

Building Schools for the Future

Readiness to Deliver Wave 4 Submission



Building schools for the future

Transforming Secondary Education in Oldham through BSF: Our Strategy for Change

1.1 Context

Oldham is a town in transition. With clear vision, courage and a faith in its people, Oldham Metropolitan Borough Council and its partners have already set in motion the forces of education and commerce, the early impact of which is altering the image of the town and creating new, exciting opportunities for education, training and employment with improved standards of living.

Commitment to this belief is evident in our record of building a new school each year for the last 25 years and in the establishment of the 'West End' learning hub¹. This includes the £13million Library and Lifelong Learning Centre, the Beacon status Sixth Form College, The Oldham College and a planned, purpose-built University Centre to house the town's expanding cohort of higher education students. In addition, we have begun the transformation of secondary school provision with the replacement of two of our split-site schools through the Private Finance Initiative, the building of a secondary special school on a mainstream site, and the remodelling of the Pupil Referral Unit, praised by Her Majesty's Inspectorate as a model of good practice. Further investment is now needed to complete the process of turning our vision into reality. At the heart of Oldham's vision is the belief that education is the most powerful agent for economic and social change. Children and young people educated together are more likely to live happily alongside each other in later life.

We have already secured the commitment and participation of our key partners and, together, we have designed a transformatory programme, which will close down a system that is unable to deliver the outcomes that we want for all of our children and young people. In its place we will establish a new, Borough-wide system that will provide all of our children and young people with the opportunity to realise their potential. Our vision must therefore be embraced as a system-wide transformation: remove one component and it cannot deliver. We are determined and ready to use the opportunity of additional funding through Building Schools for the Future to realise this vision and address Oldham's most significant educational challenges: the need to raise standards and to promote community cohesion.

1.2 Our key challenges

Over the next 10 years, the demographic make-up of the Borough will change. Currently Oldham has a relatively young population totalling approximately 220,000 from various ethnic backgrounds in both rural and urban areas. However, the school population is forecast to decline until 2011. This decline masks a significant change in composition of the population with an increase in some communities within the ethnic minority population (currently 20.25% of the school population, rising to 33% in 2015) and a greater decline in the white population.

Currently, the 16 secondary schools in Oldham reflect the diversity of its population but also, to some degree, its segregation in terms of ethnicity, prosperity and achievement:

- 9 of the 16 secondary schools serving the Borough have a school deprivation indicator greater than the national average, whilst 4 have more than twice the national average;
- similarly, in 9 schools the number of students eligible for free school meals is significantly greater than the national average, whilst in 5 it is well below;
- Oldham as a whole is ranked 46th according to the Index of Multiple Deprivation (2004). This includes 10 super-output areas which are amongst the most deprived 3% in England;
- the percentage of students from ethnic minorities is well above the national average in 5 schools and well below in 9;
- 5 of the 16 schools have sixth form provision. Oldham Sixth Form College and The Oldham College provide post 16 provision for the majority of the 86.3% of young people who remain in full time education (70%) or who move into jobs with training or into Foundation or Advanced Modern Apprenticeships (16.3%);
- overall school performance is below the national average but in line with similar authorities. Whilst performance is improving faster than the national rate, the gap in attainment levels between the highest and lowest achieving schools has not reduced at a fast enough pace; and
- there are marked differences of achievement at GCSE by gender and ethnic group, young women having higher levels of attainment than young men and young people of Pakistani and Bangladeshi heritage having lower levels of achievement at GCSE than white students.

- In 2005, contextual value added for individual schools:

¹ GO North West rated the Oldham Strategic Partnership as one of the most improved LSPs in the region, with crime, education, housing and liveability receiving the highest possible rating of green and the LSP overall rated Amber-Green.

- from Key Stage 2 to Key Stage 4 was significantly negative for 7 schools with 1 of those ranked in the lowest percentile (100), and was significantly positive for 3 schools, with 2 of those ranked in the top 6 and 1 in the top percentile (1);
- from Key Stage 2 to Key Stage 3 was significantly negative for 4 schools and significantly positive for 3; and
- from Key Stage 3 to Key Stage 4 was significantly negative for 4 schools and significantly positive for 4.

In addition:

- 10 schools' performance was below the national average for 5+ A*-C GCSE;
- 1 school performed below the floor target;
- 12 schools' performance was below the national average for 5+ A*-C including English and maths with only 3 performing above. *This is a key issue for Oldham and is a priority for improvement in the Children and Young People's Plan (CYPP) and our Local Area Agreement (LAA); and*
- as of September 2006, 1 secondary school is in special measures and 1 has been given a notice to improve.

1.3 Providing diversity, choice and access and addressing underperformance

We continue to meet parental expectations and choice for admissions, with over 94% of first preference achieved for the 2006 admissions round. Currently we have 6 schools which are oversubscribed with 6.52% surplus places overall in the secondary sector and in excess of 8% in 7 schools. Our success in meeting parental choice derives from a strong partnership with our schools and other stakeholders. An example of this partnership in action is the current review of the admissions policy. A workshop for all key stakeholders took place in September 2006 to consider the current policy in relation to the future vision for secondary education in Oldham and to consider and discuss a range of possible options for further development. Additional expertise was provided by Professor John Coldron and Iain Campbell from the DfES' Admissions Team.

