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1 The Salford Vision

Education at the Heart of Community Regeneration, Every Child Matters at the Heart of Children's Services

Salford has changed dramatically over the last decade. The physical regeneration of our city has transformed areas of dereliction into highly-desirable locations for people to live, to pursue leisure and cultural activities and to discover a civic pride in being citizens of Salford. This physical regeneration was, and continues to be, the product of imaginative partnerships between Salford City Council and the private and voluntary sector.

But we have much more to do. We state in our new Community Plan 2006-2016, that "Salford will be a beautiful and welcoming city, driven by energetic and engaged communities of highly skilled, healthy and motivated citizens, who have built a diverse and prosperous culture and economy which encourages and recognises the contribution of everyone, for everyone."

This represents a clear commitment to the social regeneration of Salford. It is this challenge that this document addresses. The vehicle for this regeneration will be the educational transformation of the Salford learning community, and one of the key drivers for this process will be our Building Schools for the Future (BSF) programme. An overview of the three imperatives that drive the Community Plan demonstrates how clearly education is the key.

Imperative 1: Improving secondary school educational attainment. It is vital to ensure that all young people are suitably qualified and skilled to progress to employment or further learning and ensure their future prosperity.

Imperative 2: Reskilling the adult population. Adults in Salford need the skills to enable them to gain and sustain employment, to contribute to their communities and to support their children to achieve their full potential.

Imperative 3: Reducing polarisation and inequalities. Salford is working to address the social, educational and economic barriers that create inequality. All partners must work actively with communities to promote Salford as an open and inclusive city where respect and understanding are fostered and everyone is encouraged and enabled to live and take part in society to their full potential, free from prejudice and discrimination.

The impact of this programme far exceeds both its monetary value, and the physical impact it will have on our built environment. BSF requires us to address and meet a range of educational target areas for transformation. These targets, summarised in headline form below, represent the reality of a social regeneration that will impact on Salford for decades to come. This is what distinguishes the BSF programme from previous school building programmes. As those responsible for the leadership and

governance in our communities, we acknowledge, accept and welcome this opportunity to place education at the heart of community regeneration.

2009 Targets	2015 Targets
To raise the educational achievement of young people in Salford at age 16 to within 3% of the national average	To raise the educational achievement of young people in Salford at age 16 to the national average
To raise the percentage of 19 year olds in Salford who achieve at least Level 2 qualifications to within 5% of the national average	To raise the percentage of 19 year olds in Salford who achieve at least Level 2 qualifications to the national average
To reduce the number of young people not in education, employment or training (NEET) post-16 to 7% by November 2008	To reduce the percentage of young people not in education, employment or training (NEET) post-16 to the national average
To reduce the number of half days missed from secondary schools from 11.32% (2003/04) to 6.75%	To reduce the number of half days missed from secondary schools to the national average

In order to ensure this, several key policy areas are discussed in the following full-length visioning/strategic document, section 2 onwards, upon which we will focus over the next ten years in order to drive the process of regeneration. These, in conformity with the guidelines provided by Partnerships for Schools, correspond with the key policy areas which underpin the BSF process:

Transformation through:

- Learning/Teaching and the Curriculum
- Inclusion for all
- Effective school organisation and diversity planning
- Children's Services, Extended Schools and community provision
- ICT
- Workforce remodelling and continuous professional development (CPD) in ensuring transformation

In the longer document we describe the Salford perspective on community regeneration through educational transformation. By the very nature of BSF we are required to think imaginatively and bravely about what we want to achieve. Over the last decade, we have achieved much. We now have an opportunity for a step-change in our development in order to achieve deep-rooted and comprehensive transformation throughout the process of learning and teaching, and thereby impact on the entire community, as demonstrated by our Skills for Life Targets:

2009 Targets	2015 Targets
To increase the number of adults gaining qualifications at Entry Level 3, Levels 1 and 2 to 4008 between 2005 and 2008	To close the gap in Skills for Life levels so that Salford achieves the North West average

An important element of this is our development of innovative methods that enable refugees, asylum seekers and black and minority ethnic communities to engage in cultural and learning opportunities and thus raise their attainment levels.

To illustrate why our vision is so much more than new buildings for old, and why it has to be so much more, consider the following facts:

Salford is an economically deprived local authority, with almost 40% of its population living in the 10% most deprived wards in the country. The city is the 12th most deprived authority according to the 2004 Index of Multiple Deprivation

Three deprived wards : Langworthy, Irwell Riverside and Little Hulton, have male unemployment rates at twice national levels.

There are an estimated 37,000 people (27.6% of the population) in Salford with literacy needs and 39,000 (29% of the population) with numeracy problems. Wards with the highest levels of basic skills needs have upto 37.3% and 42.4% of adults with problems in literacy and numeracy respectively.

Over 35% of the population have no qualifications at all, compared to a national average of 29%.

Salford has a high rate of teenage pregnancy. At 61.7 pregnancies per 1,000 girls under the age of 18, the rate is 23% higher than the North West average and 33% higher than the national rate.

These are examples of the types of wider social concerns that our transformation will impact upon and which will form part of our criteria for success as Key Performance Indicators (KPIs) in our Strategic Business Case.

There are a number of important threads which run throughout this document. These represent the drivers that sustain our vision, and which power our policies. They are:

Building up locality-focused service delivery: this represents a strategic refocusing on the local community, as both a platform for the delivery of services and a target for support and transformation. Much of this will be centred on the generation of new, extended learning centres of excellence which we discuss below

Participating in Salford: we are committed to becoming an inclusive and fully-accountable community in which every voice is heard, every opinion acknowledged. Building upon our successful long-standing Community Strategy, this will be achieved by the creation and valuing of participatory frameworks which will draw every section of the community into our activities. These too will be focused around our new learning centres, which will be far more open and democratic, as envisioned

under the new Education White Paper. This openness will, we believe, help to regenerate local democracy.

The further development of our Partnerships: our network of partnerships with the private sector, voluntary agencies, faith groups, and within the City Council, represents a key element in our provision of 21st century services. We will encourage and oversee a growth in partnerships providing 'joined-up' services, linking public and private sector community activity. In education, the Academies programme is predicated on the development of these partnerships. There will truly be "a new third way" which will revolutionise existing public and social service delivery at the local level through greater involvement of voluntary and community organisations.

A commitment to lifelong learning: our demographics, some of which we focussed on earlier, tell us very clearly that the re-engagement of many of our citizens into our learning community is vital for social regeneration. Here too, our new generation of community learning centres, building on the work of the Lifelong Learning Team, will help transform the lives of many who are currently excluded from mainstream economic activity. Regeneration of the spirit and the intellect will drive and inform the transformation of the physical environment.

Information and Communications Technology (ICT) underpinning transformation: ICT has a critical role in our vision for transformation, not just in terms of skills acquisition, but as an agent of change. ICT will underpin the transformation of the Salford working and learning community, delivering:

Transformation in Teaching and Learning

Improvements in attainment for all

Increasing curriculum range and choice

The development of higher order learning skills

Promotion of inclusion

Solutions that address concerns over attendance and behaviour

Improving learning engagement and motivation

Re-skilling of the adult community and the creation of lifelong learners

Upskilling the Children's Services Workforce: We have an outstanding team of dedicated staff delivering increasingly extensive services in partnership with the community through the Children's Services Directorate (CSD). However, we fully understand both the scope and implications of what educational transformation means for those charged with delivering it. From everyone involved in delivering education and associated services, there has to be openness to change and adaptation and a recognition of the need for major upskilling. We are ready for this process, and have programmes in place to make it a reality.

