from the one school, have been judged to be at least satisfactory. There are only three schools in the LA yet to be inspected.
- 2.32 The LA strategy to amalgamate infant and junior schools is coming to fruition in terms of raising standards in Key Stage 2. The trend shown in these schools is one of improvement, evidenced by Ofsted judgements.

ICT Infrastructure

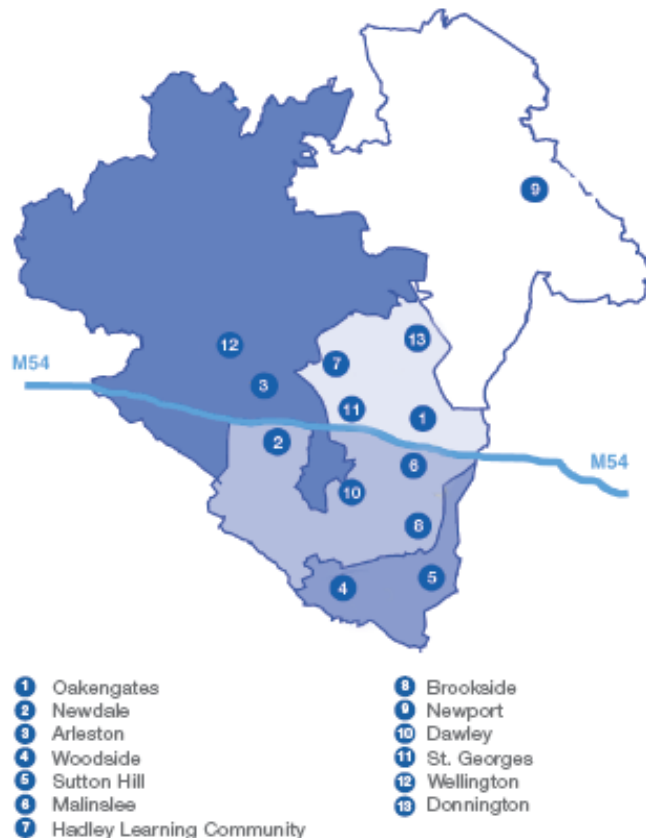
- 2.33 Since 1998, Telford and Wrekin has led the way in developing an excellent ICT infrastructure with a fully managed technical support service. This service currently fulfils the ambitions enshrined in the "Harnessing Technology" document, including the provision of a Learning Platform for all Telford schools. It uses economies of scale to ensure that the total cost of ICT provision is less than half the average expenditure in UK schools today. By managing this single network for our schools, the Authority allows teachers and head teachers to concentrate on pedagogy rather than technology.

Early Years

Children's Centre Developments

- 2.34 Sure Start Children's Centres, along with extended schools are at the heart of the Every Child Matters programme (ECM) for improving the following five outcomes for children and families
- Being healthy
 - Staying safe
 - Enjoying and achieving
 - Making a positive contribution
 - Achieving economic wellbeing
- 2.35 13 children's centres have been developed across Telford and Wrekin reaching out to 10,412 children aged 0-5 years. The children's centres deliver services in partnership with various agencies including health, jobcentre plus, schools and multi agency teams.

Children's Centres and their Location



Children's Centre Services

2.36 Children Centres support families with children under 5 and take a multi disciplinary approach to increasing the number of families that access services, especially those within the National and local priority groups. Children's Centres are unique in their governance and meeting local needs, which are addressed through consultation and evaluation of services. The implementation of the core offer may vary however in principle it is as follows:

- Integrated early learning and care for babies and children up to the age of five with the support of a qualified 0.5 teacher in order to positively impact on the Early Years Outcome Duty
- Support for childminders including networks
- Parental involvement
- Links with job centre plus - to reduce the number of families in workless households and reduce child poverty
- Links with PCT to provide seamless service for under 5's e.g. health visitors Speech and language therapy to support learning developments and outreach workers working to support families
- Outreach and family support, and Community Involvement teams, supporting core offer, linking with partner agencies and embedding the CAF process across all centres

- Build links with socially excluded groups – preventative support from pre- birth
- Work with the private and voluntary sectors
- Develop partnership working with extended learning
- Link with (Further Education) (FE) providers for alignment of activities
- Link with Life Long Learning, Links with libraries, book start, CAB, Relate

Extended Services

- 2.37 Collaboration” and “partnership” underpin Telford and Wrekin’s approach to developing extended services.
- 2.38 The local authority attempts to ‘join up’ a range of different national and local initiatives in order to develop a coherent and sustainable package of integrated services which offer appropriate support for all children, young people and their families.
- 2.39 An extended school audit under taken in 2005/6, and then in 2007/8, identified over 1500 different activities that were being delivered throughout the year in and around schools. Over 40,000 children and young people access these activities.
- 2.40 Schools are supported in the development of extended services through the coordination and delivery of a range of local authority based programmes/initiatives, such as: Integrated Childcare, Change for Children, School Sports Partnership, Playing for Success, Creative Arts, and Family Learning.

Deprivation and Economy

- 2.41 As well as attracting people, the borough has been successful in attracting new investment, with over 130 foreign owned firms operating within Telford. Manufacturing remains a key sector of the local economy, employing some 28% of the local workforce, compared to 15% nationally. Although unemployment is low, opportunities remain relatively narrow and concentrated in service and unskilled occupations. At face value, the borough may appear prosperous; however there is a substantial minority of local people subject to poverty, disadvantage and hardship. The borough is ranked 112th most deprived local authority from 354 in England.
- 2.42 The availability of jobs in the local economy is focused at the lower skills end and the standard of skills and qualifications is lower locally than nationally. Some 18% of the working population has no or limited qualifications. The number (9.7%) of young people not in employment, education or training is a specific focus for action.
- 2.43 Some of the lowest attaining schools are located in the New Town estates of South Telford where much of the housing and physical infrastructure is in need of renewal. These parts suffer from serious deprivations which are

comparable with inner city areas, with five neighbourhoods ranking among the 10% most deprived in England. The authority is determined to challenge these barriers to learning and ensure that all pupils have the opportunity to achieve.

Healthy Schools

- 2.44 Telford & Wrekin currently has 57 primary schools and these are served by 15 production kitchen units, 8 full export and 32 stand alone finishing units.
- 2.45 In 2002 the Education Catering Service underwent a Best Value review and as a consequence, the Council invested £1.6 million for the upgrade of a number of kitchens. The identified programme of work saw 19 of the larger kitchens remodelled to create production units (providing main food items that travel well to their affiliated finishing kitchens). All units received new service equipment i.e. heated trolleys and utensils. The provision of new service equipment enhanced the look of the food and ensured that all foods are kept at correct temperatures for service.
- 2.46 Telford & Wrekin Council Education Catering Services have been running with a set main meal for over a year, with the focus being to provide a nutritionally well balanced meal despite limiting the choice. This has not only seen the provision of better quality main meals, it has also encouraged healthier eating for the children.

SEN Provision

- 2.47 There are around 400 pupils on roll in special schools maintained by the local authority, which is just less than 1.7% of the total school population. Within this total, 175 are primary age pupils (1.3% of the primary school population). A further 15 pupils are on roll at specially resourced provision within mainstream primary schools.
- 2.48 The LA has completed a review of special needs school provision which led to some the rebuilding or remodelling of all four special schools in the Borough. There is a commitment to providing mainstream school places for children with special needs and there are resourced primary schools in the Borough that are able to cater for children with a wide range of needs. The number of children placed in special schools will continue to decline as more children are included within mainstream settings in the future.
- 2.49 There has been a significant amount of capital funding injected into the special school sector over recent years. All of the LA's special school buildings are of excellent quality and are appropriate for the needs of the pupils. All building works undertaken on school sites fully comply with the Disabled Discrimination Act (DDA), with over 50% of the LA's primary schools having had major building works undertaken incorporating access improvements, since the implementation of Asset Management Planning in 2000.

3 Long-Term Aims

- 3.1 The Vision for Campus Telford & Wrekin is to create 0-19 learning communities that really are at the heart of their local communities. This can be accomplished through offering extended services for at least 50 weeks of the year with hours appropriate to the needs of the community. The Learning Communities will link with borough wide initiatives and will be the focus of co located childcare, co located arts, sports and community facilities, wrap around care, extended services and out of hours provision. Such joined up services will increase the participation of the community and especially of parents in the life of the school. They should reduce offending rates and improve health outcomes through access to drop in health clinics. They will contribute to broader regeneration efforts by improving the skills base within the local community and learners will be more active citizens.
- 3.2 All successful organisations have, at their heart, a clear vision of what they want to achieve: This vision sets out their direction, defines their priorities and guides their actions and challenges them to constantly strive for improvements.
- 3.3 Our vision as a council is about the sort of community that we want Telford and Wrekin to become and also about the sort of organisation that we want the council to be and the way it works with the community.

Our Vision - "Building a successful, prosperous and healthy community which offers a good quality of life for all the people of Telford & Wrekin"

- 3.4 Our vision is very much linked to a number of shared local and national priorities that have been developed between central government and the Local Government Association. These are:
- Creating safer and stronger communities.
 - Improving the quality of life for all children and young people.
 - Improving the quality of life of older people and vulnerable adults and promoting healthier communities.
 - Developing sustainable communities.