Our strategy, *Transforming Secondary Education through BSF*, will not only rationalise and expand this choice and diversity and improve access to high quality, high performing learning centres but will also build on and develop a key strength of current provision: a well developed partnership approach towards secondary school improvement to build well educated communities².

We are determined that our ambitious and innovative strategy for change **must**:

- raise achievement and attainment across the Borough, eliminating underperformance in all centres of learning;
- address the recommendations from the Cante Report (2006) on community cohesion, specifically
 - '...create more mixed intake schools in which there is a sustained programme to tackle conflict and division in addition to building bridges between schools dominated by a single ethnicity...'
 - '...involve established faith schools in tackling segregation and community cohesion'
 - '...begin to break down segregation of neighbourhoods, especially in terms of housing and education, by giving individuals and families real choices...';
- build on and enhance the current provision for the most vulnerable students;
- help deliver local, integrated and personalised children's services in accordance with our Children and Young People's Strategic Plan 2006-2009;
- ensure all young people and the wider community have access to high quality, sustainable centres of learning which inspire and nurture;
- provide flexible, coherent curricular provision, with a federated model of provision post-16 and a collaborative approach across the 14-19 phase;
- provide the flexibility to adapt to the needs of the learners of the future;
- ensure continuous improvement; and
- provide value for money.

Our plans for Transforming Secondary Education will provide additionality by:

- Raising school standards through:
 - closing low performing schools;
 - expanding our most successful schools;

² Our partnership approach has gained recognition within the DfES' Excellence in Cities Team and was acknowledged within the assessment of the LA's Beacon Council application for Transforming Secondary Education.

- placing Academies, the colleges, our secondary special school and our highest performing schools at the leading edge of Partnerships for Learning;
- building on partnerships at all levels;
- developing our strategic approach to specialisms;
- transforming our approach to teaching and learning by: using innovative, exemplary building and classroom design to create a quality climate for learning; building on our personalised learning ICT pilot projects; and by developing pedagogy and practice through our Partnerships for Learning; and
- working in partnership to support self evaluation to achieve the highest standards of leadership, management and quality of education. If a school causes concern as a result of under-performance, the Authority will provide urgent intervention and co-ordination of support through the establishment of a School Improvement Partnership Board (SIPB)³. Where this intervention does not result in rapid progress, the Local Authority (LA) will use its formal powers of intervention, in line with the DfES draft guidance on Schools Causing Concern (April 2006).
- Tackling segregation through:
 - creating more, high quality, local schools with mixed intakes: the Academies will be at the forefront of our education strategy for breaking down the current segregation in our schools;
 - involving our established faith schools in tackling segregation and community cohesion, in particular through expansion of places available for non-Christian students; and
 - working in partnership with schools and stakeholders to review our admissions policy and over-subscription criteria.
- Expanding the diversity of provision:
 - 2 Academies will encompass our lowest performing school, the school in special measures and the other 2 schools which have the lowest % 5+ A*-C including English and maths; and
 - an expansion in pupil places for non-Christian students in our 2 highly successful Church of England Schools.
- Removing surplus places and rationalising provision through:
 - reducing the number of schools from 16 to 13 centres of learning to include 2 Academies, 2 Church of England Schools, 1 Roman Catholic School and 1 special school; and
 - rationalising provision to ensure that the supply of school places matches demand in local communities, supports diversity and choice and is cost effective.
- Creating sustainable schools and sustainable communities through community involvement in building and design and through using the 8 doorways of sustainability.
- Contributing to the drive to raise attendance across the Borough to meet our targets within the CYPP and LAA through the provision of learning environments which children enjoy attending.

In addition, for young people, families and their communities, through our partnerships and aligning funding streams we will:

- improve sports and recreational provision;
- improve cultural facilities;
- provide on-site integrated services for our centres of learning, to support the localisation of services;
- make all school buildings accessible to those with disabilities; and
- deliver high quality learning opportunities within and beyond the school in a cost efficient manner

And:

- address the poor state of buildings and other issues identified in our Asset Management Plan;
- improve working conditions and facilities for learners and staff; and
- reduce long-term maintenance and running costs.

1.4 Personalised learning

Our strategy for change will meet the individual needs of learners through a collaborative and innovative approach by:

- building on our cross-Borough KS4 collaborative provision;
- developing a federated model for post-16 provision, which will rationalise the curriculum offered across the Borough and ensure all students, including the most vulnerable, are guided to access the highest quality Level 1, 2, 3 or entry level provision as appropriate to their individual needs; and
- building on our current pilot projects for personalised learning, which allow children to extend their own learning experiences outside school hours and involve the community more effectively by

³ An example of the effectiveness of our strategic intervention is the improvement in our lowest performing school's 5+ A*-C GCSE results from 17% in 2005 to 32% (provisional) in 2006 and an increase of 3.3% across the Borough.

supporting learning. By March 2008, we will provide a personalised on-line learning space or e-portfolio.

1.5 14-19 Entitlement

The 14-19 Strategic Sub group of Oldham's Local Learning Partnership oversees the implementation of Oldham's 14-19 Strategy and the distribution of funding to support development priorities highlighted through the LAA and Borough targets. Within the School Improvement Service, 14-19 is an integral strategy for raising achievement. Effective management structures are well established which include a 14-19 Operational Group and a Curriculum Deputies' Development Network.