Developing extended learning centres of excellence: This theme, whereby learning centres of excellence deliver services encompassing the full remit of the

CSD: learning, leisure, welfare, community support, as well as providing delivery frameworks for lifelong learning and health care, demonstrates the comprehensiveness of our vision for social regeneration. Central to this is our 'cradle-to-grave' model of school-based provision. This will take us a step further towards actively enhancing the quality of day-to-day services for local people and, in time, the quality of life in the area. The core offering we envisage includes:

For 11-14
year olds

For 14-19
year olds

For
adults

For the
whole
community

Developing a renewed focus at secondary level on the basic skills of Numeracy and Literacy for all

Providing a learning environment for the most able students that challenges and extends their thinking

Providing vocational opportunities from age 14 which give clear routes to higher education and/or employment

Ending the disengagement that leads to some students leaving education early

Delivering Personalised Learning Programmes (PLPs) supported by personal e-portfolios delivered through our proprietary Personal Learning Environment (PLE)

An end to the 'one-size fits all' approach to the curriculum

Multiple and creative pathways to attainment

The extended school as a platform for the radical reshaping of the school day and calendar

A wide menu of activities to be on offer, such as homework clubs and study support, sport, music tuition, dance and drama, arts and crafts, special interest clubs, visits to museums and galleries, learning a foreign language, volunteering, business and enterprise activities

High quality childcare provided onsite or within the locality

Parenting support, run with the involvement of other children's services and family learning sessions to allow children to learn with their parents / carers

The delivery of our fast-growing adult provision aimed at re-skilling our community

Swift and easy referral to a wide range of specialist support services such as speech therapy, child and adolescent mental health services, family support services, intensive behaviour support, and (for young people) sexual health services

All of this is predicated on our vision of an inclusive community. No-one will be marginalised in Salford. Educational centres under BSF will look and feel very different from the schools of today, where many children and parents find that the formalities, procedures and structures can ebb their confidence and diminish their

self-esteem. Community members will be comfortable with accessing a range of services in schools. Our schools will be perceived as an important and integral part of the lives and livelihoods of local residents. They will have the confidence of and be supported and encouraged by the local community.

We believe that this vision is entirely consistent with and supportive of the 'Every Child Matters' agenda. Every child must have the support and means that they need to:

Be healthy

Stay safe

Enjoy and achieve

Make a positive contribution

Achieve economic well-being

- We will deliver this with schools at the centre.

Every Salford citizen matters and for our citizens we will:

Improve health, well being and social care

Reduce crime and disorder and improve community safety

Raise education and skill levels and further enhance cultural and leisure opportunities

Support children and young people in achieving their full potential

Tackle poverty and social inequalities and increase involvement of local communities in shaping the City

Ensure an economically prosperous city with good jobs and a thriving economy

Ensure that the city is good to live in, with a quality environment and decent affordable homes



on values and principles that are carefully to all voices, many of which help us to ensure that education is at and that we can address effectively the are committed to a process of effective services for Salford residents. transformation of services so that all reach their full potential and so that al by becoming an increasingly vibrant,

"School is a very noisy place sometimes. We need an oasis of tranquillity in all this chaos!" Year 8 boy

2 Introduction: About Salford

Salford is a thriving, enterprising city bordering the busy conurbation of Manchester. Our city is one in transformation, moving into an exciting future as a world-class cultural, economic and residential location. From urban bustle to greenbelt tranquillity, Salford is building on the diversity of its waterfront, urban and countryside environments to create places where people want to live, work, invest and visit. World-renowned attractions like Salford Quays and The Lowry - with the largest free collection of L S Lowry's work - theatres, galleries, designer shopping, river cruises, museums, modern architecture, water sports, football, cricket, plus top-flight executive apartments make The Quays a spectacular destination and the new leisure capital of the north-west.

The city of Salford covers 37 square miles and the five districts of Salford, Eccles, Worsley, Irlam and Cadishead, and Swinton and Pendlebury are home to some 220,000 people who are proud to call Salford their home.



Salford's proximity to Manchester city centre makes it an integral part of the economic and cultural powerhouse that is driving England's north-west forward. Salford and Manchester enjoy a unique situation: their connection creates a wealth of opportunities ranging from the potential for business relocation and development to establishing Salford's waterways and watersides as key regional and national visitor attractions and turning the city into a residential area of choice within Greater Manchester.

We are determined to promote our city, its heritage, culture, increasingly vibrant economy and social infrastructure. In July 2002 Manchester hosted the biggest sporting event in British history - the 17th Commonwealth Games - and Salford was proud to play its part by hosting the triathlon and 20km and 50km walks. Part of the marathon course ran through Salford. Overall, the Commonwealth Games provided Salford (and of course Manchester) with a magnificent sporting legacy, and Salford is now the recognised home of a world-class triathlon in the UK, having hosted three

ITU World Cup events since the 2002 Games. We have recently been successful in bidding for hosting the world triathlon championships in 2010.

The largest employment sectors are public administration, education and health, banking and finance, in total comprising 72% of the workforce.

The largest employers are:

Salford City Council

Inland Revenue

University of Salford

Salford Primary Care Trust

Barclays Bank

HSBC

Other big name companies include Colgate Palmolive, Cussons, Avis Car Hire and BUPA. Our city also boasts two major teaching hospitals; Hope Hospital and the Royal Manchester Children's Hospital. Since 1994 there has been a 300% increase in the workforce employed in the financial sector. This is predicted to increase. Other large or likely growth areas are:

Healthcare

Education

Construction

Creative industries

2.1 Council Performance

We want our city to be 'a beautiful and welcoming city, driven by energetic and engaged communities of highly skilled, health and motivated citizens, who have built a diverse and prosperous culture and economy which encourages and recognises the contribution of everyone for everyone'. This vision, set out in the newly updated Community Plan 2006 – 2016 is reinforced by seven pledges within the city council, driving forward performance standards, improving our services and pursuing a truly innovative regeneration agenda that will improve the quality of life for all Salford citizens.

Community Plan 2006-2016

The Community Plan, now in its implementation phase, sets the strategic vision for the City with seven strategic delivery partnerships taking forward the seven themes identified as priorities across the City:

- A Healthy City
- A Safe City
- A Learning and Creative City
- A City Where Children and Young People are Valued
- An Inclusive City
- A City That's Good to Live In
- An Economically Prosperous City

Salford City Council is an ambitious proactive authority and the Comprehensive Performance Assessment 2005 (Self Assessment) statement recently produced for

the Audit Commission sets out how far the City Council has travelled towards the achievement of this vision:

The City Council is committed to modernisation. Organisational arrangements have been reviewed to ensure we are fit for purpose, resulting in fewer directorates. This has enabled the creation of a new Children's Services Directorate.

The 'Think Customer' model, developed in conjunction with Manchester Business School, embodies our strategy of placing the customer at the heart of service design and delivery. Attracting much attention from government, this model has been warmly received by local people, and is shaping the delivery of children's services and the design of future Local Improvement Finance Trust (LIFT) healthcare centres. Market research company MORI reported that Salford was one of only 12 councils whose increase in customer satisfaction was ahead of the national trend.

People matter: City Council benefits staff were awarded the 'best of the best' by the Institute of Revenues, Rating and Valuation and our user-focused approach helped to ensure two beacon awards in 2004 for benefits administration and supporting people teams. The city council has also just been nominated for two more beacon awards – 'Culture and sport for hard to reach groups' and 'Transforming the Delivery of Services through partnerships'.

There is a recognition that raising and improving the image of our city is fundamental to achieving our vision. A strategic approach to branding and marketing the city has been undertaken to shift perceptions and raise our profile nationally, regionally and locally – 'the 1 Shocking City' campaign highlighting a real commitment to achieve change.

The neighbourhood management model of service delivery has been strengthened, reflecting a commitment to developing the community as a partner. Salford was highlighted in the joint IDEA/Audit Commission report "Fitness for Purpose in the 21st century" as a council which has invested heavily in democratic renewal through participatory area initiatives.

New and innovative partnerships, such as the new Central Salford Urban Regeneration Company, are being established to progress our transformational regeneration agenda.

The City Council is committed to achieving excellence, improving services, driving up performance standards and transformational regeneration activity – all of which are focused on improving the quality of life for local people. In its most recent assessment, (to be published early in April 2006) the Audit Commission has given Salford City Council a score of 3 (performing well) across all categories of ambition, prioritisation, capacity, performance management and achievement with a judgement of "improving well" for direction of travel.

2.2 Regenerating Salford

Salford is a proud and great city where innovation, leadership and partnership working are contributing significantly to the increased economic vitality, growth and competitiveness of the Manchester City Region and the North West as a whole.

During the last decade, massive investment, more jobs, greater economic prosperity, improved environment quality and lower crime levels are changing the perception and image of the city for the better. More people are now choosing Salford as a place to live, work, invest, visit and study than ever before. Much of this success can be attributed to Salford's impressive track record of partnership working and the Local Strategic Partnership, Partners IN Salford, aims to ensure that working collaboratively remains at the heart of the city's development.