These priorities are what the council, and its partners, are working to achieve.

- 3.5 During 2004/05 the Council was selected by the government to spearhead the development of a major new policy initiative - Local Area Agreements (LAAs). The Council's LAA was formally signed by the Deputy Prime Minister in March 2005.
- 3.6 Within the LAA for Children & Young People, our key priority outcomes (also reflected within the Children's Plan) are based around the five national outcomes of:
- Staying safe
 - Being healthy

- Enjoying & achieving attainment in school
 - Achieving economic well-being
 - Making a positive contribution
- 3.7 Telford & Wrekin schools already work in partnership with each other in clusters and school development groups, with the local authority and wider parties to debate, agree and deliver improvement. The LA promotes the Campus Telford & Wrekin vision which seeks schools and their learning communities to further commit to combining energies, talents and opportunities for the good of children and young people across the borough.
- 3.8 Such genuine collaboration is based on trust that is founded on jointly developed learning strategies, supported by clear agreements on resources and responsibilities for delivery within a framework of professional respect. It is intended that, with focused collaboration, more stimulating buildings and more engaged learners will result in the needs of underperforming schools and groups being addressed.
- 3.9 Collaborative working is also key to the current five geographical community clusters across the Borough. Several agencies are working together, to deliver joined up services for children and families, to meet local needs. As part of Campus Telford & Wrekin, it is envisaged that each of the secondary schools, apart from those in Newport, will become a hub for its community and provide facilities to be shared such as libraries, sports facilities etc.
- 3.10 Each of the secondary schools will have a primary school either on site or within a very short distance and in some cases there will be a children's centre providing pre school education and health facilities in partnership with the PCT. These learning communities principally comprising a secondary and its main contributory primary schools have produced draft visions for each learning community. They have established a shared educational ethos and plan to take advantage of a continuum of learning e.g.
- The scope for developing a continuum of pedagogies
 - Continuity of knowledge of learners
 - Tackles the dips associated with transfers and transitions
 - Greater opportunities for staff within a larger and integrated staff community
 - Extended opportunities for parental engagement
 - Offering educational opportunities for all ages
- 3.11 By expanding the number of schools that have co-located primary schools and providing a continuum of personalised learning opportunities Campus Telford & Wrekin will allow expertise and resources to be shared across phases so that KS2 results will improve.

Admissions, Diversity and Age Range of Schools

- 3.12 It is an accepted principle within the Borough that primary schools should be sited in the community they serve. Ideally they are within a safe and easy walk from the pupil's home. In many cases they will incorporate a nursery class or have a preschool co-located with them. In some instances there will also be Children's Centres on the same site providing support and services to families and giving maximum opportunity to build strong links between the school and its community.
- 3.13 New schools will need to meet their communities needs and decisions about what kind of school will need to be made bearing in mind a wide range of factors. Planned new schools will be open to competition in order that other proposers in addition to the LA are given the opportunity to register interest.
- 3.14 Only children selecting a school on faith grounds or those living in more isolated rural communities will have to travel any significant distance to school.
- 3.15 Primary schools will be designed to be at the heart of their communities and to support economic and community regeneration. In some locations it is intended to create learning communities by co-locating primary and secondary schools and having a principal and governing body presiding over both schools. This will have benefits for the curriculum in both phases and enrich the experience of pupils and staff. It will also ease the transition between the phases for pupils and their families and foster stronger links between the schools and their communities.
- 3.16 It is being considered, in conjunction with our partners in the diocese, whether one of the learning communities should be composed of Roman Catholic schools.
- 3.17 Currently each of the schools within Telford & Wrekin has its own designated attendance area. In places these areas are shared between schools.
- 3.18 In its role as a commissioner of school places, the LA will seek to make capital investment decisions that increase access to popular and successful schools. As demographics change the designated areas of each school will be kept under review.
- 3.19 It is intended that all schools within the Telford town area will be modelled to accommodate at least one form of entry (30 children per year group, 210 children on roll) with schools of two forms of entry where local circumstances indicate that this many places are necessary. The mix of community, Church of England and Roman Catholic schools will be maintained. In areas of population growth, usually linked to extensive residential development, it is anticipated that new primary schools will be necessary to meet demand.
- 3.20 The majority of schools within Telford & Wrekin cater for the whole primary age range with just 15 schools being infant or junior schools. Over the duration of the project, and subject to local consultation, the aim will be to

combine these schools either to form a primary school or the primary phase within a 4 to 16 learning community.

Enhancements to the Learning Environment

- 3.21 The primary strategy for change programme for the next 15 years, will not only see the completion of the LA's school re-organisation programme, but will also see the need for at least 3 new primary schools to be built over the next 10 years. The new schools will all be one form entry in the first instance and will serve new housing developments in Lightmoor, Lawley and Central North Telford. The necessity for additional places to be added to other schools as a result of the projected growth in developed areas will also necessitate a small number of extensions to schools in the south west, north east and central areas of the town.
- 3.22 In addition re-modelling work will be carried out on those schools prioritised through the AMP programme with the emphasis on the removal of temporary buildings (i.e. demountables), remodelled community and staff facilities, improved reception entrances, second halls for larger primary schools and provision for changes to take account of future curriculum and ICT development.
- 3.23 Opportunities for enhancing extended school provision will be considered and the need to provide multi-agency facilities on school sites will be a key priority. This will include partnership working with the Primary Care Trust, West Mercia Police, Parish Councils, private and voluntary early years providers as well as other Council portfolio services.
- 3.24 There are already several examples of where the Council has successfully implemented partnership working on school sites, and these include Hadley Learning Community, Short Wood Primary and Old Park Primary. This good practice will be replicated across the Borough on any projects where multi-agency opportunities present themselves.

Voluntary Aided Sector

- 3.25 As well as the programmed new school build and remodelling planned as part of the Campus Telford & Wrekin vision for the Blessed Robert Johnson Catholic College site, the LA will continue to consult with the Diocesan and representative bodies over the future use of LCVAP allocations. It is possible that an element of the future funding could support these plans if prioritised and supported by the VA representative group.
- 3.26 Voluntary Aided Schools will form an integral part of the prioritisation of Primary Capital Programme funding in the same way all other categories of school. Where possible, joined up funding sources such as LCVAP and Devolved Formula Capital will also be considered to support schemes.

Curriculum and ICT

Curriculum

- 3.27 A curriculum needs to be developed which challenges and inspires children to achieve their best. High quality assessment for learning within every classroom will ensure that personalised learning is being used effectively to support and challenge children to make good progress. This is particularly crucial for those schools below the floor target, including those serving socially disadvantaged areas, where the need for accelerated progress is essential in order to narrow the attainment gap.
- 3.28 Creative contexts for learning need to be provided which engage the pupils in making links with, and developing their knowledge and understanding of, their local, national and global environment.
- 3.29 Increased use needs to be made of each school's outside environment to ensure that the children are challenged to use and apply their taught skills within a meaningful learning context. This needs to begin as integral to the Early Years curriculum, and then added to as the children move through each phase. The primary curriculum needs to be linked to local, national and global aspect of learning, focusing on issues related to community cohesion and sustainability. This includes providing extensive ICT opportunities, enhancing each child's learning experience.
- 3.30 Each school's accommodation needs to ensure that the teaching and learning approaches being deployed are fit for purpose. Opportunities need to be provided for team work, collaborative learning and problem solving. This demands a more fluid approach to the classroom environment, as well as the outside areas available for school use. Pupils would benefit from access to outside area that enable them to learn in the same way outdoors as they do indoors. To this end, safe 'freeflow' access to both the indoor and outdoor learning environment motivates learners and dedicated 'forest school' areas within the school grounds further enhances creative curriculum opportunities and supports the development of sustainable education.
- 3.31 Schools have been encouraged to develop Learning Community vision statements as part of the Campus Telford & Wrekin project. These will inform design to ensure it is fit for purpose.

ICT

- 3.32 Our next objective will be to develop and enhance this service to:
- Extend our computer and telecommunication network into a truly 'networked learning community', so that learner data, course information, learning content and resources are available to pupils, carers, teachers and support services, as appropriate, anywhere that they have Internet access.

- Provide a 'personal learning space' where learners can store their own resources, publish information, communicate and collaborate with others to support an individualised curriculum.
 - Expand the excellent advisory and support services to develop the workforce, enabling the effective use of ICT to support learning, school management and administration.
 - Use the integrated network to support working across phases and between institutions to facilitate personalised curriculum opportunities.
- 3.33 The existence of a large, scaleable, flexible network will allow the incorporation of data and information from other agencies, national and local, to fulfil all the objectives of 'Every Child Matters'

Deprivation

- 3.34 Telford & Wrekin is establishing a strategic approach to the regeneration of its most deprived wards. Consideration of the educational and community needs is an integral part of the overall vision for Campus Telford & Wrekin. The Primary Capital Programme will link closely with the wider regeneration initiatives for key areas which are prioritised for addressing the issue of deprivation. This will see the provision of new schools and wider extended school provision incorporating multi-agency and community facilities, as part of the drive to raise aspirations for children, young people and their families.