Building on our strong track record of commitment to and leadership of 14-19 education and training and our success as a DfES 14-19 Pathfinder, Oldham has made a submission to offer all five lines of the pilot specialised diplomas Borough-wide in 2008. All secondary schools, the Learning and Skills Council (LSC), both colleges, work based learning providers (WBL), Connexions, associated employers and some voluntary organisations make up the Oldham Specialised Diplomas Consortia led by the Local Authority. Five Diploma Development Partnerships are being established with a lead institution identified on the basis of specialist status/ relevant expertise and collaborative models of delivery. The renewal of our secondary estate and the establishment of Academies in the forefront of Partnerships for Learning will be essential for further innovative development.⁴

The implementation of school-based and collaborative vocational provision and a joint strategic approach to employer engagement has already contributed to improving GCSE results by 8.9% over the past three years. However, we also need urgently to improve achievement in English and mathematics at KS3 and KS4. Basic skills provision within the KS4 curriculum has been introduced in all schools through the work of The Oldham College and the Secondary National Strategy Team within National pilots such as KS4 Study Plus and our Strategy for Change will develop this further.

Collaboration and partnership working are also fundamental to our plans for provision post-16. We intend to expand the number of places available to accommodate the increase in students staying on in the Borough and ensure choice and quality through forming a federation between the Sixth Form College, The Oldham College and its Centres of Vocational Excellence, our existing 11 – 18 provision and our two new Academies. A number of innovative building blocks are already in place for this development:

- The town's unique Junior University is our integrated approach to Aim Higher, and is already dramatically widening participation in both further and higher education. Working with over 700 students in Years 9, 10 and 11, the Junior University provides extended academic support and a mentoring programme to promote self-belief in young people from non-traditional backgrounds. The 'role model' mentors are all young graduates from Oldham. In the two years of operation there has been a 20% increase in students from Oldham partner schools entering the Sixth Form College, whilst over a third of learners supported by the Junior University have taken the vocational route to The Oldham College. The programme is an example of our determination to use available funding streams to achieve our ambitious vision as we have combined Aim Higher funding with funding from the regeneration budget to hit shared targets.
- Oldham's Connexions service is a key partner in the Junior University Project, working with a discrete cohort of 'hard-to-reach' pupils across all our secondary schools.
- Oldham Employers' First Choice for Skilled People functions in a similar way, attracting an additional 15% of young people and adults on to apprenticeship programmes at The Oldham College over the past two years. Clear progression routes have been established from these programmes into the Higher Education programmes being developed at Oldham's new University Centre.

1.6 Integrated services and inclusion

Our response to 'Every Child Matters' sets out a clear vision for children's services, based on the needs and experience of children, young people and families. Our vision reflects one overriding objective: securing a better future for children and young people, whatever their background. Our current provision includes one pupil referral unit on two sites, catering for the needs of 192 young people and described as 'good with outstanding features' in its inspection in March 2006. Together with our Education Out-Of-School Service, our strategy for Pupils at Risk of

⁴ Over 45% of Year 10 pupils access BTEC provision in Oldham schools currently. Since 2002, a successful cross-Borough KS4 collaborative curriculum offering places to 500 pupils has enabled Colleges, schools and WBL providers to offer vocational courses at entry level, level one, pre-apprenticeship and level two. Cross-institutional option arrangements have been agreed and are in operation with all Oldham secondary schools and the PRU participating. This cross-Borough curriculum has contributed to a 1.6% reduction in NEET and a 2.2 % increase in post-16 learning over the past three years.

Exclusion, and 3 Resourced Schools, this continuum of provision complements our mainstream provision to offer a fully inclusive educational experience for all children and young people.

Our 6 children's centres are located on school sites which fall within the most disadvantaged 20% of all areas within the UK. Under the Children's Centre Programme Phase 2 we have been awarded capital funding for a further 8 centres to open by April 2008. We have 59 schools engaged in extended school activities, including 2 special schools working with 12 school clusters.

Our 11-19 special school has places for 300 pupils, 180 Yr7-Yr11 at the school currently co-located with one of our secondary schools and 120 at the learning centre (Yr 12-Yr14). The school caters for pupils with a range of severe and complex needs, all of whom have a statement of special educational needs. Our strategy for change will strengthen this provision by co-locating the continuum of SEN provision with our planned new community schools or Academies.

1.7 Change management

The success of our strategy for change lies in a shared vision and a long-term commitment of all of those that the programme will affect. An effective communications and consultation strategy is playing a key role in ensuring this is achieved. Initially this strategy focused on involving staff in schools and colleges, the LSC, Dioceses and other partners. In the spring and summer terms of 2006, two successful visioning events were held for these key stakeholders to develop the Strategy for Change and a further consultation event was held for headteachers and governors. In addition, one-to-one consultation meetings with all secondary headteachers were held as a priority, and key partners, including the Local Strategic Learning Partnership, considered proposals in their meetings. A dedicated e-newsletter is circulated to all key stakeholders half-termly, and posted on the Council's website.

A key foundation of our communications strategy is a commitment to the 'student voice' including e-communication and a competition for secondary age students for the design of a sustainable learning centre for the future. We are also using our existing consultation networks and strategies to involve young people, their families and communities including Oldham Race Equality Partnership and the Active Involvement Strategy devised for our CYPP.