These are exciting times for Salford:

- The successful transformation of the former derelict Manchester Docks into the award winning Salford Quays has been a catalyst for regeneration across the City. Featuring the National Millennium Project for the Arts and voted Building of the Year 2001, The Lowry is an acclaimed international art and entertainment complex of national and regional significance.
- The Chapel Street area has been transformed into a thriving economic and residential location and major gateway to the Regional Centre, with innovative schemes such as the Exchange, Greengate and the redevelopment of Salford Station maintaining this momentum.
- The Manchester Salford Pathfinder is one of only 9 Housing Market Renewal Pathfinders nationally, enabling Salford's housing market to be transformed in future years to meet the demands of the 21st century.
- Salford's New Deal for Communities programme in Charlestown/Lower Kersal has set new standards for the engagement of local people in regeneration, and during the next 3 to 4 years the area will be transformed as new sports facilities, housing, community and health centres start to take shape.
- Investment partnerships are helping to establish the city as an area of massive developer potential. This new confidence in the city has attracted key partners such as Urban Splash and Countryside Properties to work alongside the City Council to progress radical neighbourhood solutions in areas such as Seedley & Langworthy and Broughton.
- The regeneration potential of the many vibrant waterways across the city is being exploited to the full, and in Salford West, significant opportunities are being explored to develop high quality leisure and recreational facilities, including a new racecourse at Worsley and a new 20,000 seater stadium for Salford Reds Rugby League Club at Barton.

Salford's biggest challenge and greatest opportunity now lies in the regeneration of Central Salford. Described as one of the most exciting regeneration opportunities in

Europe, Central Salford will be transformed over the next twenty years guided by a new vision and regeneration framework currently being developed and managed by the newly established Urban Regeneration Company. With a new vision and framework now being finalised by an international consortium of regeneration professionals, it is an area of huge economic and regeneration potential that will be exploited to the full over the next twenty years.

Building on the area's status as one of only 9 Housing Market Renewal Pathfinders nationally, the redevelopment of Central Salford will include dramatic improvements to the city's infrastructure and housing, creating a world-class living, working and leisure environment. Its success will contribute enormously to the economic wealth and profile of the City Region and the North West in the future, helping to secure investment and developer interest internationally.

With this investment comes a responsibility to deliver sustainable communities through a holistic approach that addresses the physical, social and environmental factors which together impact so significantly on the stability of many neighbourhoods. This is reflected in Salford's Community Plan and Neighbourhood Renewal Strategy which co-align priorities strategically and locally. Effective neighbourhood management in Salford is considered critical to delivering this holistic approach, with significant investment committed to ensure that services are tailored to the needs of our diverse communities. Regeneration for Salford focuses upon the social, spiritual and intellectual development of communities as much as the physical infrastructure. Learning sits at the heart of this renewal.

2.3 How BSF Underpins Salford's Transformational Regeneration Agenda

The exciting opportunities set out above describe the very many positive drivers of change that present the city with a unique opportunity to progress an integrated and strategic approach to creating neighbourhoods where people choose to live. Our previous experience has helped to shape our priorities which are to:

- Develop neighbourhoods with sustainable densities that support a range of services
- Integrate and align public and private investment to ensure that key services such as schools underpin the regeneration agenda
- Secure household and population growth
- Create new jobs to increase the vitality of our economy
- Reduce out-migration and attract new people to the city, changing the perceptions of Salford as a place to live

The economic, population and household growth forecasts for the City Region and for Salford (and Manchester) in particular present both a challenge and an

opportunity. The forecast of 104,000 new households by 2021 will create a huge demand for key services, and on-going economic growth will be dependent on a growing workforce, able to find neighbourhoods of choice within the city. These neighbourhoods of choice will be defined by attractive environments, low crime, quality housing, vibrant culture and **excellent schools**.

BSF will make a critical contribution, helping us to integrate, plan and sustain our investment, transforming existing school buildings and institutions which often fail to inspire and sometimes indeed convey negative feelings. We wish to build schools that can respond to the new challenges ahead – schools that are at the heart of their communities, attractive to new and existing residents, providing quality education and with which people are proud to be associated. Educational quality is the key to unlocking the City's regeneration potential and is fundamental to Salford's future economic growth and competitiveness.

2.4 Regenerating Salford: a Partnership Approach

For generations, the model for community regeneration closely followed the centralised state-planning model in which the private and voluntary sectors had little, if any, part to play. Too often the Local Authorities and central government, conceived, initiated, funded and implemented regeneration programmes from the centre – often laying waste to established communities in the process. Salford and Manchester suffered as much from this as any major conurbation. But times have changed, and Salford's Community Plan would be inconceivable without the firm belief that partnerships with residents, the private and voluntary sector must be at the centre of all activities. Its vision remains at the centre of all our planning, including planning for BSF:

“To create a City where people choose to live and work. We aim to improve the quality of life for all of our citizens by creating an economically prosperous city with a buoyant and competitive economy; creating and maintaining strong, safe, healthy and sustainable communities where all citizens can participate to the fullest extent in decisions which affect their communities; providing a better education for all, to enable children and young people to thrive and fulfil their potential; creating a city that is good to live in by providing quality homes and a clean and healthy environment.”

The Community Plan, now in its implementation phase, sets the strategic vision for the City with seven strategic delivery partnerships taking forward the seven themes identified as priorities across the City. Each of these will benefit from the BSF programme, either directly and immediately, or indirectly as educational transformation benefits our entire community.

Salford has an ambitious urban regeneration programme and we see BSF developments in the context of this wider agenda. The new Urban Regeneration Company (URC) will be one of the major forces for transformational change in the city, BSF will be another. In particular, the theme of a “creative and learning city” is

driven by the Lifelong Learning Partnership (LLP). The overarching aim of this theme is to support and stimulate lifelong learning and cultural activity to ensure people, particularly children and young people, maximise their potential and pursue personal development and fulfilment.

There are three priorities for action in the Community Plan that the LLP is acting on. These are to:

Improve overall school performance to the national average and ensure that GCSE results improve faster than the rest of the country

Ensure that all young people leaving education have a recognised qualification

Achieve a dramatic increase in the participation of school leavers in post-16 education and training

The City Council, in collaboration with the URC, will create the locality-based social and economic hubs around which regeneration and community renaissance will take place. Planned developments include a new rail freight interchange to complement the already excellent transport links and a new rugby league stadium. We have already built a water-sports centre which supports our aspiration to be a leading sporting city. There will be major residential developments, including the 'Urban Splash Beach' development and a continental-style boulevard on Chapel Street. At the same time as we are rebuilding the economic and social heart of the City, we are determined to move away from school buildings and institutions which fail to inspire, to ones which stand as bold public expressions of Salford's commitment to learning. We wish to build schools which are at the heart of their communities and with which people are proud to be associated.

A series of regeneration programmes is changing the City's most deprived communities. These programmes include: single regeneration budget funding, a £53 million New Deal for Communities scheme, five Sure Start programmes, a Health Action Zone and Education Action Zones. There is also recently secured Housing Market Renewal Pathfinder status to support regeneration of an area designated Central Salford.

2.5 Demographics (based on 2001 Census Figures)

2.5.1 A Declining Population

The population of the city numbered 230,900 in the 1991 Census, falling to 216,100 by the time of the Census in 2001. The population is now stabilising. School intake figures and the pupil population are projected to fall faster than the population as a whole. Detailed consideration is given to place planning in section 10.1.

2.5.2 Levels of Social and Economic Deprivation; Age Profile; Ethnic Diversity and Other Indicators

Amidst the exciting new developments in this city, there still exist severe pockets of deprivation, and overall Salford is one of the most deprived areas in the country. Many of the young people in the City are from low income families. Both the pool of poor housing stock, coupled with many vacant properties in the inner city wards, are closely related to high levels of crime and a standard mortality ratio which is well above national norms. There has been significant growth in numbers of children in local authority care in recent years. In summary, Salford has:

High numbers of looked after children, signifying the extent of family and social breakdown

A significant rise in asylum seeking families, representing a wide range of languages spoken

A significantly higher standard mortality ratio compared to England, indicating significant levels of ill health in many communities

A high rate of teenage pregnancies. The rate is 23% higher than the North West average and 33% higher than the national rate

High levels of crime, though this shows signs of reducing dramatically in recent years.

