



The Integrated Education & Capital Strategy (2015-2019)

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BRISTOL
LEARNING CITY





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FOREWORD

George Ferguson – Mayor of Bristol

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

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

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

George Ferguson

CITY CONTEXT AND VISION

Unique and Prosperous

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

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

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

Building Successful Places

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

Keep Bristol Working and Learning

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

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

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

Employment and Skills

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

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

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

- a. **A Passport to Employability in Bristol (PEBL)** for young people to provide entitlements and enhance opportunities for them as they prepare for adult life.
- b. **A virtual and physical Engagement Hub for Employability and Enterprise** based in the TQEZ, to promote and support partnership working between young people, businesses, education providers and other related organisations.

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

Responding to Needs

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

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

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

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

Developing a New Estate Strategy

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

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

ESTABLISHING STRATEGIC PRIORITIES

Engaging Stakeholders

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

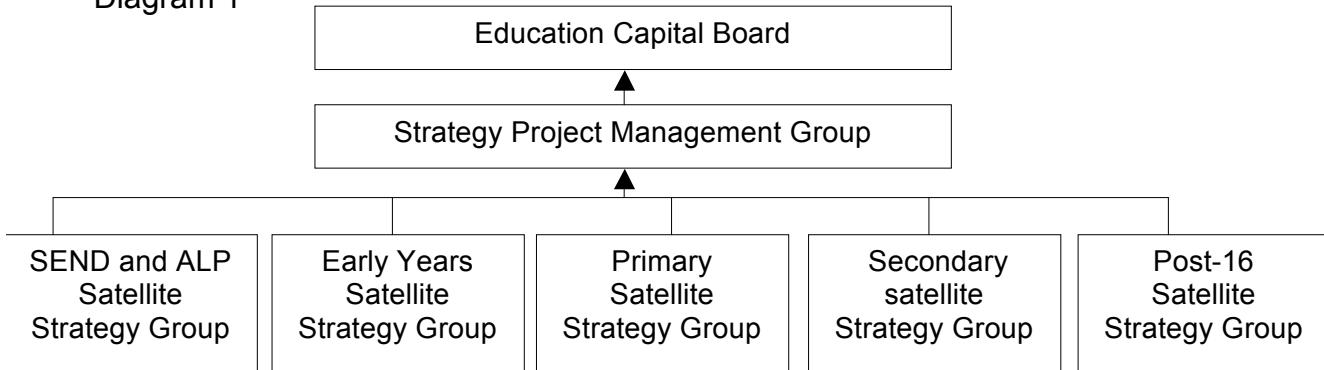
Governance

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

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

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

Diagram 1



Core Principles

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

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

Strategic Objectives

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

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

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

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

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

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

Strategic Aims

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

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

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

INTEGRATED WORKING

A Blueprint for Quality

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

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

Table 1: A Blueprint for Quality

Standard	Low Quality	Good Quality	High Quality
Planned Sufficiency	<ul style="list-style-type: none"> 1. Pupil projections lack clarity 2. Enough provision currently 3. Pressures in local areas 4. Reactive solutions 5. Integration between provision a low priority 1. 6. One-off solutions to fix problems 	<ul style="list-style-type: none"> 1. Pupil projections based on ‘quantifiable’ assumptions 2. Headroom built-in for known short-term growth 3. Local pressures regularly reviewed and amended 4. Planned provision/interventions agreed for next five years 5. Educational integration is prioritised 2. 6. Strategy in place to resolve known problems 	<ul style="list-style-type: none"> 1. Reliable (verified) pupil projections 2. Provision tailored to meet needs in medium-long term 3. Fully integrated strategy implemented to set the international standard 4. Flexibility of provision provides additional safeguards 3. 5. Potential problems identified and resolved in advance
Condition	<ul style="list-style-type: none"> 1. Low on information 2. Low priority 3. Reactive repairs and maintenance 4. No lifecycle programme 5. Fixing for functionality 4. 6. Dependent on sporadic/uncertain funding 	<ul style="list-style-type: none"> 1. Medium term analysis of all buildings based on routine condition information 2. High standards of condition are prioritised 3. Clarity/ forward plan for all maintenance priorities with budgets to complete works 4. Lifecycle system/ programme in place 5. 5. Strategic plan and business model in place (to replace worst buildings) 	<ul style="list-style-type: none"> 1. High quality condition information and life-cycling/ maintenance plan prevents disrepair 2. Estate is ‘new’ or in well maintained condition 3. Lifecycling and forward maintenance plan are fully operational with strong budget position 6. 4. Partnership working is mature and interdependent

