



# The Integrated Education & Capital Strategy (2015-2019)

## Executive Summary

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**BRISTOL**  
LEARNING CITY









## Purpose

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

## Building Successful Places

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

## Keep Bristol Working and Learning

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

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

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

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

## Drivers

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

## Engaging Stakeholders

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

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

## A Blueprint for Quality

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

## Community Use and Multi-Agency Spaces

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

## Inclusion and Equality of Access

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



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## Partnership Opportunities

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

## Sector-Specific Plans

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

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

- To urgently increase the number of secondary mainstream places across the city, by up to 18 forms of entry by 2020, to meet statutory requirements. Resourcing 'quick win' additional secondary places as soon as possible is a high priority

- To provide additional 2, 3 and 4 year old places to meet statutory requirements.
- To provide additional specialist places in the primary, secondary and post-16 sector to meet statutory requirements, address growth and reduce costly commissioned places.
- To redistribute specialist, early years and some primary provision to ensure a more suitable distribution to meet local needs.
- To ensure the availability of suitable specialist provision for children with complex needs, especially those with Social, Emotional and Mental Health (SEMH) needs, through expanded Alternative Learning Provision.
- To address the condition and suitability of identified primary, specialist and early years provision to ensure the estate provides fit-for-purpose learning spaces and adequate, high quality external play and sport areas.



## Needs Analysis

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

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

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

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

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

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

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

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

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

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

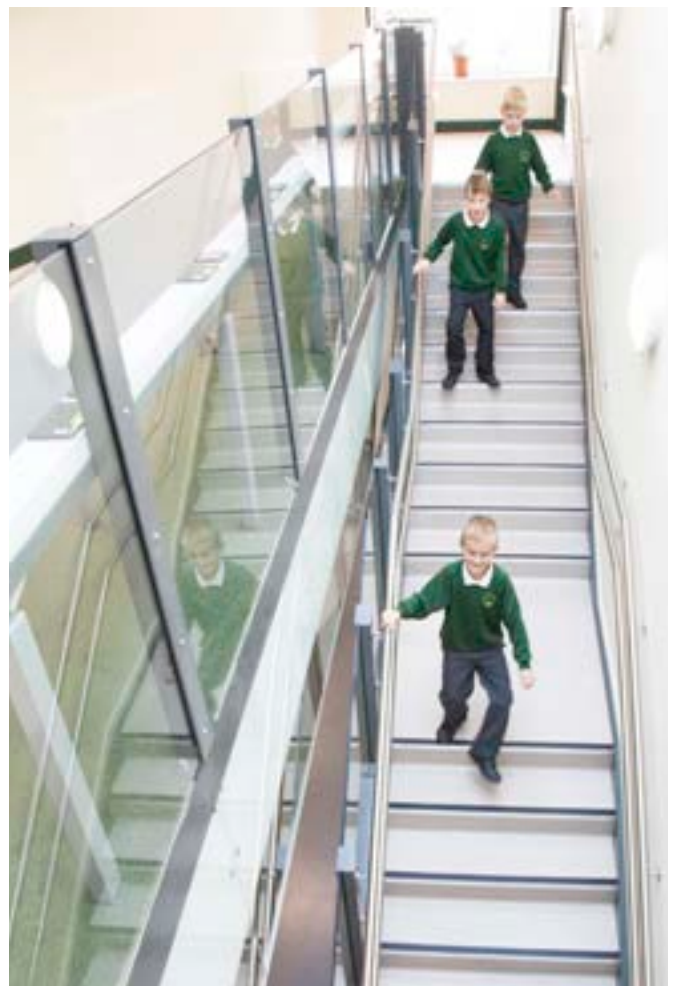




**Post-16:** There is an increasingly collaborative approach across post-16 partnership working to deliver the 14-19 Strategy, promote system leadership and secure improvements across providers. The number of students entering post-16 education in the future will proportionally reflect the increase in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

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

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



## Next Steps

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

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

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

For a link to the full strategy document, go to:

[www.bristollearningcity.com/education-capital-strategy](http://www.bristollearningcity.com/education-capital-strategy)