Relatively poor educational performance overall at secondary level, compared to national standards

A significant number of people on low incomes and benefits, together with high numbers of lone parents, signifying growing social inequalities

Many areas with poor standards of housing and environmental conditions

A drop in overall population, with people migrating from the traditional inner city areas, leading to significant numbers of vacant properties in some communities

As a result of the factors listed above the Local Authority, in collaboration with partners, has acted to:

Reduce the number of surplus places in secondary schools and undertaken a review of primary places which has resulted in a significant reduction in the number of surplus places in this sector

Increase the percentage of pupils staying on in full-time education from 59.3% in 2001 to 67% in 2007

Increase educational attainment at Key Stages 3 and 4

2.5.3 Deprivation

The 2004 Index of Multiple Deprivation (IMD) places Salford in 12th position out of 354 authorities (where 1st is the most deprived), which means that the city is actually within the 4% most deprived districts nationally. The IMD 2000 and the IMD 2004 are based on different methodologies and therefore are not directly comparable when

considering Salford's relative position. Although the IMD 2004 shows a negative shift of nine places since the IMD 2000 was compiled, we are unable to identify to what degree this is a result of changes to the method, but we can assume that the inclusion of 'crime' will have some significant effect on Salford's position. 40% of our population is living in the 10% most deprived wards in the country. The city ranks 31st worst of 354 authorities for employment, and 29th worst of 354 authorities for income. However, beneath this overall picture there is a wide range of variation between geographical areas. Economic activity is lower in Salford across all working ages and amongst men and women compared to the UK average (70.6% against a UK average of 78.9%) and long-term unemployment is 12.9%. Broughton and Irwell Riverside both have rates of 21% long-term unemployment. Three deprived wards, Langworthy, Irwell Riverside and Little Hulton have male unemployment rates at twice national levels (Manchester Enterprise Bulletin April 2005)

Benefit dependency is an issue in some parts of Salford, with some claimants feeling that the work they could access would make them financially worse off. Benefit dependency rates varies across the city, with the highest being Broughton at 45.6%

Skills for Life is a priority for the local authority and for the Local Strategic Partnership, and will greatly benefit from the imaginative provision made possible under BSF. There are an estimated 37,000 people (27.6% of the population) in Salford with literacy needs and 39,000 (29%) of the population with numeracy problems. Wards with the highest levels of basic skills needs have low and very low literacy levels ranging from up to 37.3 % and 42.4% of adults with problems in literacy and numeracy respectively.

2.5.4 Health

Salford citizens have, on average, poorer health than the population of England and Wales. While health has been improving and continues to improve overall, substantial geographical inequalities exist and show no signs of diminishing. The mortality of the Salford population is expressed as a standardised mortality ratio (SMR), which compares the actual number of deaths in an area with the number of deaths that would have been expected if the area conformed to age-specific death rates across England and Wales. The Salford average SMR for 1997-1999 was 135, indicating that there were 35% more deaths in Salford than expected. For 2001 this figure is 117, which is still much higher than the national average.

The average 1997 - 1999 SMR for each ward varies in line with the extent of deprivation within the ward. The more affluent wards of Worsley and Irlam have SMRs of 85 and 93; whereas in Pendleton and Broughton the SMRs are 216 and 210 respectively. More recent ward level figures are unavailable.

Salford has a high rate of teenage pregnancy. At 61.7 pregnancies per 1,000 girls under the age of 18, the rate is 23% higher than the North West average and 33% higher than the national rate. The proportion of households headed by lone parents is, at 12.5%, 30% higher than the national rate. 70% of these households have dependent children (under-16s) compared to 68% nationally.

We believe that both teenage pregnancies and health deprivation can best be addressed within the context of educational change. Where once we could rely on the family to drive these issues, it now often falls on our schools and their extended welfare provision discussed later.

2.5.5 Ethnicity

96.6% of the school population is White, while 1.1% identify themselves with the Indian Subcontinent (Pakistani, Indian and Bangladeshi), 0.6% as Black and 0.5% as Chinese (Source: January 2002 School Census). These figures match the ethnic profile of the population of the city closely (96.1% White, 1.4% Indian Subcontinent, 0.6% Black, 0.6% Chinese and 0.4% other as recorded in the 2001 census).

2.5.6 Free School Meals

30.76 % of primary pupils are currently eligible for free school meals compared to 17.1% nationally, and 25.02% of secondary pupils compared to 14.9% - although both figures have declined in recent years. As would be expected, a higher (almost 57.74 %) proportion of special school pupils are eligible for free meals. (See the Annual School Census, taken from PLASC 2005 - Free School Meals, the first table being ALL, followed by Full Time Equivilant):

FSM Eligible – ALL 2005	Number	Total	% Entitled
Primary Total	6,107	19,855	30.76%
Secondary Total	3,161	12,634	25.02%
Special Total	261	452	57.74%
PRU Total	58	84	69.05%
Total	9,587	33,025	29.03%
FSM Eligible – FT/CSA 2005	Number	Total	% Entitled
Primary Total	6,105	19,709	30.98%
Secondary Total	3,156	12,616	25.02%
Special Total	225	396	56.82%
PRU Total	58	84	69.05%
Total	9,544	32,805	29.09%

2.6 Learning in Salford

A snapshot of education in Salford reveals an authority in transition, with an accelerating level of improvement. BSF is intended to create dramatic and sustainable improvement by transforming education throughout the City.

Salford has one general further education college, two sixth form colleges and 14 mainstream secondary schools (15 including the Salford City Academy) all of which are 11-16, although from September 2006 Irlam and Cadishead Community High School will pilot post-16 provision. There are three secondary special schools, one of which has post-16 provision. Salford also maintains the Royal Manchester Children's Hospital School, which also provides a post-16 programme for patients. There are Pupil Referral Units across all Key Stages of education located across the City (currently under review). As of January 2005, numbers in the PRUs for KS3 and 4 were 30 and 62 respectively.

Nine of the secondary schools are in the current BSF wave, and two others have been, or are being, rebuilt or remodelled under the earlier PFI initiative.

Salford College provides vocational courses for 16-19 year olds as well as a range of courses from level 1 to level 3, both vocational and academic. It has recently established The Salford Academy, specifically for 16-19 year olds and reintroduced 'A' levels. At Eccles College, the majority of 16-19 year old learners are following 'A' level courses (academic and vocational), but there is a range of intermediate GNVQ, GCSE, and NVQ level 1 courses and four entry level courses for learners with learning difficulties and/or disabilities.

Pendleton College is the City's largest provider and, although designated as a sixth-form college, has a student profile typical of a tertiary college, offering a wide range of academic and vocational courses at all levels. All colleges have increased achievement and retention rates considerably over a three year period. Pendleton has just been awarded Learning and Skills Beacon status, one of only eight colleges in the country, and the Edge Beacon Award for Practical Teaching and Learning (in performing arts). It has previously been awarded The Basic Skills Agency Award for ESOL. Pendleton College students consistently achieve examination results which are significantly higher than the national average. These results are a testimony to the hard work of students and the excellence of teaching at the college. In a recently published report measuring "added value", regarded by most commentators as the best measure of a college's impact on its students' achievements, Pendleton College scored a mark which placed it within the top 15% of all colleges, being described as a "very high achieving institution".

Work-based learning is provided by 12 local providers based in Salford, with numbers of trainees ranging from 30 to 400. Between them they offer almost all occupational areas at Apprenticeship level. E2E (Entry to Employment) is offered by YMCA Training, Age Concern, ERP (Employment Regeneration Partnership) and Salford Consortium. Young people from Salford are also recruited by other providers across Greater Manchester.

In 1999, just over 34% of 16 year olds in Salford achieved five or more higher grade GCSEs, compared with the then national average of 48%. By 2004, the 5+ GCSE A*-C pass rate had risen to 38.3% In 2005 results rose by more than 7 percentage points, demonstrating a step change in outcomes. There are significant gender differences in performance at GCSE. In 2003, girls attained a 42.4% pass rate while boys achieved a 29.9% pass rate at the higher grades. The gender gap varies between schools.

In 1999, 55% of 16 year olds stayed on in education (up from 48% in 1998). By 2004 the percentage continuing in full-time education had increased to 63.8 %. The following data shows changes in participation rates over time:

	1999	2000	2001	2002	2003	2004
Year 11 leavers from Salford schools going into further learning post 16 (FE & Work Based Learning)	70%	71%	73%	72.5%	73.97%	75.5%
Year 11 leavers going into F/T education	55%	57%	59%	61.5%	60.72%	63.8%
Year 11 leavers going into work based learning (Modern Apprenticeship & work based training)	15%	14%	14%	11%	13.25%	11.7%

Through “Aimhigher”, Salford schools and colleges are working in partnership with four local higher education institutions – the University of Manchester, Manchester Metropolitan University, Salford University and Bolton Institute of Higher Education – to raise aspirations, widen participation and increase entry into higher education.