Early Years – The Future

- 3.35 The need to engage with parents and the wider community, as well as with the children themselves, will be a key component of the Council's consultation process. The LA will monitor outcomes through the raising of attainment and reduction in deprivation indicators such as free school meals and percentage of pupils with special education needs.
- 3.36 The Government vision is to develop 3,500 children's centres by 2010 and we are well on our way to achieving this national target. In Telford & Wrekin we are planning;
- To embed children's centre developments in to Campus Telford
 - Potential roll out of Phase 3 of Children's Centres
 - Continuing work to ensure that the current capital programme is complete in both maintained and non-maintained.
- 3.37 Each centre will be;
- Implementing and embedding the children's centre core offer across all 13 Children's Centres
 - Focusing on priority and excluded groups in order to support their access to Children's Centres

- Reducing inequality by improving access to Health, employment and specialist services
- Performance management and monitoring of service delivery by means of a Self Evaluation Framework (SEF).

Healthy Schools

- 3.38 Our immediate aim is to support all our schools in achieving Healthy School Status over the next two years and taking present achieving schools through the new process of review. This will entail setting up and implementing the Quality Assurance Framework and moderation process.
- 3.39 This will enable pupils to have the opportunity to explore healthy lifestyles and develop knowledge, skills and attitudes to make informed choices. This will see a continuation of the LA's nutritious meals strategy and develop the healthier food and drink options in breakfast clubs.
- 3.40 The LA will encourage play and sporting activity and has implemented a number of play area projects on primary school sites and this strategy will continue over the lifetime of the capital programme. Partnership funding to deliver multi use games courts and other recreational play areas will be explored and the use of schools own funding will continue to be prioritised.

Extended Services

- 3.41 The long term strategy for T&W is orientated around the development of integrated learning communities which will encourage secondary schools and their feeder primary schools to work together to help raise the achievement, aspiration and self-esteem of CYP and their families by developing appropriate locality specific provision.
- 3.42 The creation of a learning community will better facilitate the development of a sustainable programme of activities, in line with the extended school core offer, throughout the year, which is appropriate to the needs of the community and offers continuity within and between each of the Key Stages.
- 3.43 By developing a local partnership of schools, resources can be more efficiently distributed to ensure that bespoke services are commissioned which remove specific barriers to participation, therefore improving attendance and attainment.
- 3.44 Learning community governance arrangements will also better facilitate partnership working at the locality level.

4 Approach to Change

Achieving the Vision

- 4.1 Telford & Wrekin Council, as commissioner of local services, is responsible for preparing, maintaining and implementing the Primary Strategy for Change.

- 4.2 The proposals incorporated within the strategy form an integral part of the Council's overall vision for transforming the learning provision for young people aged 0 to 21 across the whole Borough.
- 4.3 The LA has over the past 10 years established an effective planning of school places strategy which has implemented 10 infant and junior amalgamations as well as other school re-organisations. Over the lifetime of the Primary Capital Programme, it is envisaged that as opportunities present, further consolidation around learning communities will be consulted upon. In January 2009 the creation of an all-through school at Dothill is scheduled as part of proposals to establish the Dothill Learning Community.
- 4.4 The main emphasis of the LA's Building Schools for the Future proposal is the establishment of Learning Communities centred around secondary school sites, as part of the Campus Telford & Wrekin vision. This incorporates the establishment of the Lakeside Learning Community based on the Stirchley site, comprising of Lord Silkin, Three Oaks and Stirchley Primary Schools. In addition, a further 2 primary schools (Woodlands Primary and St Patrick's Catholic Primary) are earmarked to be co-located with their linked secondary schools, one of which is an Academy in the South of Telford (Abraham Darby) and the other a VA Catholic College in the north (Blessed Robert Johnson).
- 4.5 Further school re-organisations, including the establishment of a number of all-through schools are to be considered, and in each case a full consultation process will be implemented prior to any decisions being made. These include the creation of all-through schools on the following sites:
- The Donnington Wood Schools in north east Telford that would see the relocation of the existing infant school and children's centre onto the existing junior school site.
 - Madeley Infant and John Fletcher Junior schools site to include the co-location of the existing LA maintained Madeley Nursery School. The infant and junior schools are currently in separate buildings on adjacent sites, with the proposal being to provide a primary facility with the LA nursery forming part of the new build all through 2-11 age provision.
 - William Reynolds infant and junior schools located in south Telford in an area of high deprivation. This would entail the adjoining of the two existing buildings together with the remodelling of staff accommodation.
 - An all-through school combining Church Aston Infant and Moorfield Primary school on the existing primary school site. This would see new classbases being provided with some re-modelling of staff accommodation.
- 4.6 Besides those proposed school re-organisations listed above, consideration will also be given to further school reorganisations as the need and opportunity arise, as part of community regeneration projects or initiatives.

- 4.7 There will also be the need to deliver 3 new one form entry primary schools over the next 10 years. Two of these schools will be located in the south west of Telford and the sites have already been identified. The first will serve the Lightmoor village, and is due to open in September 2009. The second will serve the Lawley village, and is due to open post 2012 (the site has the potential to be extended to provide a two form entry primary). The third will be located in central north Telford in an area known as Hadley Quarry, which has been identified for major housing development post 2016.
- 4.8 Over the next 5 to 6 years additional places will need to be added in several areas of housing development served by existing primary schools. These include extending both Newdale Primary and Lawley Primary by 60 places (i.e. 2 classbases) in the south west of the Telford.
- 4.9 To support the projected housing development in the central area of north Telford, additional places will need to be provided at HLC Primary, Meadows Primary and Teagues Bridge Primary schools. The likelihood is that these places will be added in the period 2010 – 2013. In total 360 places will be needed at these schools, and the delivery dates will be dependent on the pace at which housing development materialises. This situation will be monitored closely in liaison with the Planning department.
- 4.10 Further housing development is proposed for the Priorslee area on the eastern perimeter of Telford. It is anticipated that Priorslee Primary School will be extended by 90 places (3 classbases) and Redhill Primary school, which opened in 1998 and has since had two further extensions to create a two form entry provision (420 places) will provide the necessary additional places by utilising existing surplus.

Consultation and Communication

- 4.11 Telford & Wrekin recognises the need to work closely with local communities and key stakeholders to ensure that the over-arching vision is shared by all those affected.
- 4.12 The primary strategy will need to be robust enough to ensure the engagement of school staff, governors and parents. Whilst the overall vision for Campus Telford & Wrekin seeks to provide common outcomes for the Borough as a whole, it is vitally important that individual schools needs are considered and that the necessity for individuality is respected.
- 4.13 In conducting reviews of provision and undertaking major building projects, all those involved will need to keep the focus on change and innovation. Telford & Wrekin prides itself on delivering building projects fit for the 21st Century and through liaison with key stakeholders will ensure that all future projects are visionary and achieve best value, meeting the needs of end users.
- 4.14 The LA will ensure that the prioritisation of projects is transparent and forms part of the Campus Telford & Wrekin strategy. As such, the prioritisation of primary projects will be significantly influenced by the Building Schools for

the Future phasing which will be determined by the forthcoming Outline and Final Business Case submissions.

- 4.15 Telford & Wrekin recognises that early and thorough consultation is essential for the success of its vision for Campus Telford & Wrekin. The LA has already carried out an extensive programme of consultation with its primary schools and other stakeholders, including parents as part of the wider BSF consultation, which is already underway. In addition, parents have been actively consulted on all of the school reorganisations that have taken place to date. There has also been a programme of “Visioning Days” which have involved all primary and secondary schools. The outcome from this consultation process so far has been positive around the shared vision of Campus Telford and Wrekin.
- 4.16 For all major schemes pupils are consulted as part of the design process to involve them and ensure their views are taken into consideration, particularly on classroom layout, design features and furniture and equipment. In addition, pupils are actively involved in the design process for external play areas, both as part of larger and standalone projects. The engagement of pupils on all future new build schemes will be a key focus embedded into the design process.
- 4.17 The BSF Project Team includes a public relations professional who has developed the “Communication and Stakeholder Engagement Strategy”. This is based on an analysis of the project’s stakeholders, their information requirements, the stages at which they need to be consulted and the best method of providing information to the various groups. Use will be made of a wide range of media, from personal presentations to the local press. Key messages will be agreed.
- 4.18 The development of individual Learning Community visions and strategies for change has started, guided by the overall strategy provided by the Campus Telford and Wrekin agenda. They will be based on the needs of each learning community.
- 4.19 The consultation process with all Telford & Wrekin Schools (including secondary and special) is already at an advanced stage in terms of the LAs vision for Campus Telford & Wrekin. This is due to the Council being part of wave 4 of the Building Schools for the Future programme, which is already well established.
- 4.20 The Campus Telford & Wrekin vision proposes a number of 0-16/19/21 facilities which will incorporate early years, primary, secondary and post 16 provision on one site. As a consequence all primary schools, but particularly those directly affected by these proposals, have been consulted with, as have partners and key stakeholders where appropriate.
- 4.21 Further Campus Telford & Wrekin consultations together with face to face meetings will take place over the next 12 months. In addition, the school re-organisation programme has already seen a number of successful primary

school reorganisations, and further all-through schools will be considered as opportunities arise.