At the heart of our Strategy for Change is our Strategic ICT Vision. As a Local Authority we fully subscribe to the vision set out for ICT and e-Learning by the DfES documents "Fulfilling the Potential – Transforming Teaching and Learning" 2003 and "Harnessing the Technology – Transforming Learning and Children's Services" 2005.

Our BSF strategy is key to the delivery of this transformational vision through the radical use of ICT that extends beyond the individual secondary school or Academy and Local Authority outwards to encompass the needs of the community, outside agencies, industry, business, private individuals and the wider academic and social world. It needs to break out of the institutional centred networking that has previously been the case in secondary schools and develop into a wider, collaborative approach while still maintaining integrity and security. In many cases in our secondary schools, such ICT provision will require substantial change or transformation and will require considerable and considerable change management. For our 21st Century Learning, the provision of new ICT will be viewed as development rather than change. We do not see ICT as an add-on to BSF, but key and integral to the scheme's planning and the selection of partners.

Transforming secondary education in Oldham will require not only exceptional management, but also new models of determined and inspirational leadership in each of our 13 centres of learning. Investment in working with the National College for School Leadership and the new BSF Leadership Development Programme will be central to our significant programme of change management.

We do not underestimate the challenges ahead but, with a strong partnership approach and complete commitment to the project, we are determined to transform the future for the young people and the communities of Oldham through our Building Schools for the Future programme.

2. Estate strategy and planning

2.1 Key Asset Management Priorities

Asset management is a key contributor to raising standards and attainment. The successful management of school places is a significant factor in ensuring that available capital resources are maximised and targeted at providing and maintaining buildings that meet the demand for pupil places.

Whilst sufficiency is seen as a major driver in delivering Oldham's vision for secondary school provision for the foreseeable future, the eradication of extensive condition and suitability deficiencies is essential in order to ensure that pupils are taught in schools that are capable of meeting the needs of pupils, staff and all other stakeholders in the 21st Century.

In promoting the publication of exemplar designs for secondary schools, the DfES has indicated the step change that is expected in the design and construction of 21st Century schools. Oldham has already responded to the DfES publications and is currently building 2 state-of-the-art exemplar secondary schools with sustainability, energy conservation and inclusion as key design components. These two flagship schools, phase one of our transformation, will be of interest nationally and are worthy of exemplar status.

Every available opportunity has been exhausted to improve the school property portfolio. There has been significant capital investment by the Council to provide new replacement schools and this has been supplemented through successful basic need, exceptional basic need and targeted capital fund submissions: 25 new primary schools have been built in as many years.

In addition to this successful primary school programme, secondary special school provision has been rationalised: 3 schools have been closed and replaced with a new purpose-built school for all pupils, co-located on a mainstream site. This project was delivered without a single formal objection. This development, together with the establishment of a new Pupil Referral Unit in a remodelled special school, has received national acclaim.

The Borough faces a number of demographic changes, including a significant reduction in the school-aged population over the next 10 years (see 2.4). Consequently, it is proposed to reduce the number of secondary-aged learning centres from 16 to 13. The size of institution will range from 1050 to 1500.

As described earlier, there is an imperative to address school segregation. It is planned to 'close down' the existing secondary school system and to open a newly configured system, with a number of newly sited learning centres. Every institution will be touched by this transformatory approach, which is both ambitious and radical.

The scale of investment needed to realise this vision has not been available until now. Our secondary schools require in excess of £22.8million of investment to tackle condition issues. Additionally, all require major capital investment to make them suitable in terms of curriculum delivery and functionality and in all but 2 there are major design implications that need to be overcome to make them DDA compliant. The BSF programme is the vehicle through which we shall make the step change required to enable Oldham's children and young people to realise their potential.

2.2 Pupil Projection System

The Authority uses a projection system based on a cohort survival model with PLASC data, supported by live birth data. Historic Cohort Survival proportions use weighted averages of survival rates over 9 cohorts (heavily weighted to the last 3 cohorts as more recent trends are likely to be a better reflection of the future). Outcomes are monitored against actual figures: for January 2006, figures were accurate to within 10 pupils per phase.

2.3 Other Assumptions

There is no evidence that outside factors will significantly influence Borough-wide pupil forecasts before 2015. We have high expectations of the ambitious Housing Market Renewal (HMR) programme which will make a significant difference to peoples' lives. There is no evidence of unexpected changes in aggregate pupil numbers to date. However, it is important that the timing of our anticipated HMR outcomes coincide with BSF proposals to give maximum benefit to Oldham.

There is significant cross border migration of secondary school students between Rochdale and Oldham with more students moving from Rochdale to Oldham currently. We are mindful that both authorities are submitting proposals for consideration in Wave 4 of BSF and have jointly discussed our BSF plans. Both authorities would be happy to work jointly with PFS in the scrutiny of our place and demand projections.

2.4 Figures Produced

The projection system shows a requirement for 14,855 pupils in age groups corresponding to years 7 to 11 in January 2016. This includes the special school and Pupil Referral Unit. Given the current provision of places, this projection would result in a surplus of 12.5% pupil places. Our proposed changes to secondary school provision will reduce this surplus to 8%. If we take no action then there will be overprovision by 2000 school places by 2016.

2.5 Headline strategic vision for ICT

'21st Century Learning; having the tools to provide universal access to learning any time, any where, with every child, young person and adult learner becoming e-confident citizens having a personal e-portfolio, giving individual learning entitlement and common access to high quality Borough-wide facilities and learning provision. Where choice and opportunity will be provided for every child and young person and unequivocally ICT will blur the divide between home and school and there will be an increase in parental and community access to school through providing access at the point of need, centred on the five outcomes for children within Every Child Matters.'