2.6.1 Positive Achievements

“I love my school. Everything about it!” Year 8 girl

Salford has many positive achievements of which to be proud:

Achievement at KS3 is improving; the proportion of young people achieving Level 5+ in English improved from 53.2 % in 2002 to 60.3% in 2005. The equivalent in maths was from 59.4% to 65.9%. Science was from 55.6% to 61.3%.

In 1999, just over 34% of 16 year olds in Salford achieved five or more higher grade GCSEs, compared with the then national average of 48%. By 2003, the rate had risen to 36.1% and in 2004 it was 38.1%. Our 2005 results show 45.3% against a national average of 55.7%. Our closing of the gap is as encouraging as the higher levels of achievement.

Results from KS2 national curriculum tests in May 2005 show that the KS1 to KS2 Value added score is 100.03. This is considered to be within the top 40% in England. Year on year improvement in aggregate scores show that Salford’s improvement score is third highest in the country.

As a result of the establishment of successful collaborative vocational provision at KS4, all but one secondary school now offers vocational qualifications at KS4; nine schools offer GCSEs in vocational subjects covering all curriculum areas except engineering; and eight schools offer GNVQ, mainly ICT (information and communication technology). In 2002 32% of KS4 students were involved in vocational provision, either internal or external. This has increased as shown by the table below:

SUMMARY for Years 10 & 11	MALE	FEMALE	TOTAL	Cohort %age
QUALIFICATION	MALE	FEMALE	TOTAL	COHORT
GCSE in vocational subjects Yr 10	390	414	804	31%
GCSE in vocational subjects Yr 11	367	505	872	32%
GNVQ - SCHOOL PROVISION Yr 10	497	472	969	37%
GNVQ - SCHOOL PROVISION Yr 1	522	516	1038	38%
DiDA Year 10	399	216	760	29%
DiDA Year 11	239	216	455	17%
BTEC Year 10	121	106	227	8%
BTEC Year 11	8	10	18	0.6%
Other vocational/personal development quals Year 10	464	340	804	31%
Other vocational/personal development quals Year 11	265	239	462	17%
Fourteenplus (college) provision Year 10	80	120	200	8%
Fourteenplus (college) provision Year 11	101	136	237	9%
Mpower participants Year 10	64	33	97	4%
Mpower participants Year 11	50	48	98	4%
Other external vocational qualifications Year 10	81	12	93	3.5%
Other external vocational qualifications Year 11	83	9	92	3%

This progress has been achieved by:

Learning mentors being employed in all secondary schools, supporting retention and achievement, as evidenced by the increasing proportion of students remaining in post-16 provision (from 70% in 1999 to 75.5 % in 2004). Participation in further education has shown an even more dramatic increase, from 48% in 1998 to 63.8 % in 2004. Other encouraging data for school leavers, is the reduction in NEETs (Not in

Education, Employment or Training), from 17% in 2001 to 14% in 2002 , 10.74% in 2003 and 9% in 2004.

A wide range of collaborative activity has been established to support progression to post-16 learning, such as taster days, careers fairs, summer schools, transition initiatives, through Aimhigher, Excellence in Cities, and Area Wide Inspection activities and the establishment of Connexions Salford in September 2002.

The funding threshold for EMAs (Education Maintenance Allowances) has now been increased, allowing more young people to benefit; increasing publicity has brought this to the attention of more families in Salford.

2.6.2 Post-16 Provision

There is an increased and increasing range of curriculum opportunities at all three colleges, both academic and vocational, especially at Entry and Foundation levels, with increased provision, achievement and retention at all three colleges. The most recent external reviews were carried out at Eccles in August (OfSTED) and November (AoC Beacon) 2005, and they reflect the substantial improvement in our post-16 provision over the past few years.

Eccles College was commended twice in the 2005 AoC Beacon Awards for the MENCAP and RNIB Inclusive Award for Students with Learning Difficulties and/or Disabilities (programmes for students with learning difficulties and/or disabilities have had 100% pass rates for the past two years) and the BECTA Award for the Effective use of ICT and e-Learning to Enhance and Support Organisational Development. Currently, there are 980 students aged 16 to 18 at the college, about 950 of whom are full-time. Most students are following courses in information technology (IT), humanities, English and modern foreign languages, science and mathematics and health and social care. The curriculum caters predominantly for students aged 16 to 18, offering 34 advanced subsidiary-level (AS-level) and general certificate of education advanced-level (GCE A-level) courses and 8 full-time vocational courses at level 3, along with a range of general certificate of secondary education (GCSE) and general national vocational qualification (GNVQ) courses. In 2004/05, around 7% of the students aged 16 to 18 were taking level 1 or entry level courses, 19% level 2 and the remainder level 3. Around 95% of adult students take courses at entry, level 1 and level 2.

According to the August 2005 OfSTED report, the standards of students' achievements are satisfactory. Retention rates at level 1 have been high for students aged 16 to 18 over the past three years. However, retention rates at level 2 have been low. Retention rates have been satisfactory for GCE A-level students and high for students on vocational programmes over the past three years. Overall pass rates at level 3 have been satisfactory. College data indicate that attendance and retention rates in 2004/05 improved.

Around 74% of the 950 full-time students aged 16 to 18 are taking level 3 courses. Pass rates on level 3 courses have been around 2% below national averages for

sixth form colleges over the past three years. However, GCE A-level pass rates were at the national average and advanced vocational certificate of education (AVCE) pass rates were well above national average for the past three years. Some 21 subjects at GCE A level had 100% pass rates in 2003/04. AS-level pass rates, however, have been below national average for the past three years.

Pendleton College's newly acquired Learning and Skills Beacon status has already been noted, and the 2004 OfSTED report was equally complimentary. Inspectors judged the quality of education to be "outstanding in three of the curriculum areas inspected and good in six. Standards of teaching and learning are very good." The main strengths noted were:

Inspirational and dynamic leadership

Provision that is socially and educationally inclusive

Outstanding provision for adults in the local community

Broad range of provision for students aged 16 to 18

Highly supportive and caring environment for students and staff

Very high standards of teaching and learning

High pass rates on most courses

High value added on level 3 courses

Effective procedures for monitoring students' progress

Good support for students

Students' attendance and behaviour are good

Good progression opportunities for students, both within the college and into higher education (HE) and employment

Rigorous monitoring of key performance indicators

Effective strategies to improve retention rates

E2E is now well established with four work based learning providers in Salford and is already making an impact.

The MPower programme, managed by BEST Ltd (formerly Manchester City Pride EBP), with funding from the Learning and Skills Council, facilitates students spending one day a week during years 10 and 11 with a work based learning provider or college, working towards NVQ or an equivalent vocational qualification. If students are with a work based learning provider they will spend most of their time with an employer. Occupational areas available are – Construction, Engineering, Manufacturing/Distribution, Transportation/Motor Vehicle, Business Administration, Retailing and Customer services, Hospitality and Catering, Hair and Beauty, Care, Sport and Leisure

2.6.3 Collaboration

We have well-established strong collaborative networks. The Lifelong Learning Partnership is currently in the process of restructuring and this will lead to a clear focus on the skills agenda, creating coherent and collaborative approaches to the delivery of lifelong learning across the city.

Over the last few years work based learning providers have been increasingly involved in collaboration with each other and with colleges, particularly around leadership and management, joint development activity and E2E.

Learning is seen in this city as the key that will unlock the huge potential of our residents, to drive forward the city economically and socially. The BSF programme gives our City the opportunity to reconfigure the schools estate in order to provide a range of modern, flexible and attractive facilities in new buildings. The buildings will provide the foundation for a fully integrated range of services for children, young people and the wider communities, catering for learning, leisure, health and social care needs. New technology will play a key role in integrating all the facilities to provide efficient, customer-focused services which are accessible throughout the City in council offices, places of learning, leisure centres, libraries, drop-in advice kiosks, and in people's homes.