Programme Prioritisation

- 4.22 The capital programme will be prioritised so that it runs parallel with the Building Schools for the Future programme. Some of the larger projects to create all through schools as part of the Campus Telford & Wrekin vision will be the first to be commissioned and it is envisaged subject to Partnership for Schools (PfS) approval that all 3 of the primary co-locations onto shared secondary school sites will be undertaken in the period 2011 to 2014.
- 4.23 The other schemes identified in the programme will be prioritised on the need for;
- Additional places in developing areas/removal of surplus places in established areas or schools with poor local parental perception.
 - Through the evaluation of a school(s) position with regard to the effect of deprivation and under-achieving schools, i.e. key stage results, % of SEN and free school meal pupils and ward deprivation statistics.
 - Condition and modernisation data which is reviewed annually.
 - Annual Health & Safety and risk assessment reviews.
- 4.24 The prioritisation of the capital programme will be influenced by the cost of identified works (and the opportunities for joining up of relevant funding sources) and the positive impact the scheme would have on the need to raise educational standards.

Funding

- 4.25 Capital funds will be joined together to maximise the benefits for the primary programme. Available funding sources include:
- Primary Capital Programme
 - Formulaic Pupil Places
 - Modernisation
 - Access Initiative
 - LEA Co-ordinated Voluntary Aided Programme
 - Capital Receipts
 - Section 106 Agreements
 - School Devolved Formula Capital
 - Early Years and Sure Start funding
 - Extended Schools Capital
 - Miscellaneous grants funding
- 4.26 Since unitary status the LA has gained significant experience at joining up its funding streams and accessing external funding to enable a number of partnership funded projects to be delivered. These include partnership working with English Partnerships, the Primary Care Trust, Housing

Developers such as Bournville Village Trust, West Mercia Police, Advantage West Midlands and also other Councils.

- 4.27 The LA will endeavour to include all primary schools in the process, however it needs to be recognised that this strategy is seen as a continuation of what has proved to be a successful planning of places strategy already implemented for the benefit of a number of schools. Therefore those schools that have already benefited from complete new build or significant remodelling will not necessarily receive further investment to their physical environment, however all schools will benefit from plans to enhance the curriculum and ICT infrastructure.
- 4.28 In the period 2006 to 2008 Telford & Wrekin received £2.8m capital through the Sure Start Early Years and Childcare Grant (SSEYCG) to support the development of Children's Centres, Extended Schools and Childcare. This funding has provided new and refurbished facilities for the delivery of services across the borough which has benefited local families.

Capital Receipt and Developer Contributions

- 4.29 Where possible, the LA will continue to maximise capital receipt from the disposal of surplus land, to directly support proposals identified for Campus Telford & Wrekin. The LA will also continue to seek contributions from housing developers where new developments would impact the proposals put forward for the Primary Capital Programme.

Procurement and Capacity to Deliver

- 4.30 Telford & Wrekin's own Architecture, Landscape & Buildings Team (ALB) has vast experience of delivering major capital building projects. This includes 6 new schools, as well as at least 10 large scale remodelling projects involving 50% or more of the school building footprint. In addition, a number of medium sized adaptation projects (up to 50%) have also been overseen by ALB. On a small number of occasions the Council has sub-contracted large scale projects to external consultants if resourcing has been an issue due to the scheduled programme of works. In such cases ALB have acted in a Project Management role on behalf of the LA.
- 4.31 In January 2007 the Council opened its first Private Finance Initiative project at Hadley Learning Community, which incorporated a secondary, primary and Severe Learning Difficulties (SLD) Schools together with a Children's Centre and community facilities such as a Library, Theatre and swimming Pool, all on one site. ALB Consultants worked closely alongside the PFI Contractor to ensure deliver of this highly acclaimed facility on time and in budget, which has subsequently won a number of prestigious awards.
- 4.32 The Council is also currently delivering its first partnership project with Bournville Village Trust and English Partnerships at Lightmoor in the south west of the town. This will provide a one form entry primary school with community facilities to serve the 800 home development. This partnership

working demonstrates the Council's ability to be innovative and flexible in its approach to procuring and delivering major projects.

- 4.33 The Council will also explore the possibility of using the Local Education Partnership being provided through Building Schools for the Future, for delivery of some aspects of the Primary Strategy.
- 4.34 The Council undertake a number of different procurement routes, dependant on the nature of the project and which route will deliver the most efficiency. The routes vary from traditional contracts to partnering where the contractor is partly appointed on their ability to bring expertise from past projects.

Sustainability

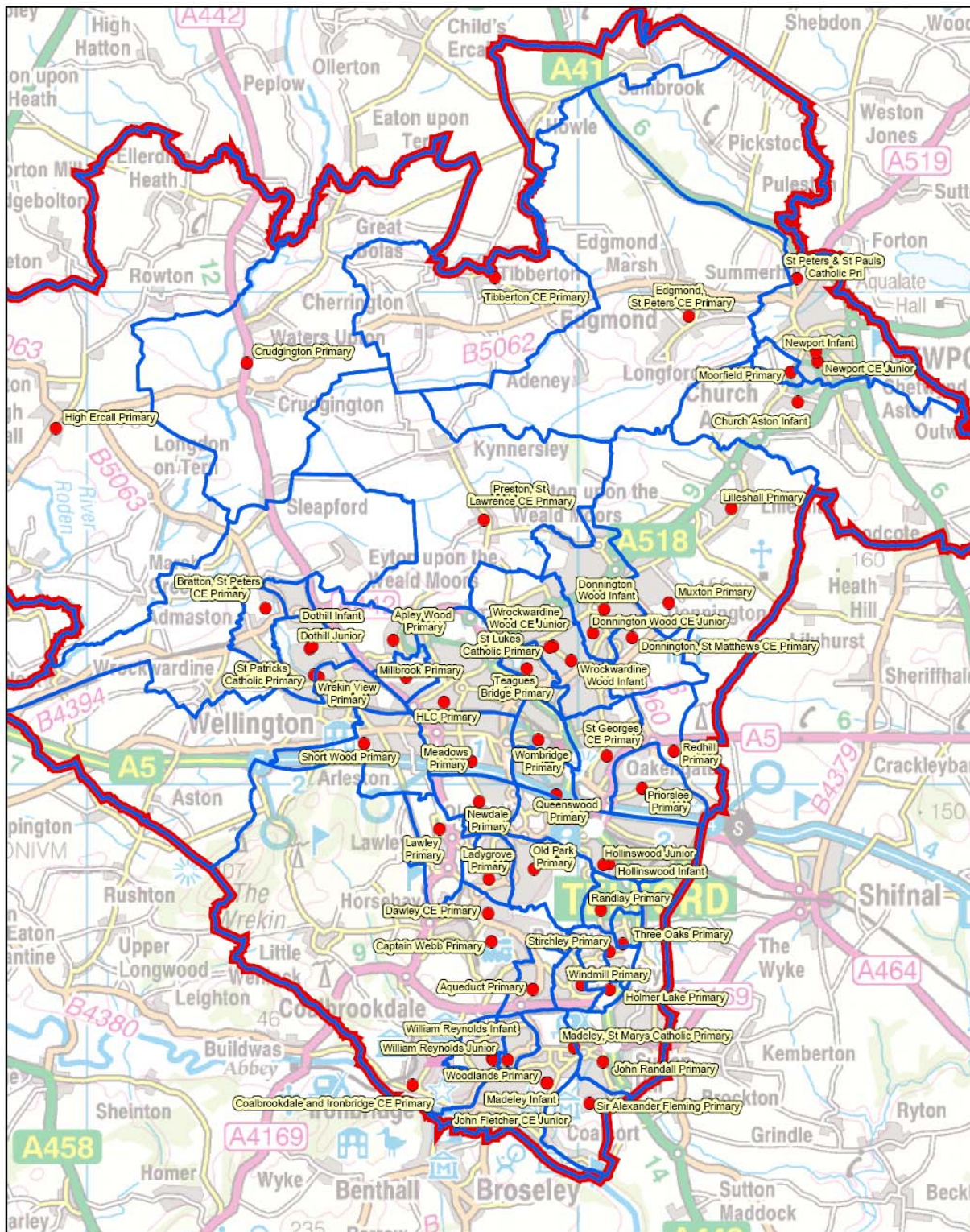
- 4.35 The Council's commitment to climate change is demonstrated in the Authorities "A Climate for Change", for the community of Telford and Wrekin, and has established a baseline for CO₂ emissions for the Council and target settings to reduce levels by ensuring all major developments reduce predicted CO₂ emissions over and above building regulations by at least 10%.
- 4.36 The Council ensure that sustainability is embedded at the core of all major school developments both within the design and subsequent operation phase. This can be demonstrated a number of projects where technologies such as biomass heating, light sensors, natural ventilation is included as part of standard design. This, dovetailed with the Councils commitment to consult local communities on major projects allows the Authority to achieve BREEAM Very Good standard.
- 4.37 During the operational phase the Council are supporting schools to reduce operational energy consumption by providing support to monitor energy usage and invest or undertake actions to reduce usage where possible. A number of schools have been assessed and measures have been implemented.