To ensure that Oldham as a Local Authority, together with its schools, is progressing effectively in becoming an "e-mature" user of ICT in all aspects of its work, we are currently being supported through the Becta's ICT Self Review Framework.

2.6 Existing and planned consultations

A log of the consultation and communication activities which have already taken place and copies of the e newsletter are available. Consultation on the BSF vision and programme will be via the consultation processes outlined in Section 7.

3 Commitment to the BSF model

Oldham Metropolitan Borough Council is determined to use the opportunity of additional funding through BSF to move more rapidly towards the vision of transforming secondary education in order to realise the potential of all children, young people and families and support the regeneration of the Borough in a way that achieves greater community cohesion.

To this end, we have already established a strong relationship with the DfES Academies Division, 4ps and with Partnership for Schools. We have involved them in a number of our visioning and consultation events as well as in discussions regarding funding arrangements and possible sponsors for our proposed Academies.

We would expect that new build schools would be PFI predominantly, and our experience of managing two new PFI builds concurrently to accommodate 3,000 students in total means that we are aware of the potential issues and likely costs. We also understand that any refurbishment and upgrading will be through conventional capital funding.

We are committed in principle to the development of a local education partnership (LEP) and have arranged a development session led by 4Ps for all project team members and other interested parties, including members of both the Labour (who are currently in power), Liberal Democrat and Conservative groups in October. Officers engaged in other PFI schemes across the Council will attend this, maintaining our across-Council skills development.

From December 2006, we will be working with a strategic partner to transform the Council. We have ensured that our partnership plans recognise the role that BSF will play in that transformation and intend that this partnership will work alongside and enhance the LEP structure. We have also agreed the need for an integrated ICT managed service for schools and the Authority will use the PFS standard contract for this service.

We are committed to using the standard procurement documents provided by BSF including the standard PFI, ICT, D and B, SPA, SHA and MSA agreements. As with the recent Schools' PFI procurement, we will not be seeking to change the standard documents other than for project specific issues.

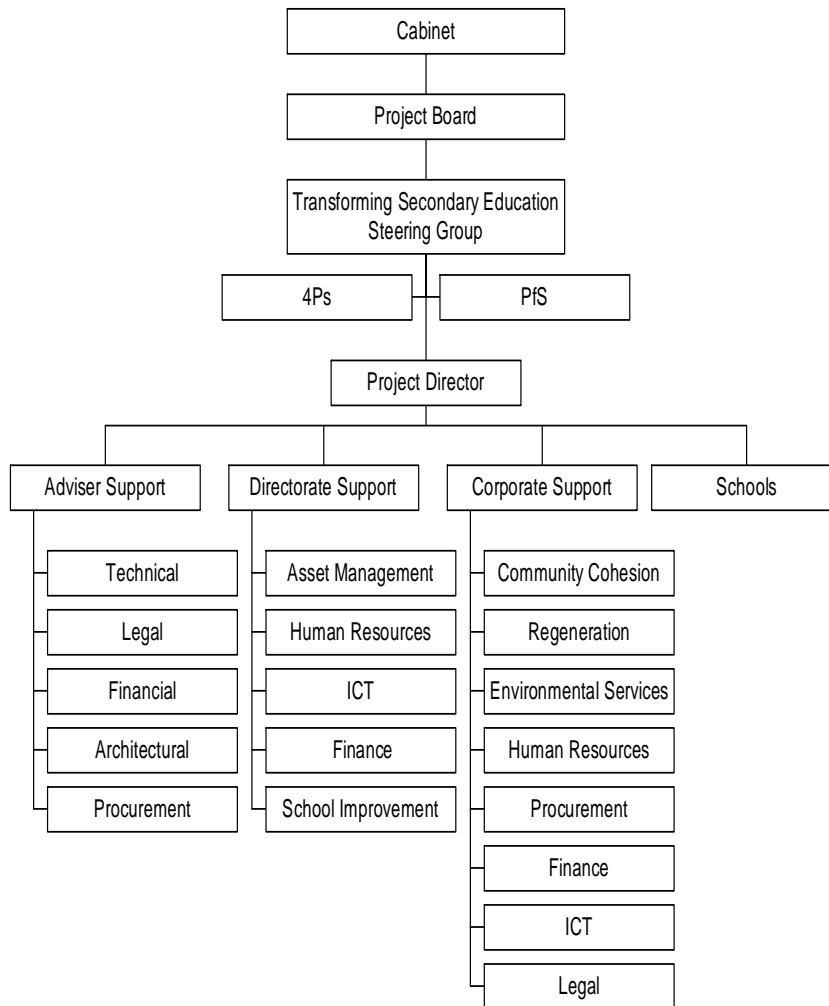
4 Project management

4.1 Introduction

The Council's 'Transforming Secondary Education Project' has commitment from the highest level locally. Significant resources have already been directed towards this project.

The Chief Executive of the Council is the Project Sponsor and chairs the Project Board, which also comprises the Chair of the Local Strategic Partnership, 2 Cabinet Members, 5 Council Chief Officers and 2 Headteachers. TSE group and the Project Board now meet regularly so the key players within the Authority and externally are now fully engaged with the project.