3 Corporate Policies

3.1 Salford and e-Government

Salford has a long history of successful social and economic reform and e-Government and ICT are increasingly recognised as powerful enablers in encouraging and supporting a new wave of creativity and innovation in public services from four important perspectives:

The Citizen

The Organisation

The Community

The Business Sector

The policy context, which drives the e-Government agenda is provided by a set of core citizen pledges, embodying firm commitments to:

Improving health, well being and social care

Reducing crime and disorder and improving community safety

Raising education and skill levels and further enhancing cultural and leisure opportunities

Supporting children and young people in achieving their full potential

Tackling poverty and social inequalities and increasing involvement of local communities in shaping the City

Ensuring an economically prosperous city with good jobs and a thriving economy

Ensuring that the city is good to live in with a quality environment and decent affordable homes

Being an exemplar authority in its focus on renewable and sustainable resource management

Of these seven commitments, the first five can clearly be viewed from within an educational context, and Salford's educational vision under BSF is clearly shaped, in part, by its approach to e-government and the role of ICT in the community. Key priorities as laid down by central government in this area are:

To help raise educational standards

To allow e-enabled processing of pupil support services to the public

However our vision is considerably more detailed than this and extends the principles of e-government beyond the vague but praiseworthy notion of raising standards and 'e-enabled processing of pupil support services'. Both will be elaborated further on in this document.

Salford has a five-year strategy to facilitate electronic service delivery through modern organisational structures and business processes, underpinned by effective ICT applications and infrastructure as embodied in its Information Society strategy "People not Technology" which was endorsed as Council policy in March 1999. Salford's ICT infrastructure will also embrace every aspect of educational provision and delivery, recognising that a holistic approach to delivery is essential if the benefits of e-government are to be realised. For this reason, the strategy takes account of not only modernising local government services but also the need to combat social exclusion through the effective deployment of ICT, and to enhance the local economy through, for example, up-skilling those of employment age and helping small and medium size enterprises gain competitive advantage.

E-Government developments in Salford will help improve social inclusion by:

Improving access to knowledge and information

Enhancing access to learning resources and health and social care services, contributing to prosperity and well being

Providing more opportunities for education and personal development

Enabling better government, with more community participation in local decision-making

As is clear from the adult education deprivation statistics in 2.3.3, Skills for Life is a priority for Salford. To ensure widespread community support we have implemented a strong social inclusion and Community ICT programme, which has a number of innovative projects with significant benefits. These are linked to local community action plans, and local partner input. This offering will be substantially enhanced within the context of Joint Services Centres (JSC) integrated within the extended schools vision. These initiatives address the encouragement of learning, leisure and creativity in Salford, promoting city-wide inclusion and enhancing life in Salford – three of the seven key themes referred to earlier.

Our commitment to Lifelong Learning is discussed fully in section 8.1. For example, our ICT in the community project has delivered a range of ICT outreach programmes, via community outlets. The project has so far delivered over 10,500 hours of training to nearly 500 people. Training weeks achieved by the end of August 2004 were approximately 300, double that originally envisaged in the programme.

Outreach staff are based in community outlets and libraries to promote ICT learning. In our community one-stop-shop for example, there were some 500 training sessions for a total of approximately 800 hours in 2004-5 alone. A mobile computer bus is taken to local areas to provide basic ICT training and is proving to be very successful.

In the future, schools and extended learning centres will build on the achievements we have delivered in community participation in learning. They will be showcases of all that is good and positive about the City and their striking physical presence will be an inspiration to students, staff and parents. The buildings will incorporate designs which break the mould of conventional school buildings. They will be learning

centres which are open for extended hours and have a full range of community and social facilities. New technology will be at the hub, and they will provide Personal Learning Environments (PLEs) where young and old can utilise computers, video and music recording equipment to extend the boundaries of their learning and their ambitions. The technology hubs will also enable community access to the full range of on-line council services, to ensure that Salford citizens have the potential to embrace the full potential of e-Government.

The incorporation of new technologies into the very fabric, the thinking and the design of our new school buildings will stimulate new approaches to teaching and learning and true innovation in home-school relationships. It will also enable agencies to work more closely together ensuring effective delivery of the 'five outcomes' for all children so that all children in Salford will enjoy safe and healthy lives, are enabled to enjoy fulfilled lives where they achieve their full potential, are encouraged to make a positive contribution to their communities and society generally and live and work in an economically sound environment. We will target resources and early-intervention strategies on children, young people and families who are the most vulnerable, ensuring that statutory, voluntary and community agencies work together to deliver coherently-planned services.

To assist in the achievement of these aims, schools in the City will be highly visible and will enjoy high profiles, both locally and across the City. They will have designations either as specialist and/or full service delivery extended schools. In this way schools will offer choice to young people and families, choice which will enable young people and their families to access services that they need and that are locally defined and delivered. These services will address health and social care needs as well as learning needs.

3.2 Management and Governance of BSF

In the management and governance of our BSF programme, we intend all our activities to be transparent in operation, inclusive in scope and evolving in close partnership with our communities. When appropriate, external consultants have been, and will be engaged to ensure sufficient capacity and timely delivery of the various elements of the BSF programme. A full discussion of this will be found in our accompanying Project Initiation Document (PID).

3.2.1 Validation of Education Vision

The BSF Programme Management Board will work closely with Partnership for Schools (PSF) and the Department for Education and Skills (DfES) throughout the development of the Education Vision to ensure that it meets all the necessary requirements for approval. In addition, a section on the Education Vision has been included in the Risk Management Register to identify risk issues that may impact on the development of the Education Vision. Full and ongoing consultation is taking

place with all schools in the programme as well as stakeholders and service user groups to ensure that the Education Vision for the city is representative and transformational. This is an integral part of the BSF programme's communication and consultation strategy.

3.3 Engagement with Stakeholders

The Salford Education Vision is structured to respond to the guidelines set out in "Building Schools for the Future: Local Authority Vision and Strategy for Secondary Education", published by Partnership for Schools (PfS) in April 2005, which sets out the framework which will enable us to improve, rebuild or refurbish our entire building stock, by being clear about what we want to achieve and how we are to do it.

Salford's policy has been to engage with stakeholders throughout the authority area, and these engagements have included in-depth consultations with schools, including students, parents, governors, teaching and support staff, ancillary staff, senior management, headteachers and community workers. These resulted in individual school visions, whose content and ethos echoes and is echoed in Salford's vision contained in this document. Similar consultative engagements took place with primary headteachers, the Roman Catholic and Anglican Dioceses, elected Council members, and Children's Services Directorate (CSD) staff. This vision represents the product of these initial engagements, and will be further refined in content in order to ensure the ongoing commitment of all concerned. In securing this commitment we are guided by the following principles and desired outcomes:

To create awareness amongst all stakeholders of the vision and scope of the BSF programme and to ensure and promote a real understanding of its overall aims and objectives. It is essential that Salford residents have heard of BSF and understand that it is about renewing schools and transforming educational processes and outcomes to improve the educational attainment and life chances of our young people and our communities.

To keep all stakeholders and the wider community fully informed of progress on an on-going basis so that we sustain a fully inclusive process and so that the entire Salford community feels a true sense of ownership.

To continue to drive and promote understanding of BSF as the initiative progresses so that there is no transitional dip in expectations or attainment.

To ensure stakeholders have an opportunity to inform and influence our plans for school reorganisation.

To use the BSF programme and redevelopment of schools as an opportunity to stimulate greater local community interest and involvement in education and learning.