Evaluation

- 4.38 There are a number of ways the LA will assess its progress against the main improvement criteria of the Primary Strategy. Most of the evaluation data is already measured for current national and local performance indicators:
- No school with over 25% surplus places, unless the places are anticipated to be needed in the near future (e.g. new schools).
 - No school with over 10% overcrowding.
 - A reduction in Condition backlog elements to less than £5M, and addressing all 1st priority elements over the period of the Strategy.

- Removal of the 5% worst condition school buildings and removal of 20% of the worst condition accommodation in the most deprived areas of the Borough.
- An improvement in educational standards achieved at both key stage 1 and key stage 2, in line with the LA's set targets.
- Improve ICT infrastructure to ensure all schools have access to the networked learning community, and provide personal learning space for all pupils.
- To enable all school to achieve Healthy Schools status within the next 2 years.
- Monitoring the successful delivery of phase 3 Children's Centre proposals in support of the Primary Capital Programme Strategy.
- Achieve both behaviour and attendance improvements, monitored through BVPI's annually.
- Sustainability – Aim to achieve at least BREEAM 'Very good' rating for all newly built or refurbished accommodation.

Appendix 1



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|---|---|-----------------------|---|--|
| <p>Children & Young People Civic Offices P.O. Box 440 TELFORD TF3 4WF +44(0)1952 380932</p> | <p>Telford & Wrekin Primary Schools</p> | Scale: 1:101,196 | April 2008 | |
| | | Drawn By: C&YP/C&F/SS | | |
| | | Drawing No: 1 | <p>Reproduced from the Ordnance Survey mapping with the permission of the Controller of Her Majesty's Stationery Office © Crown Copyright. Unauthorised reproduction infringes Crown Copyright and may lead to Prosecution or civil proceedings. Borough of Telford & Wrekin Council. Licence No: 100018684, Dated 2008</p> | |

Appendix 2

| Type of Establishment | Phase of Education | DCSF No | School Name | Address 1 | Address 2 | Address 3 | Address 4 | Postcode |
|-----------------------|--------------------|---------|--|--------------------|---------------|------------|------------|----------|
| Nursery | | | | | | | | |
| Community | Nursery | 1000 | Madeley Nursery School | Bridle Road | Madeley | Telford | Shropshire | TF7 5ET |
| Community | Nursery | 1001 | Oakengates Children's Centre | The Place | Lime Walk | Oakengates | Telford | TF2 6EP |
| Primary | | | | | | | | |
| Community | Primary | 2190 | Apley Wood Primary School | Pool Farm Avenue | Leegomery | Telford | Shropshire | TF1 6FQ |
| Community | Primary | 2175 | Aqueduct Primary School | Castlefields Way | Aqueduct | Telford | Shropshire | TF4 3RP |
| Community | Primary | 2174 | Captain Webb Primary School | Webb Crescent | Pool Hill | Dawley | Telford | TF4 3DU |
| Voluntary Aided | Primary | 3315 | Coalbrookdale & Ironbridge CE Primary School | Dale End | Coalbrookdale | Telford | Shropshire | TF8 7DS |
| Community | Primary | 2038 | Crudgington Primary School | Crudgington | Nr Telford | Shropshire | | TF6 6JF |
| Voluntary Aided | Primary | 3317 | Dawley CE Primary School | Doseley Road North | Dawley | Telford | Shropshire | TF4 3AL |
| Community | Primary | 2051 | High Ercall Primary School | High Ercall | Nr. Telford | Shropshire | | TF6 6AF |
| PFI Community | Primary | 2034 | HLC Primary Phase | Waterloo Road | Hadley | Telford | Shropshire | TF1 5NU |
| Community | Primary | 2153 | Holmer Lake Primary School | Brookside | Telford | Shropshire | | TF3 1LD |
| Community | Primary | 2176 | John Randall Primary School | Queen Street | Madeley | Telford | Shropshire | TF7 4DS |
| Community | Primary | 2168 | Ladygrove Primary School | Old Office Road | Dawley | Telford | Shropshire | TF4 2LF |
| Community | Primary | 3366 | Old Park Primary | Off Alma Avenue | Dawley | Telford | Shropshire | TF4 2ED |
| Community | Primary | 2061 | Lawley Primary School | Lawley | Telford | Shropshire | | TF4 2PR |
| Community | Primary | 2062 | Lilleshall Primary School | Limekiln Lane | Lilleshall | Newport | Shropshire | TF10 9EY |
| Community | Primary | 3362 | Meadows Primary School | Riddings Close | Ketley | Telford | Shropshire | TF1 4HF |

| | | | | | | | | |
|-----------------|---------|------|--|---------------------------|-----------------|------------|------------|----------|
| Community | Primary | 3361 | Millbrook Primary School | Grainger Drive | Leegomery | Telford | Shropshire | TF1 4UJ |
| Foundation | Primary | 5203 | Moorfield Primary School | Wellington Road | Newport | Shropshire | | TF10 7QU |
| Community | Primary | 2195 | Muxton Primary School | Marshbrook Way | Muxton | Telford | Shropshire | TF2 8SA |
| Community | Primary | 2203 | Newdale Primary School | Marlborough Way | Newdale | Telford | Shropshire | TF3 5HA |
| Community | Primary | 2181 | Priorslee Primary School | Priorslee Avenue | Priorslee | Telford | Shropshire | TF2 9RS |
| Community | Primary | 2128 | Queenswood Primary School | Yates Way | Ketley Bank | Telford | Shropshire | TF2 0AZ |
| Community | Primary | 2172 | Randlay Primary School | Randlay | Telford | Shropshire | | TF3 2LR |
| Community | Primary | 2201 | Redhill Primary School | Gatcombe Way | Priorslee | Telford | Shropshire | TF2 9GZ |
| Community | Primary | 3364 | Short Wood Primary School | Limekiln Lane | Wellington | Telford | Shropshire | TF1 2JA |
| Community | Primary | 2202 | Sir Alexander Fleming Primary School | Southgate | Sutton Hill | Telford | Shropshire | TF7 4HG |
| Community | Primary | 3154 | St George's CE Primary School | London Road | St Georges | Telford | Shropshire | TF2 9LJ |
| Community | Primary | 3091 | St Lawrence CE Primary School | Preston On The Wealdmoors | Nr. Telford | Shropshire | | TF6 6DH |
| Voluntary Aided | Primary | 3359 | St Luke's Catholic Primary School | Church Road | Trench | Telford | Shropshire | TF2 7HG |
| Voluntary Aided | Primary | 3357 | St Mary's Catholic Primary School, Madeley | Coronation Crescent | Madeley | Telford | Shropshire | TF7 5EJ |
| Voluntary Aided | Primary | 3358 | St Matthew's CE Primary School | Church Road | Donnington Wood | Telford | Shropshire | TF2 7PZ |
| Voluntary Aided | Primary | 3356 | St Patrick's Catholic Primary School | North Road | Wellington | Telford | Shropshire | TF1 3ER |
| Voluntary Aided | Primary | 3352 | St Peter's & St Paul's Catholic Primary School | Coppice Drive | Newport | Shropshire | | TF10 7HU |
| Community | Primary | 3157 | St Peter's CE Primary School, Bratton | Squirrel Meadow | Shawburch | Telford | Shropshire | TF5 0NT |
| Community | Primary | 3039 | St Peter's CE Primary School, Edgmond | Stackyard Lane | Edgmond | Nr Newport | Shropshire | TF10 8JQ |
| Community | Primary | 2198 | Stirchley Primary School | District Centre | Stirchley | Telford | Shropshire | TF3 1FD |

| | | | | | | | | |
|---------------|---------|------|----------------------------------|---------------------|-------------------|-------------|------------|----------|
| Community | Primary | 2191 | Teagues Bridge Primary School | Teagues Crescent | Trench | Telford | Shropshire | TF2 6RE |
| Community | Primary | 2155 | Three Oaks Primary School | Calcot Centre | Stirchley | Telford | Shropshire | TF3 1YQ |
| Community | Primary | 3109 | Tibberton CE Primary School | Off Maslan Crescent | Tibberton | Nr. Newport | Shropshire | TF10 8NN |
| Community | Primary | 3365 | Windmill Primary School | Beaconsfield | Brookside | Telford | Shropshire | TF3 1LG |
| Community | Primary | 2112 | Wombridge Primary School | Hartshill | Oakengates | Telford | Shropshire | TF2 6AN |
| Community | Primary | 3363 | Woodlands Primary School | Wensley Green | Woodside | Telford | Shropshire | TF7 5NW |
| Community | Primary | 2204 | Wrekin View Primary | North Road | Wellington | Telford | Shropshire | TF1 3ES |
| Infant | | | | | | | | |
| Community | Primary | 2033 | Church Aston Infant School | Church Aston | Newport | Shropshire | | TF10 9JN |
| Community | Primary | 2041 | Donnington Wood Infant School | Baldwin Webb Avenue | Donnington | Telford | Shropshire | TF2 8EP |
| Community | Primary | 2125 | Dothill Infant School | Severn Drive | Wellington | Telford | Shropshire | TF1 3JB |
| Community | Primary | 2161 | Hollinswood Infant School | Dale Acre Way | Hollinswood | Telford | Shropshire | TF3 2EP |
| Community | Primary | 2066 | Madeley Infant School | Upper Road | Madeley | Telford | Shropshire | TF7 5DL |
| Community | Primary | 2074 | Newport Infant School | Granville Avenue | Newport | Shropshire | | TF10 7DX |
| Community | Primary | 2151 | William Reynolds Infant School | Westbourne | Woodside | Telford | Shropshire | TF7 5QW |
| Community | Primary | 2116 | Wrockwardine Wood Infant School | Church Road | Wrockwardine Wood | Telford | Shropshire | TF2 7AH |
| Junior | | | | | | | | |
| Community | Primary | 3035 | Donnington Wood CE Junior School | Leonards Close | Donnington | Telford | Shropshire | TF2 8BH |
| Community | Primary | 2126 | Dothill Junior School | Severn Drive | Wellington | Telford | Shropshire | TF1 3JB |
| Community | Primary | 2200 | Hollinswood Junior School | Dale Acre Way | Hollinswood | Telford | Shropshire | TF3 2EP |
| Community | Primary | 3152 | John Fletcher Junior School | Upper Road | Madeley | Telford | Shropshire | TF7 5DL |