As described in section 6 of this document, the Council has extensive experience of major procurement projects and therefore has an established project governance structure:



Prince 2 methodology will be applied to the management of this project by appropriately qualified and experienced staff.

4.2 Project Board

Project Board Members	
Andrew Kilburn	Chief Executive OMBC
Councillor Hugh McDonald	Cabinet Member, Children Young People and Families
Councillor David Hibbert	Cabinet Member, Regeneration
Councillor Kay Knox	Opposition Spokesperson, Young People and Lifelong Learning
Mike Chambers	Deputy Chief Executive
Ruth M Baldwin	Executive Director, Children, Young People and Families
John Bland	Director of Finance and IT
Tom Flanagan	Executive Director, Regeneration
Des Herlihy	Headteacher, Royton and Crompton School
David Johnson	Headteacher, Failsworth School
Nick Brown	Principal, Oldham 6 th Form College Chair of LSP
Aileen Johnson	Director of Legal and Democratic Services
Father Phil Sumner	Chair, Community Cohesion Advisory Group
Janet Marland	Headteacher, Westwood Primary School
Representative	Partnerships for Schools (PFS)

The Project Board has set the objectives of the project and will make recommendations to Cabinet for the following functions:

- approve the Strategic and Outline Business Cases within the authority;
- select the short-list;
- approve the Invitation to Negotiate including all contractual documentation;
- select the Preferred Bidder; and
- approve the Final Business Case.

The Project Board will also be responsible for risk management and management of the political dimensions of the project.

The Chief Executive of the Council is the Project Sponsor. His role is to chair the Project Board, ensure corporate support and alignment for the project and remain an active champion for the project with members, stakeholders and other external bodies.

The Project Board met for the first time on 12th September to consider this submission and has scheduled monthly meetings.

4.3 Project Director

In order to ensure rapid and effective direction and management of the project, we appointed an interim Project Director in April to work closely with the Project Manager to establish the Project Team, begin the vital process of consultation and communication and ensure that we are ready to be a Wave 4 authority. The Project Director is responsible for the day-to-day detailed management of the project and provides the interface between the Project Board and the supply side of the project team.

The Project Manager is responsible for the day to day programme management activities. Demonstrating commitment to the project, the Council has agreed the need for a full time Project Director's post, a dedicated Project Manager and a supporting Project Team. Arrangements are being put in place to ensure a smooth transition when the appointments are finalised with a handover period.

4.4 Project Team

The Project Team supports the Project Director and Project Manager in the delivery of the submission, the strategy for change and the outline business case, the management of the procurement of the Private Sector Partner and the establishment of the LEP.

The Project Team will be required to contribute to building capacity within the Council by co-ordinating the work of smaller teams drawn from across the Council to address specific work streams. For example, an Education BSF Team will be part of the overall Project Team and may establish sub-groups on a task and finish basis with terms of reference for specific areas of work e.g. education vision, 14 – 19, design of built environment to support learning. A number of Project Team members will be responsible for one of the major functional areas of work as described above. These key members will establish robust project structures and systems that will deliver the defined objectives.

The Project Team meets on a fortnightly basis and the meetings are minuted by a project officer.

A shadow Project Team was established in April and has met weekly during the 'start up' phase of the project. The Secondary Headteachers' group nominated two headteacher representatives who have attended regularly and contributed fully to the Team. Since September 2006, they have been members of the Project Board as well as the substantive Project Team. External advisers will be required to complement and support the work of the Council work stream managers. This team will be extended as the programme progresses to include technical, legal and financial support, and will be in place by January 2007. We will use the PfS Adviser Framework as part of our selection process for external advisers.

Project Team	
Peter Hodkinson	BSF Project Manager Head of Schools PFI
Alan Lee (Chair)	Service Director, Business Development and Support
Nick Hudson	Service Director, Learning Development and Localities
Gill Jamison	Head of Access
Ron Gregory	Head of Asset Management
Karen Coles	Communications Officer
Tracey Bland	Head of Finance
Helen Cox	Interim Project Director (Mouchel Parkman)
David Johnson	Headteacher, Failsworth School
Des Herlihy	Headteacher, Royton and Crompton School
Martin Burroughs	Information Manager
Janet Doherty	Head of School Improvement

5 Support Network

The Council recognises that a project of this scale requires significant resources, both internal and external. The existing and planned arrangements for management of the project are set out in section 4.

The Project Team includes education, technical, financial, procurement and legal officers together with representation from Partnership for Schools.

We have already employed external consultants to support with interim project direction (Mouchel Parkman) and with financial planning (Deloitte). In order to ensure that our forecasting and planning of pupil places was sufficiently robust, we also used external consultancy to provide challenge through a workshop approach in June. Subsequently we employed an acknowledged admissions expert and an adviser from the DfES to contribute to an Admissions Workshop in September. The aim of this workshop was to begin to explore all available options to ensure that the long-term policy for admissions meets the needs of the Borough's schools, children and young people.

As described in section 6, the Council has substantial experience of managing major procurement projects and, as described in section 2, it has an unrivalled record of school replacement.

The Council successfully reached financial close on its £97 million Schools PFI Project using £58.37 million of PFI credits, in May of this year. It did this through a team of Council officers and external advisers. The Council is therefore very clear about the areas where it will need to complement and supplement its own expertise/capacity through the provision of additional internal capacity and external advice: financial; legal; technical; architectural; procurement; and risk and insurance.