Our engagement with stakeholders has been and will continue to be guided by the following principles:

To be open and precise about the purpose of the consultation process, providing clear information on the reasons for their engagement and how their involvement can make a difference

To be clear about any limitations as to what we can do, so as not to raise expectations beyond our ability to deliver

To choose the right consultation and engagement methods and ensure that they are undertaken competently

To ensure that the arrangements are inclusive

To work in partnership with other agencies to ensure that consultation is co-ordinated, cost effective and is not repetitious or confusing

To put arrangements in place to feedback the outcome of the consultation and engagement process to the people who have participated

4 Salford's Vision for an ICT- Enabled Learning Community

4.1 Context and Drivers

The ICT strategy for supporting e-enabled learning in Salford, developed during 2005 and initially framed until 2008, will provide a strategic framework for the delivery of a range of actions and outcomes aimed at enabling the authority to ensure that:

The five outcomes of 'Every Child Matters' are met

Salford meets the ICT targets of "Harnessing Technology" (DfES 2005):

- i. Transform teaching, learning and help to improve outcomes for children and young people, through shared ideas, more exciting lessons and online help for professionals
- ii. Engage 'hard to reach' learners, with special needs support, more motivating ways of learning, and more choice about how and where to learn
- iii. Build an open accessible system, with more information and services online for parents and carers, children, young people, adult learners and employers; and more cross-organisation collaboration to improve personalised support and choice
- iv. Achieve greater efficiency and effectiveness, with online research, access to shared ideas and lesson plans, improved systems and processes in children's services, shared procurement and easier administration

Council pledges and promises are coherently linked to national policy for e-learning

All schools and learning settings can achieve 'e-confidence', as defined by the DfES and National College for School Leadership

A challenging and radical vision for securing the successful preparation, planning and implementation of the 'Building Schools for the Future' programme is developed and realised

4.2 Ongoing Salford ICT Initiatives

Salford continues to invest heavily in developing the effectiveness and use of the schools' infrastructure by making targeted investments to add value to students' learning and to the development of ICT in schools. Since April 2004, the Authority has funded the provision and installation of both local application servers and web caching servers in all primary schools, adding real functionality to the ways networks can be used to support teaching and learning. To facilitate this the Authority has

identified funding to employ additional technical support officers who are supporting the implementation of these network resources in schools. This initiative has also seen the deployment of the Espresso digital learning and teaching resource to enhance schools resource and provision for teaching with and through the medium of ICT. Recently, Salford has also provided all its schools with the innovative 'KarZouche' learning software, to further extend and enrich learning opportunities. Further initiatives on targeted provision of access to digital video and electronic voting systems for schools are planned for the remainder of the 2005/6 school year. These negotiated initiatives will:

Enhance the quality of digital curriculum resources in primary schools, particularly those targeted at raising standards in literacy, numeracy and general curriculum attainment

Add value to the City Council's investment in the schools broadband infrastructure by providing all primary schools with local web caching server technology, thus improving internet performance and reliability

Extend schools' access to internet learning resources, whilst providing sophisticated and robust internet security and safety provision for staff and students

4.2.1 Salford City Learning Centres

One of the key elements of our Excellence in Cities (EiC) programme is the establishment of a network of school-based City Learning Centres (CLCs) working with private sector partners --- a good example of partnerships in Salford delivering real results. These Centres provide what were considered, at the time, state-of-the-art ICT-based learning opportunities for the students at the host school, for students at a network of surrounding schools and for the wider community. There are currently two in Salford, located at Buile Hill High School and Moorside High School. They were intended to support innovations in the use of ICT in schools and to fulfil a need to provide access to ICT training for schools and the community. These buildings have either been grafted onto existing school sites or built in close proximity to the buildings. Accommodation and equipment levels now only reflect the commonplace in terms of furnishings and computer resources in most new built schools and learning centres in the UK. It can be argued that the government's intention was to pilot such centres in LEAs to explore the 'standards' potential of providing schools with a ready access to a high level of ICT resources. As new education buildings develop and are equipped to the same standard as CLCs, the strategic need for these resources in the city will diminish and their functions may well be absorbed into the general provision of the two host schools, as they are remodelled/rebuilt. However, consideration will need to be given as to how the important teacher training and community education functions of the CLCs will be met by these and other schools with similar facilities.

The intent behind CLCs, and this remains the vision for ICT in Salford, to be implemented by the ICT Partnership Board for Education, is to enhance learning across the whole curriculum by:

- Providing courses and opportunities for individual pupils
- Delivering services and outreach support for a wider network of local schools, including providing extension activities for gifted and talented pupils and study support
- Acting as test beds for innovation and new ways of teaching and learning
- Cascading best practice amongst the local network of schools and linking with other facilities including other learning centres, the network of specialist and beacon schools, NGFL, UFL and other centres of learning (e.g. libraries)

They also offer opportunities to the local community to utilise the power of ICT.

Headline courses delivered by Salford CLCs to date include:

- The Teachers' Sharezone - a Repository for Sharing Learning Resources
- MyLearningSpace - a Web-Based Tool for learning Self-Management and the platform for Salford's Personal Learning Environment (PLE)
- Improving the ICT skills and qualifications of teachers in Salford by delivering to them a flexible European Computer Driving Licence (ECDL) programme
- GCSE English On-line - Content Development Project
- Rockscool - Using Gigajam to Develop Contemporary Music Skills
- Salford Pop Star - Recording, Auditioning and Staging the Stars of Tomorrow
- Actis Lost - On-line Skills Development with Younger Learners
- Advanced Classes - Maths and English for Gifted and Talented Students
- Archicad - Developing Young Architects
- Games in Education - An Innovation and Experimentation Project
- Video Edit and Conference - Developing the CLC's Specialism in Video

There is clear synergy between the BSF programme and the development of CLCs. In particular, the BSF vision of the extended full-service school reaching out into the community provides us the opportunity to turn every school into the centre of teaching and learning excellence that our CLCs are aspiring to be.

In developing CLCs, our ability to forge mutually beneficial commercial partnerships has been critical. Our business and enterprise partners are important to us, and we are actively seeking to grow partnerships where:

- We can lever best value out of the supply chain
- We can develop sustainable commercial revenue streams for our operations and those of our partners
- We can bring business and enterprise into our community

Current partners include:

Salford Business Education Partnership	The Salford BEP provides a key service to learners in Salford in bridging the gaps between school and work, and in bringing the workplace into education. For the CLC, the BEP organises and delivers a range of projects such as the 'BEP Newspaper Days' where learners make use of the CLC to develop their skills.
Clear Creative	Clear Creative provides us with a high quality marketing and publicity service. It supplies us with marketing consultancy, product design, planning and implementation solutions and a range of other services that help to develop our ability to promote Salford CLCnet
HKW Information Services Ltd	HKW is a crucial supply-chain partner for us. The HKW team's advice on specifying, sourcing, supplying and implementing technology solutions in CLC sites is highly valuable, and month-on-month helps us to ensure and to prove that we are getting best value from the IT supply chain. HKW is a sponsor of the Salford Pop Star Project.
Gigajam	Gigajam has been a highly significant partner for us in this year's development of our Music Specialism. As a supplier of the Gigajam software, and in providing us with advice and guidance on the development of our Music capabilities, the company has brought a new dimension to the work of Salford CLCnet. Gigajam is a sponsor of the Salford Pop Star Project.
CDSM Interactive Solutions Ltd	CDSM is critical in our delivery of on-line information and learning solutions. We have worked closely with the company to develop this web site, to deliver the 'Teachers' Sharezone' and 'MyLearningSpace' products that sit behind the site, and to develop a range of on-line learning resources for delivery to Salford learners and to learners across the North West. CDSM is a sponsor of the Salford Pop Star Project.

4.3 Developing the Six Salford ICT objectives

“ICT can transform the way that education is delivered and open the way to a new pedagogy. It can make it easier for teachers to plan and find high quality materials, and it can help pupils to find out more about the subjects that they are studying. Critically, new technology can enable teachers to tailor their teaching more closely to the abilities of individual pupils” *Schools: achieving success, DfES, September 2001*

4.3.1 Objective One: A Common Digital Infrastructure to Support Transformation and Reform

Our future provision must match curriculum needs, as defined in government guidance: “Managed ICT Infrastructure Service Template Output Specification. DfES PFS 2005”. We must therefore provide an ICT infrastructure that will be capable of

delivering media rich teaching and learning resources (e.g. from Curriculum Online via broadband connectivity) to the desktop.

Current position

All Salford primary schools and almost all high schools are connected to the LA network, via a 10mb connection to a WAN. All schools have local networks running at 10/100 Mbit. Since 2005, the authority has prioritised spending on local infrastructure in schools to ensure best value and to capitalise on existing investments made in previous years. Consequently, all primary schools will have a dedicated local applications server and an Equinet caching server by the end of this school year. Development work is taking place to ensure that future network design and performance matches and exceeds all learners' need, as defined in government guidance. (Managed ICT Infrastructure Service Template Output Specification. DfES PFS 2005)

This development work, jointly commissioned and undertaken by Children's Services and corporate services, is being carried out by IMMERJA during the autumn and spring terms of 2005/6 . It is intended that this consultancy process will establish a clear direction for network performance, reflecting guidance published by DfES in the development of BSF programmes, i.e. "Delivering an ICT infrastructure that will be capable of delivering media rich teaching and learning resources (e.g. from Curriculum Online via broadband connectivity) to the desktop."