| | | | | | | | | |
|------------------|-----------|------|---|------------------|-------------------|------------|------------|----------|
| Community | Primary | 3082 | Newport CE Junior School | Avenue Road | Newport | Shropshire | | TF10 7EA |
| Community | Primary | 2158 | William Reynolds Junior School | Westbourne | Woodside | Telford | Shropshire | TF7 5QW |
| Community | Primary | 3129 | Wrockwardine Wood CE Junior School | Church Road | Trench | Telford | Shropshire | TF2 7HG |
| Secondary | | | | | | | | |
| Foundation | Secondary | 5403 | Abraham Darby School | Hill Top | Madeley | Telford | Shropshire | TF7 5HX |
| Voluntary Aided | Secondary | 5400 | Adams Grammar School | High Street | Newport | Shropshire | | TF10 7BD |
| Voluntary Aided | Secondary | 5405 | Blessed Robert Johnson Catholic College | Whitchurch Road | Wellington | Telford | Shropshire | TF1 3DY |
| Community | Secondary | 4405 | Burton Borough School | Audley Avenue | Newport | Shropshire | | TF10 7DS |
| Foundation | Secondary | 5404 | Charlton School | Severn Drive | Dothill | Wellington | Telford | TF1 3LE |
| Foundation | Secondary | 5402 | Ercall Wood Technology College | Golf Links Lane | Wellington | Telford | Shropshire | TF1 2DT |
| PFI Community | Secondary | 4439 | HLC Secondary Phase | Waterloo Road | Hadley | Telford | Shropshire | TF1 5NU |
| Community | Secondary | 4425 | Lord Silkin School | District Centre | Stirchley | Telford | Shropshire | TF3 1FA |
| Community | Secondary | 6905 | Madeley Academy | Court Street | Madeley | Telford | Shropshire | TF7 5DZ |
| Community | Secondary | 4364 | Newport Girls' High School | Wellington Road | Newport | Shropshire | | TF10 7HL |
| Community | Secondary | 4408 | Phoenix School | Manor Road | Dawley | Telford | Shropshire | TF4 3DZ |
| Community | Secondary | 4438 | Sutherland School | Gibbons Road | Trench | Telford | Shropshire | TF2 7JR |
| Community | Secondary | 4401 | Wrockwardine Wood School | New Road | Wrockwardine Wood | Telford | Shropshire | TF2 6JZ |
| Special | | | | | | | | |
| Community | Special | 7001 | Haughton School | Queen Street | Madeley | Telford | Shropshire | TF7 4BW |
| Community | Special | 7018 | Mount Gilbert School | Hinkshay Road | Dawley | Telford | Shropshire | TF4 3PP |
| Community | Special | 7012 | Southall Special School | Off Rowan Avenue | Dawley | Telford | Shropshire | TF4 3PX |
| Community | Special | 7017 | The Bridge at HLC | Crescent Road | Hadley | Telford | Shropshire | TF1 5NQ |

Campus Telford & Wrekin
Communications and Consultation
Programme to date

| Date | Event | Audience |
|----------------------|--|---|
| 2006 | | |
| 10 Oct | Vision Day Planning Session | T&W Officers |
| 12 Oct | Wrockwardine Wood Secondary School | Headteacher |
| 18 Oct | Lakeside meeting at Ricoh | Ricoh & Senior T&W Officers |
| 19 Oct | Visioning Day | Headteachers & T&W Officers |
| 19 Oct | Wrockwardine Wood Junior School | Headteacher |
| 25 Oct | Wrockwardine Wood meeting | Cllr Veronica Fletcher (Ward Member) |
| 3 Nov | Lakeside meeting | Ricoh & Senior T&W Officers |
| 14 Nov | SHAP & Primary Heads | Secondary & Primary Heads |
| 24 Nov | Vision Group Meeting | Representative group of Headteachers & T&W Officers |
| 7 Dec | Lakeside Project Meeting | T&W Officers & G Bennett Uni of Wolverhampton |
| 15 Dec | Scrutiny meeting | Cllrs/Members of Scrutiny Commission Group |
| 21 Dec | BSF Strategy Meeting | T&W Officers |
| | | |
| 2007 | | |
| 10 Jan | SHAP (Secondary heads meeting) | Secondary Headteachers & T&W Officers |
| 11 Jan | BSF Project Team Meeting | BSF Project Team Members |
| 17 Jan | Badger Set | Senior T&W Officers |
| 2 Feb | BSF Remit Meeting | PfS/DfES/OSC & T&W Officers |
| 8 Feb | C&YP Strategic Partnership Board | PCT/CaMHS/Social Care/Council Members & Senior T&W Officers |
| 8 Feb | Planning of School Places meeting | Senior T&W Officers |
| 9 Feb | Wave 4 Kick Off Meeting | PfS/4Ps/Senior T&W Officers |
| 9 Feb | Diocesan Directors Meeting | Diocesan reps & Senior T&W Officers |
| 21 Feb | Environment & Regeneration Managers Briefing | Senior T&W Officers |
| 22 Feb | Health & Early Years Briefing | Health & Early Years Senior colleagues |
| 26 Feb | BSF Project Board | BSF Project Board Members |
| 28 Feb | Lakeside Meeting | Senior T&W Officers |
| 28 Feb | Moorfield School Governors Briefing | School Governors |
| 01 Mar | Legal Advisors Day | Senior T&W Officers & Legal Advisors |
| 02 Mar | Children & Young People Managers Forum | Senior T&W Officers |
| 02 Mar | BSF Team Meeting | BSF Project Team Members |
| 05 Mar | BSF Update Meeting | Senior T&W Officers |
| 08 Mar | Opposition Briefing | Councillors from the Opposition Party |
| 09 Mar | BSF Vision Briefing | T&W Senior Officers |
| 12 Mar | Planning of School Places Cabinet Meeting | T&W Cabinet Members |
| 13 Mar | Members BSF presentation | Council Members and Senior Officers |
| 14 Mar | School Improvement Team | Senior Officers from SI Team |
| 15 Mar | Lifelong Learning Team Briefing | Lifelong Learning Team |
| 23 Mar | BSF Project Steering Group Meeting | Senior T&W Officers |
| 23 Mar | School Improvement Partners Briefing | SI Partners |
| 27 Mar | BSF Meeting | Senior T&W Officers |
| 04 Apr | Wrockwardine Wood Infants | Reverend Matthews |
| 19 th Apr | Briefing | Chairs of Governors |
| 20 th Apr | Priorslee | School Development Meeting |