The Council will engage in a recruitment process in November and December 06 in order to appoint advisers in January, subject to confirmation of Wave 4 status.

The Council has recognised and made available the necessary resources through the approval of this submission. In addition, we have established strong relationships with the DfES Academies Division and we are drawing on support from our allocated advisers in planning for our two Academies.

As described earlier, the Council has established strong relationships with the DfES, 4Ps and PfS. We were represented at the joint briefing session for all wave 4 –6 authorities in July; have used the 4Ps network sessions to support our current Schools' PFI Project; are holding a seminar for key officers, led by 4Ps, on the establishment of our LEP; and were represented at the NCSL's BSF Leadership Development Programme.

We shall ensure that we fully utilise the support that is available to us throughout this project.

6 Corporate capacity

The Council's current Comprehensive Performance Assessment is 2* with a 3* capacity to improve.

- There is significant experience within Oldham MBC of procuring major strategic investment projects. Examples include:
 - successful bids for Housing PFI's in round 2 (£135 million – affecting 1600 homes) and round 4 (£80 million affecting 800 homes);
 - a completed Library and Lifelong Learning PFI contract (£37 million);
 - a secondary school PFI project (£97 million) now at the construction phase;
 - a recently approved expression of interest for street-lighting PFI (£26 million);
 - a Strategic Service Delivery Partnership, which is a £100 million contract over 15 years currently at preferred bidder stage; and
 - as lead authority for the Greater Manchester Waste Disposal Authority a £4.5 billion waste management PFI at Best and Final Offer stage.
- The above projects have been delivered within budget and timescale where they are either completed or at financial close. In the case of the Secondary School PFI Project there was a need to re-scope the project based upon sound financial and educational considerations in order to provide the best outcome for Oldham. This involved difficult discussions but has not damaged the productive relationship that Oldham has with its headteachers.
- The Greater Manchester Waste Disposal Authority project has been acknowledged to be ground-breaking and leading the way for other such projects by the Department for Local Government and Communities. This project deals with waste management issues for the next 25 years and offers a comprehensive solution.
- Oldham would seek to replicate the success of these projects in BSF.
- The Council has recently reviewed and strengthened its procurement function. This has included the establishment of and appointment to a new Assistant Director post within the Corporate Finance Team, to coordinate all procurement activities.

7 Key Stakeholder commitment and consultation arrangements

7.1 Communications Plan

Again, working in partnership has been and will continue to be a key strength of our strategy.

Our communications strategy, 'Transforming Secondary Education – Communicating the Message Effectively' has already been developed and is ensuring that we fulfil our key aim of communicating successfully with all relevant stakeholders on the key issues surrounding the BSF programme and Oldham's vision for secondary education. This strategy is also helping us to engage purposefully with all stakeholders to gain their contribution and 'sign up' to Oldham's vision of Transforming Secondary Education through BSF.

7.2 Consultation Arrangements

Our strategy for consultation is designed to inform and encourage feedback from all stakeholders by using and building upon a variety of communications vehicles.

Stage 1 of our strategy was implemented between March and August 2006 and included:

- two highly successful conferences for: secondary headteachers; college principals; Cabinet Members for Children, Young People and Families and Regeneration; representatives of the Dioceses; representatives from the LSC; a representative from PFS; and a representative from the DfES Academies Division;
- one-to-one consultation meetings with each of the secondary headteachers and the two college principals;
- a consultation session for headteachers and Chairs of Governors of secondary schools;
- a consultation meeting with representatives of the teachers' and staff unions;
- agenda items on meetings of key stakeholders and partners (e.g. primary and secondary heads, Excellence in Oldham Partnership and the Local Learning Partnership);
- consultation with elected Members;
- consultation with the Chair of the Oldham Race Equality Partnership;
- briefings for officers and Council staff through team meetings;
- a 'Places Challenge Workshop' with key officers;
- regular briefings provided for the local media; and
- circulation of the first two of our e-newsletters, which will be at least termly throughout the programme.

Stage 2 of our strategy will build on and extend these communication and consultation activities and, in addition, will include:

- consultation prior to publication of statutory proposals (proposals for notices of closure; proposals for prescribed alteration to schools)
- community roadshows/ consultation evenings within the secondary schools;
- student/ young people's focus groups;
- attendance at school governing body meetings and community group meetings; and,
- business seminars.

7.3 Stakeholders (contact details appendix 3)

The groups of stakeholders are identified below:

- pupils, parents and carers;
- community groups, voluntary groups and the wider community of Oldham;
- Area Committees;
- Connexions, dioceses and the LSC;
- Council Directorates, wider Oldham Council staff, elected Members and local MPs;
- Headteachers, staff of all schools, Oldham Governors' Forum and all school governors;
- Trades Unions
- Disability Discrimination Act representatives;
- DfES and Government Office North West;
- Local Strategic Partnership and other partners – e.g. faith groups and recipients of Council grants;
- local businesses / potential sponsors, local universities and colleges;
- neighbouring authorities, including other BSF authorities;
- Primary Care Trust;
- Partnerships for Schools;
- Regional Special Educational Needs Advisers;
- School Organisational Committee and School Forum; and,
- the media

8 Risk Management

Oldham Metropolitan Borough Council has a robust approach to risk management and has documented processes and structures for managing risk at all levels within the organisation. Risk management is embedded in business planning at all levels, via service plans, departmental plans and corporate plans and registers right up to the corporate strategic risk register, which is owned and monitored by the Strategic Management Team.