Suitability	<ul style="list-style-type: none"> 1. Low on information 2. Low priority 3. Reliant on historic/existing provision 4. No plans to change 5. Limited Access Plans 7. 6. Poor community and multi-agency use of education facilities 	<ul style="list-style-type: none"> 1. Clarity on unsuitable buildings/facilities 2. High standards of suitability are prioritised 3. Strategic plan and business model in place (to replace worst buildings) 4. Access Plans are available for some and 'under development' for most 8. 5. Some good examples of community and multi-agency use 	<ul style="list-style-type: none"> 1. Unsuitable education facilities are a thing of the past 2. A fully integrated system for updating existing buildings to meet new standards is in place 3. All schools have appropriate, regularly audited Access Plans 9. 4. Community and multi-agency use are embedded 'normalised' practice.
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There has already been a shift towards high quality provision through the BSF and Schools Organisation Strategy (2013) process. Implementing this new strategy will ensure further positive steps are taken towards excellence across the whole learning estate.

Neighbourhood Model

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

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

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

High Quality Environments

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

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

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

Highly Skilled and Knowledgeable Workforce

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

Inclusion and Equality of Access

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

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

Housing

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

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

Partnership Opportunities

Libraries Review

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

NHS and Public Sector

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

Private Sector and Business Community

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

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

SECTOR-SPECIFIC PLANS

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

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

Current Service Organisation

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

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

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

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

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

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

Needs Analysis

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

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

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

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

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

Strategic Aims

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

Improved Outcomes for All Children

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

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

Targets for improvement for specialist provision include:

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

High Quality Provision for All

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

Inclusion and Equality of Access

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

Sufficient, Flexible, Responsive Local Provision

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

Delivery Priorities

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

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

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

2. EARLY YEARS

Current Organisation

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

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

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

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

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

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

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

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

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

Needs Analysis

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

Table 1: Early Years Population Estimates 2014-15

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

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

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

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

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

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

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

Strategic Aims

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

Improved Outcomes for All Children

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

Targets for improvement for early years include:

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

High Quality Provision for All

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

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

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

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

Inclusion and Equality of Access

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

Sufficient, Flexible, Responsive Local Provision

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

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

Delivery Priorities

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

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

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

3. PRIMARY

Current Organisation

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

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

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

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

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

Needs Analysis

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

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

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

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

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

Strategic Aims

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

Improved Outcomes for All Children

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

Targets for improvement for primary include:

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

High Quality Provision for All

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

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

Inclusion and Equality of Access

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

Sufficient, Flexible, Responsive Local Provision

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

Delivery Priorities

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

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

4. SECONDARY

Current Service Organisation

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

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

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

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

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

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

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

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

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

Needs Analysis

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

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

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

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

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

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

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

- Ashley, Easton and Lawrence Hill Neighbourhood
- Bishopston Cotham and Redland Neighbourhood
- Cabot, Clifton and Clifton East Neighbourhood

The area figures break down as follow:

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

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

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

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

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

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

Strategic Aims

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

The secondary sufficiency strategy is informed by the need to:

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

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

Improved Outcomes for All Children

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

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

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

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

High Quality Provision for All

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

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

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

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

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

Inclusion and Equality of Access

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

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

Sufficient, Flexible, Responsive Local Provision

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

Delivery Priorities

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

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

5. POST-16

Current Service Organisation

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

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

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

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

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

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

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

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

Needs Analysis

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

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

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

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

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

Strategic Aims

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

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

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

Improve Outcomes for All Children

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

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

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

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

High Quality Provision for All

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

Inclusion and Equality of Access

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

Sufficient, Flexible, Responsive Local Provision

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

Delivery Priorities

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

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

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

6. ADULT SKILLS and LEARNING

Current Service Organisation

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

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

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

Needs Analysis

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

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

Strategic Aims

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

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

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

Improved Outcomes for All

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

Targets for improvement for adult skills and learning include:

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

High Quality Provision for All

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

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

Inclusion and Equality of Access

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

Sufficient, Flexible, Responsive Local Provision:

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

Delivery Priorities

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

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

OTHER CROSS-SECTOR PRIORITIES

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

Community Use, Sport and Leisure

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

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

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

Culture, Creativity and Arts

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

Sustainability in Schools

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

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

Keep Bristol Moving

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

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

SUMMARY AND NEXT STEPS

Summary

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

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

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

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

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

Developing a Business Case

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

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

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

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

The completed Strategy and Business Case will aim to:

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

Delivery Risks

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

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

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