| | | |
|-----------------------|-------------------------------|--|
| 27 th Apr | GF Briefing | Learning & School Imp PD Day |
| 9 th May | Visioning Event | Project Team & Key Stakeholders |
| 9 th May | Visioning Event | School Heads & Senior Managers |
| 10 th May | BSF Update | Primary Heads Forum |
| 23 rd May | Headteachers Briefing | Janet Mitchell, Richard Thorpe, John Sullivan |
| 6 th June | BSF Update | Dothill Junior Governors Meeting |
| 12 th June | BSF Meeting | West Mercia Police |
| 13 th June | BSF Update at SHAP Meeting | Secondary Heads & Principals |
| 20 th June | Visioning Event | School Heads Visioning Event |
| 21 st June | Visioning Event | Newport Learning Community |
| 26 th June | Visioning Event | Ercall Wood & The Phoenix School |
| 27 th June | Visioning Event | Abraham Darby & BRJ Schools |
| 28 th June | Visioning Event | Southall & The Lord Silkin Schools |
| 28 th June | BSF Update | Primary Heads |
| 2 nd July | Initial discussion and update | Mike Atherton – Adult Social Care |
| 2 nd July | Visioning Event | Wrockwardine Wood & Sutherland |
| 3 rd July | Visioning Event | The Charlton School |
| 4 th July | Visioning Event | The Phoenix & Abraham Darby Schools |
| 5 th July | Visioning Event | The Lord Silkin & Newport Learning Community |
| 9 th July | Visioning Event | Wrockwardine Wood School |
| 9 th July | BSF Meeting | Linking tech for BSF & BESS |
| 11 th July | Visioning Event | Sutherland School |
| 11 th July | BSF Update | Dothill Parent Consultation |
| 11 th July | BSF Update | Dothill Governor Consultation |
| 12 th July | Visioning Event | Southall School |
| 16 th July | Visioning Event | BRG & Ercall Wood Schools |
| 17 th July | Visioning Event | The Phoenix School |
| 18 th July | Visioning Event | Newport Learning Community |
| 30 th July | BSF Update | Headteachers Irene Baxter, Meg Thompson, Geoff Pickles & Cyril Plant |
| 30 th July | BSF Update | Christine Brown Headteacher |
| 31 st July | BSF Update | David Wright MP |
| 1 st Aug | BSF Initial discussion | Gill Rallings – Inclusion Team |
| 6 th Sept | BSF Update | Chair of Governors Briefing |
| 21&27 Sept | BSF Update | Jane Smith – Starchley Parish Council |
| 27 th Sept | BSF Update | Starchley Parish Council |
| 3 rd Oct | BSF Update | Campus T&W Monitoring Group |
| 15 th Oct | BSF Update | Parish Clerks Meeting |
| 25 th Oct | BSF Update | Geoff Harding – Int. Services Manager |
| 25 th Oct | BSF Update | Diane Partridge – Int. Svcs Manager |
| 29 th Oct | BSF Update | Debbie Lloyd – Int. Services Manager |
| 30 th Oct | BSF Update | Jane Clark – Int. Services Manager |
| 19 th Nov | BSF Update | Members Briefing |
| 29 th Nov | BSF Update | Sarah Stembridge – CYP Active Involvement Service |
| 1-30 Nov | BSF Option Appraisals Day 1 | All BSF Schools |
| 1-22 Dec | BSF Option Appraisals Day 2 | All BSF Schools |
| 10 th Dec | BSF Workshop/Visioning | BSF Partner Visioning Workshop |
| | | |
| | | |
| | | |
| 2008 | | |
| | | |
| 7 th Jan | BSF Workshop/Visioning | Leisure & Culture Managers Workshop |

| | | |
|----------------------|--|--|
| 14 th Jan | BSF Update | KPMG – External Audit |
| 25 th Jan | BSF Workshop/Visioning | PRU Visioning Event |
| 29 th Jan | BSF Update | DCMS & Sport England |
| 1-31 Mar | BSF Visioning Events with Damien Madine | All BSF Schools |
| 25 Feb – 14 Apr | Campus Telford & Wrekin Scrutiny Monitoring Group | Scrutiny Group Members |
| June 07 – Feb 08 | BSF update | Mike Atherton – Head of Service |
| April 08 – May 08 | Individual Meetings with all Headteachers of schools within programme up to 2014 | Headteachers |
| 15 April 08 | Diocesan Representatives Group Meeting | All VA School & Diocese representatives |
| 1 May 08 | Primary Heads Executive Group | Representative Primary Heads |
| 6 May 08 | Chief Executive & Corporate Directors | Telford & Wrekin Council Executive |
| 8 May 08 | Primary Schools Forum | All Primary Headteachers |
| 9 May 08 | BSF Project Board | Project Board for Building Schools for the Future |
| 2 June 08 | Council's Cabinet | Cabinet Members |
| 10 June 08 | Diocesan Representative Follow up Meeting | All VA School & Diocese representatives |
| May 08 - June 08 | Planned meetings with Governing Bodies | Governors |
| Sept 08 – Dec 09 | Consultation Meetings for Parents, Staff and Governors for schools included in initial investment priorities | Parents, Staff and Governors |

Primary Pupil Projections

Projection for all Primary Pupils (WITHOUT Housing)

| PLASC | Yr | Rec | Yr 1 | Yr 2 | Yr 3 | Yr 4 | Yr 5 | Yr 6 | Total |
|-------|------|-------|-------|-------|-------|-------|-------|-------|--------|
| | 2008 | 1,824 | 1,873 | 1,830 | 1,956 | 1,989 | 2,008 | 2,103 | 13,583 |
| | 2009 | 1,876 | 1,826 | 1,875 | 1,832 | 1,945 | 1,980 | 1,997 | 13,332 |
| | 2010 | 1,959 | 1,878 | 1,827 | 1,877 | 1,822 | 1,937 | 1,970 | 13,270 |
| | 2011 | 1,999 | 1,961 | 1,879 | 1,830 | 1,867 | 1,814 | 1,927 | 13,276 |
| | 2012 | 1,947 | 2,001 | 1,962 | 1,882 | 1,820 | 1,858 | 1,805 | 13,275 |
| | 2013 | 1,960 | 1,949 | 2,002 | 1,965 | 1,871 | 1,812 | 1,849 | 13,408 |
| | 2014 | 1,970 | 1,962 | 1,951 | 2,005 | 1,954 | 1,863 | 1,802 | 13,507 |
| | 2015 | 1,986 | 1,972 | 1,963 | 1,953 | 1,994 | 1,946 | 1,853 | 13,668 |
| | 2016 | 2,011 | 1,988 | 1,974 | 1,966 | 1,943 | 1,985 | 1,935 | 13,802 |
| | 2017 | 2,039 | 2,013 | 1,990 | 1,976 | 1,955 | 1,934 | 1,975 | 13,882 |
| | 2018 | 2,063 | 2,041 | 2,015 | 1,992 | 1,965 | 1,946 | 1,924 | 13,947 |

Projection for all Primary Pupils (INCLUDING Housing)

| PLASC | Yr | Rec | Yr 1 | Yr 2 | Yr 3 | Yr 4 | Yr 5 | Yr 6 | Total |
|-------|------|-------|-------|-------|-------|-------|-------|-------|--------|
| | 2008 | 1,824 | 1,873 | 1,830 | 1,956 | 1,989 | 2,008 | 2,103 | 13,583 |
| | 2009 | 1,915 | 1,865 | 1,914 | 1,872 | 1,985 | 2,020 | 2,037 | 13,608 |
| | 2010 | 1,998 | 1,957 | 1,906 | 1,956 | 1,901 | 2,016 | 2,049 | 13,782 |
| | 2011 | 2,038 | 2,040 | 1,998 | 1,948 | 1,985 | 1,932 | 2,044 | 13,985 |
| | 2012 | 1,987 | 2,080 | 2,081 | 2,040 | 1,977 | 2,015 | 1,961 | 14,140 |
| | 2013 | 1,999 | 2,028 | 2,121 | 2,123 | 2,068 | 2,008 | 2,044 | 14,391 |
| | 2014 | 2,010 | 2,041 | 2,069 | 2,163 | 2,151 | 2,098 | 2,036 | 14,568 |
| | 2015 | 2,026 | 2,051 | 2,082 | 2,111 | 2,190 | 2,181 | 2,127 | 14,768 |
| | 2016 | 2,051 | 2,067 | 2,092 | 2,124 | 2,139 | 2,220 | 2,209 | 14,902 |
| | 2017 | 2,078 | 2,092 | 2,108 | 2,134 | 2,152 | 2,169 | 2,248 | 14,982 |
| | 2018 | 2,103 | 2,120 | 2,133 | 2,150 | 2,162 | 2,182 | 2,197 | 15,047 |

Notes:

Our forecasting methodology incorporates the following elements:

- Data on the number and location of 0 to 5 year old 'known children' (i.e. not just live births) which can be geographically plotted using GIS. This is provided for us through an agreement with the PCT.
- The previous 5 years PLASC data by year group, which is interrogated to provide an uptake percentage from attendance area 'known children', and staying on rates between year groups. The percentages are then weighted to give priority to the most recent trends, in the ratio 3:2:1:1:1 over the five year period, most recent first. This weighted survival ratio is then used in projecting forward.

The impact of housing proposed within the next 5 year period (or 10 years if appropriate) is assessed from Planning Department information, and can normally be broken down into individual attendance areas geographically. Where it is not known when development may begin, the number of new homes is evenly split over the appropriate number of years. Telford & Wrekin currently use a ratio of 0.23 new primary pupils per new home, and 0.1 secondary (this is currently under review following an externally led local survey). The impact of housing is spread evenly and cumulatively across all year groups.