The Council has a Corporate Strategic Risk Management Team on which senior officers sit and a Risk and Insurance Manager whose responsibility it is, helped by departmental representatives, to help to co-ordinate risk across the Council. All directorates have personnel with responsibility for risk management who report to the directorate leadership team.

A risk log for the BSF programme has been established and was placed on the Strategic Risk Register in August 2006. This is subject to monthly review by the responsible Service Director and Executive Director.

A detailed Risk Matrix has been developed and agreed with all those involved in the project, which considers the impact and likelihood of a number of risks covering all categories of risk including:

- strategic issues:
 - maintaining focus on key issues of community cohesion and educational improvement;
 - proposals must provide educational transformation;
 - maintaining functioning schools throughout the time of great change; and
 - retaining appropriately skilled staff.
- issues from stakeholders:
 - minimise the impact building programme on children's education;
 - Academy issues;
 - approach synchronised with neighbouring local authorities; and
 - continued stakeholder support.
- financial considerations:
 - maintaining an affordable scheme;
 - affect of any delays;
 - landsales not achieving estimated returns; and
 - construction costs rising.
- legal considerations:
 - difficulties establishing a LEP;
 - appropriately planned processes for school closures;
 - appropriately planned proposals for schools' competition; and
 - town and country planning issues.
- technical aspects:
 - site issues;
 - design and build issues; and
 - users' needs not addressed in design.
- partnership issues:
 - market difficulties;
 - private sector partner unable to deliver service;
 - private sector partner insolvency; and
 - best value issues.

There is provision for this to be regularly updated, monitored and managed as the project develops and so anticipate and deal with risks via robust action planning which is built into project plans. These risks are shared with all stakeholders and any impacts on the project are identified at an early stage to ensure resolution of the issues and understanding of any financial impacts.

Progress on the project, and any 'red' risks, are regularly reported to the Council's Strategic Management Team and if appropriate will be considered for inclusion at the appropriate level in risk registers. The top ten risks will be reported to the Project Board meetings as a standing item.

Wave 4-6 BSF programme													
Local Authority		Oldham Metropolitan Borough											
Contact email		peter.hodkinson@oldham.gov.uk											
Wave 4 - New LA													
	Start	SFC Approval	OBC Approval	OJEU	ITCD	PB	FC / LEP set-up	Opening of Sample schools (Name / Date)		Stage 1 Approval	Stage 2 Approval	Opening of first subsequent phase schools (Name / Date)	
Date	Jan-07	31-Jul-07	31-Dec-07	01-Apr-08	30-Dec-08	01-Mar-09	01-Apr-09	Academy 1	01-Sep-11	date	date	Oldham RC	01-Sep-12
								Academy 2	01-Sep-11			Saddleworth	01-Sep-12
								Royton Area	01-Sep-11			Royton & Cr	01-Sep-12
								Community	01-Sep-11			Hathershaw	01-Sep-13
												The Blue Co	01-Sep-13
												Crompton H:	01-Sep-13
												Newbridge c	01-Sep-13

Local Authority		Oldham Metropolitan Borough									
Contact email		peter.hodkinson@oldham.gov.uk									
Project Name		BSF Readiness to Deliver Wave 4 Assessment									
DfES No	School Name	Type of school	No on roll Jan 06 11-16	No on roll Jan 06 post 16	Investment Proposals under BSF	Proposed school type post BSF	Proposed specialism	Proposed No on roll Sept 16 11-16	Proposed No on roll Sept 16 post 16	Proposed specially resourced provision	Priority
4001	Counthill	Community	1208	2	close			0			
4005	Grange	Community	780	0	close			0			
4011	Hathershaw	Community	1022	0	2	Community		1104			8
4014	Breeze Hill	Community	776	4	close			0			
4015	Kaskenmoor	Community	742	2	close			0			
4021	South Chadderton	Community	731	0	close			0			
4022	Royton & Crompton	Community	1161	0	2	Community		1104			7
4023	Failsworth	Community	1468	0	6	Community		1380			
4026	Saddleworth	Community	1275	0	1	Community		1242			6
4027	North Chadderton	Community	1341	163	1	Community		1104	175		3
4028	The Radclyffe	Community	1325	0	6	Community		1380			
4600	The Blue Coat C of E	VA	1103	255	5	VA		1104	275		9
4605	Crompton House C of E	VA	980	300	5	VA		966	300		10
4606	St Augustine of Canterbury R	VA	820	0	1 amalgamate with Our Lady's			0			
4607	Our Lady's RC High	VA	965	130	1 amalgamate with St Augustine's	VA		1380	150		5
	Academy 1				1	Academy		1380			1
	Academy 2				1	Academy		1380			2
	Community				1	Community		1104			4
7014	New Bridge	Special	180	108	7 co-location post 16 provision	Special		180	125		11
1100	Pupil Referral Unit	PRU		0		PRU					
			15877	964				14808	1025		
							All existing specialisms will be banked to enable a strategic approach across all centres of learning			The Authority currently has the following specially resourced provision: (Hearing Impaired:12), (Physical Disabilities: 17), (Complex Communication Difficulties: 12) This provision is currently the subject of review, and proposals are being developed w	