Initial Investment Priorities

(Please see attached spreadsheet)

PRIMARY CAPITAL PROGRAMME

Please input your Local Authority three digit Identification number here >

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Telford and Wrekin

Overall Output Assumptions

| Number of primary schools. | Number of schools that Local Authority has already reported as modernised since 1997 | Assessment of number of schools that need to be rebuilt / taken out of use. | Assessment of number of schools that need to be refurbished. |
|-----------------------------------|---|--|---|
| 57 | 11 | 14 | 17 |

Balance of PCP Grant and PFI (Capex) Capital

(See Guidance Notes)

| | 2008-09 | 2009-10 | 2010-11 |
|-----------------------------|----------------|----------------|----------------|
| PCP Allocation | 0 | 3,000,000 | 5,378,000 |
| Of Which PFI Credits | 0 | 0 | 0 |

PRIMARY CAPITAL PROGRAMME
Initial Investment Priorities 2008-09 to 2010-11

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Telford and Wrekin

| Name of School/Description of Project | | DCSF NO | Project Type | Est. Start Date | Est. Finish Date | Est. Cost | How Funded | +25% Surplus Places | No. Additional places | No. places removed | Deprivation | Standards | Condition | Other School Improvement Support | New extended and community services | Sustainability / efficient use of energy | New Facilities. | ICT | SEN Provision | Interface with PFI | Additional comments/notes |
|---------------------------------------|---|--|---------------------------------------|--|--|--|--|---|---|--|--|---|--|--|--|---|---|---|---|--|---------------------------|
| Ref No. | Notes: Please insert name of school wherever possible. For projects beyond the CSR period, the Department recognises that LAs may not be in a position to name individual projects. In such a brief description of the project will suffice. Please refer to guidance notes before completing this proforma | Where Known please insert the relevant DCSF establishment No. using the following format: 320/3300 | Please select from the drop down menu | Please insert expected start date (dd/mm/yyyy) | Please insert planned completion date (dd/mm/yyyy) | Please provide an indication of estimated costs in £ | Please indicate each of the funding sources the LA is planning to use for each project using the numerical key provided in the guidance notes. Classifications should be separated by a semi-colon. (e.g. 1-4/7) | Please indicate whether the school currently has more than 25% surplus places | Please indicate how many additional places the project is expected to deliver | Please indicate how many places will be taken out of use | Please confirm whether the school is located in one of the 20% most disadvantaged SOAs | Please indicate whether the school has been less than 65% in each of the last 4 years | Please indicate whether the school is one of the 5% worst physical condition | Please indicate using the numerical key provided in the guidance the nature of any additional school improvement support | Please indicate using the numerical key provided whether the project will deliver new extended or community services | For refurbishment/ extension projects please indicate, using the numerical key provided, whether the project will include any of the following: a new teaching accommodation, assembly hall, kitchen/dining provision, play facilities. Classifications should be separated by a semi-colon. (e.g. 1-4/7) | For new schools please confirm using the drop-down menu that the project will meet 60% reduction in carbon emissions and BREEM very good. | Please indicate using the numerical key provided the nature of any new ICT provision. Classifications should be separated by a semi-colon. (e.g. 1-4/7) | Please indicate using the numerical key in the guidance notes whether the project will deliver new provision for children with SEN. Classifications should be separated by a semi-colon. (e.g. 1-4/7) | Please indicate using the drop down menu, whether there are any implications for existing PFI contracts. | |
| 1 | Lighthouse Primary | 894/3367 | 1. New school | Aug-2008 | Sep-2009 | £6,018,000 | 1,7/8 | No | 210 | | No | N/A | No | | 4. Community Use | Yes | 1-2-3-4/5 | 1-2-3-5 | | No | |
| 2 | Ladyspoor Primary | 894/2168 | 7. Refurb < 50%/Minor works | Apr-2009 | Dec-2009 | £150,000 | 1-1/1 | No | 0 | | Yes | Yes | No | | | | | | | No | |
| 3 | Agardst Primary | 894/2170 | 7. Refurb < 50%/Minor works | Apr-2009 | Dec-2009 | £350,000 | 1-1/1 | No | 0 | | No | Yes | No | | | | | | | No | |
| 4 | Wormingale Primary | 894/2112 | 7. Refurb < 50%/Minor works | Jan-2009 | Dec-2009 | £500,000 | | No | 0 | | No | Yes | No | | | | | 3 | | No | |
| 5 | Dodhill Infant | | 8. Schools taken out of use | | | | | | | | | | | | | | | | | | |
| 6 | Dodhill Junior | | 8. Schools taken out of use | | | | | | | | | | | | | | | | | | |
| 7 | Dodhill Primary (Amalgamation of Dodhill Infant and Junior) | | 2. New replacement school | | | | | | | | | | | | | | | | | | |
| 8 | Hadley Learning Community | 894/2034 | 7. Refurb < 50%/Minor works | Jan-2010 | Sep-2010 | £800,000 | 7 | No | 120 | | Yes | Yes | No | | | Yes | 1 | | | Yes | |
| 9 | Lewley Primary | 894/2063 | 3. Extension | Jan-2010 | Sep-2010 | £400,000 | 1-8 | No | 60 | | No | No | No | | | | | | | No | |

PRIMARY CAPITAL PROGRAMME
Initial Investment Priorities 2011-12 to 2013-14

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Telford and Wrekin

| Name of School/Description of Project | | DCSF NO | Project Type | Est. Start Date | Est. Finish Date | Est. Cost | How Funded | +25% Surplus Places | No. Additional places | No. places removed | Deprivation | Standards | Condition | Other School Improvement Support | New extended and community services | Sustainability / efficient use of energy | New Facilities | ICT | SEN Provision | Interface with PFI | Additional comments/notes |
|---------------------------------------|---|--|---------------------------------------|--|--|--|---|---|---|--|--|---|--|--|--|---|--|--|--|--|---------------------------|
| Ref No. | Notes: Please insert name of school wherever possible. For projects beyond the CSR period, the Department recognises that LAs may not be in a position to name individual projects. In such a brief description of the project will suffice. Please refer to guidance notes before completing this proforma | Where Known please insert the relevant DCSF establishment No. using the following format: 320/3300 | Please select from the drop down menu | Please insert expected start date (dd/mm/yyyy) | Please insert planned completion date (dd/mm/yyyy) | Please provide an indication of estimated costs in £ | Please indicate each of the funding sources the LA is planning to use for each project using the numerical key provided in the guidance notes. Classifications should be separated by a semi-colon. (e.g., 1,4,7) | Please indicate whether the school currently has more than 25% surplus places | Please indicate how many additional places the project is expected to deliver | Please indicate how many places will be taken out of use | Please confirm whether the school is located in one of the 20% most disadvantaged SOAs | Please indicate whether the combined % of pupils achieving level 4+ in English and maths has been less than 65% in each of the last 4 years | Please indicate whether the school is one of the 5% worst physical condition | Please indicate using the numerical key provided in the guidance the nature of any additional school improvement support | Please indicate using the numerical key provided the whether the project will deliver new extended or community services | For new schools please confirm using the drop-down menu that the project will meet 60% reduction in carbon emissions and BREAM very good. | For refurbishment/ extension projects please indicate, using the numerical key provided, whether the project will include any of the following: a new teaching accommodation, assembly hall, kitchen/dining provision, play facilities. Classifications should be separated by a semi-colon. (e.g., 1,4,7) | Please indicate using the numerical key provided the nature of any new ICT provision. Classifications should be separated by a semi-colon. (e.g., 1,4,7) | Please indicate using the numerical key provided the nature of any new provision for children with SEN. Classifications should be separated by a semi-colon. (e.g., 1,4,7) | Please indicate using the drop down menu, whether there are any implications for existing PFI contracts. | |
| 1 | Newcastle Primary | 894/2203 | 3. Extension | Jan-2011 | Sep-2011 | £400,000 | 1 | Yes | 60 | | No | Yes | No | | | | 1 | 3 | | | |
| 2 | Woodlands Primary | 894/3363 | 2. New replacement school | Apr-2011 | Sep-2012 | £9,000,000 | 3,8 | No | | | Yes | Yes | Yes | | 3. Extended School provision | Yes | 1,2,3,4,5 | 2,3 | | | |
| 3 | Meadows Primary | 894/3362 | 3. Extension | Sep-2011 | Sep-2012 | £900,000 | 7 | No | 90 | | No | Yes | No | | | | 1 | 3 | | | |
| 4 | Treagus Ridge Primary | 894/2191 | 3. Extension | Sep-2012 | Sep-2013 | £900,000 | 7 | No | 120 | | No | Yes | No | | | | 1 | 3 | | | |
| 5 | Stirchley Primary | 894/2198 | 6. Schools taken out of use | Apr-2012 | Sep-2013 | £0 | | No | | 210 | Yes | Yes | No | | | | | | | | |
| 6 | Three Oaks Primary | 894/2155 | 6. Schools taken out of use | Apr-2012 | Sep-2013 | £0 | | No | | 210 | Yes | No | No | | | | | | | | |
| 7 | New Primary at Stirchley (amalgamation of Stirchley Primary & Three Oaks Primary) | | 2. New replacement school | Apr-2012 | Sep-2013 | £9,000,000 | 3,8 | No | 420 | | No | N/A | No | | 3. Extended School provision | Yes | 1,2,3,4,5 | 2,3 | | | |
| 8 | New Primary School at Lawley | | 1. New school | Apr-2012 | Sep-2013 | £6,000,000 | 1,7 | No | 210 | | No | N/A | No | | 4. Community Use | Yes | 1,2,3,4,5 | 2,3 | | | |
| 9 | St Patrick's Catholic Primary | 894/3356 | 2. New replacement school | Apr-2013 | Sep-2014 | £5,000,000 | 3,8 | No | | | No | No | Yes | | 3. Extended School provision | Yes | 1,2,3,4,5 | 2,3 | | | |
| 10 | Priorities Primary | 894/2181 | 3. Extension | Apr-2013 | Sep-2013 | £600,000 | 1 | No | 90 | | No | No | No | | | | 1 | 3 | | | |