In preparation for BSF, a secure and effective ICT infrastructure will therefore be developed that enables and supports all planned and emergent functions of children's integrated services in the City. Because of the ICT needs of schools in the future and the consequent requirement to pass large volumes of digital data across their local networks, it will be necessary to migrate education users from their existing network provision arrangements and to set up, via the LEP, a reliable high-speed network which links schools, homes and other places of learning to one another and to a wide range of high quality online learning resources. It is evident therefore that there will be two networks; the existing corporate network and a newly developed education network. The two will be physically separate, with necessary firewalls and servers. It is recognized that there will still be an element of codependency between the two networks, given the ongoing need for sensitive health and social care pupil data to be transferred between the various stakeholder care agencies in and outside the City. There will be a need to have tightly defined protocols for the necessary exchange of data between and across the two networks. There is a danger that the bandwidth and data load characteristics of the education network could adversely affect the corporate network if strict controls were not in place.

4.3.2 Objective Two: a Personalised Learning Environment

We will provide a Salford-wide virtual learning environment, which allows learners in all settings to access content and courses regardless of physical location. This will support personalised learning and e-portfolios, both of which we discuss elsewhere.

Current position

The Directorate, together with its City Learning Centres, is currently developing the use of 'Share Zone' a web-based resource that enables teachers, lecturers and content development staff to share, evaluate and publish resources to enable relevant and quality online learning episodes for pupils and colleagues. This resource is the first in a series of web-based learning and teaching resources developed by Salford, in partnership with commercial developers. In preparation for developing the ubiquitous deployment of learning platforms in the future, we are developing an exciting new web resource, 'My Learning Space'. This personalised learning environment provides the learner with interactive online resources, online learning diagnostics, online planning and recording tools. MLS is a set of tools that enables learners to take control of their virtual activity by recording their progress, documenting and sharing their experiences throughout their academic career.

In exploring the future potential of 'MLS' the Directorate will carry out a thorough review of needs, options and risks in the context of current or proposed acquisition development of personal learning software. An external consultant will undertake this work on behalf of stakeholders. Gary Clawson, Chief Executive of NWLG, has offered to advise and consult on this process. Consultancy will be vital to identify stakeholders, inform design specification for the eventual PLE that will process and meet the full range of needs of integrated children's services and supporting operational management and teaching and learning needs of the BSF initiative. It will be important to ensure that a strong strategic lead is given by the LA, in the context of a longer term PLE strategy, which informs their choices and links all learners' data with management, pedagogical and usage needs.

4.3.3 Objective Three: A Leadership and Development Package for Organisational Capability in ICT

Unless senior managers and all teaching staff are fully aware of the exciting potential of ICT to improve all aspects of provision for young people, the significant investment planned over the coming years will be wasted. It will be necessary to allocate a substantial proportion of the ICT budget to support in schools the change process brought about by BSF.

A key aspect of our ICT strategy will be the provision of support to help leaders to assess how well their organisation uses ICT, and to adopt or share good practice, work with others, and plan their approach to ICT as part of their future strategy. Salford has developed a strategy involving work with existing school network

groupings, i.e. Leadership Incentive Grant 3 and targeted use of the National College SLICT and team SLICT training programmes. It is our intention that all Headteachers will be facilitated to undertake this training. Senior staff in all schools will be well prepared to lead their colleagues through the processes of change, which will ensure that these features are apparent in all the work of the new schools.

The authority will work to support managers of schools in ensuring that all staff are confident in using new and emerging technologies in their teaching. The team of ICT Consultants within the Directorate's School Improvement Service will take the lead in supporting schools to achieve their visions of e-confidence and to create alignment with the vision for Salford. Termly update seminars for school leaders on new and developing technologies will be offered to all schools from April 2006, to further support the development of a sustainable and challenging vision for ICT as an enabling tool for enhancing and transforming learning and teaching. The authority has created two new e-development centres which, from 2006, will act as central reference points for the professional and pedagogical development of all staff in Salford schools enabling the achievement of 'e-confidence, as defined by 'Fulfilling the Potential' (DFES) and by the National College of School Leadership.

4.3.4 Objective Four: Integrated Online Personal Support for Children and Learners

This objective is an aspect of the development of PLEs for education and the successful development of such functionality will be essential. (See Objective Two). Our solution will be capable of delivering reliable, easy to use tools which, in addition to the more usual characteristics of PLEs, i.e. access to educational content, courses and pupil work, email, diaries etc, will also help to deliver online personalised support for learners, parents, and practitioners. It will give secure access to personal records, online resources, tracking and assessment that works across all sectors, communities, and relevant public and private organisations.

In developing the Salford vision for enabling and transforming the opportunities for all learners, we will develop and deliver an organic virtual learning and teaching platform, which will act as a key resource enabler for all users. To achieve this we will:

- Research, commission and develop a powerful and comprehensive learning platform with the secure capability to support children's and learners' transition and progression with a common approach to personal records
- Encourage all organisations to support a personal online learning space for learners
- Promote a common approach to assessment across sectors to support personalised progression
- Provide seamless support for assistive technologies for learners' special needs

4.3.5 Objective Five: Change Management and Professional Development

We will create/transform our education workforce into one which is skilled in making the very best use of ICT to enhance teaching and learning, and support it with new ICT and E-Learning Technologies Team within Children's Services. Using existing personnel within the directorate, i.e. School Improvement staff in advisory/consultancy roles and EIC funded CLC and support staff after identifying gaps. These service team leaders would report to the Assistant Director Resources, who line manages E Learning Services. This team will support:

- Curriculum ICT services
- Online Learning and Innovation
- Technical and Network development services
- MIS and Strategic Data services
- Teaching and learning (pedagogical) information systems, i.e. Personalised Learning Environment software (PLE) and staff development
- Technical and technology support and development
- Data and management information systems; assessment monitoring and evaluating; management of learning and learners
- Strategic support and guidance to allow schools to build capacity for self-evaluation of their needs, progress and resources

4.3.6 Objective Six: Provide an Online Information Service for all Citizens

This strategy objective links to the e-Government strategy discussed earlier, by providing on line information and services to citizens through Directgov and to employers through BusinessLink. This will require the remodelling of the current corporate provision to improve services delivered by the Directorate to colleagues, schools and citizens in order to achieve our priorities and objectives.

Government policy requires councils and their children's services to:

- ✓ Develop the internet as a key delivery channel, by providing online information and services covering all education institutions, courses, qualifications and flexible learning opportunities
- ✓ Develop the internet as a key delivery channel for teachers, trainers and lecturers, through tailored portals.
- ✓ Develop the 'MyGuide' solution as a radically simple interface for making online services accessible to people with disabilities, and non-users

The City Council has already made considerable progress in its e-government agenda and has been recognised nationally for the quality of its developments.

Salford has met all national e-government targets ahead of the required timescales. In extending and developing the Salford learner portal to make it an exciting and dynamic tool for all citizens, we will:

- ✓ Consider the provision for those citizens who do not have access to ICT and/or no ICT skills (reducing the digital divide).
- ✓ Remodel current corporate provision to improve services delivered by the Directorate to colleagues, schools and citizens in order to achieve these priorities.
- ✓ Make relevant and accurate information easily available and accessible for those who need it.
- ✓ Use 'the Life Events' process model to support effective and secure access to on-line services in the City so that Citizens will not have to navigate their way around a maze. Users will not need to understand how Children's Services is structured in order to find the information they need.
- ✓ Using evidence, set challenging targets in partnership to maximise usage

4.4 ICT: Transforming Learning

We wholeheartedly subscribe to the transformational outcomes of BSF, and recognise the indispensable role that ICT has in ensuring these outcomes are coherent, meaningful, tangible, measurable and, above all, deliverable. We recognise that this therefore means a radical approach to ICT provision. In that context, we view BSF educational outcomes as multi-levelled; some are clearly rooted in 'conventional' terms:

- Improving attainment for all
- Increasing curriculum range and choice
- Inclusion
- Attendance and behaviour

"I love doing homework on my computer. It makes it easier and better." Year 9 boy

These outcomes are focused on driving existing processes and improvements forward. These are not transformational, albeit very welcome. Others, in contrast, have radical implications and are derived from a necessarily long-term view of changes in the Salford (and the wider) context. ICT, and all that this term encompasses, has changed, is changing and will continue to change our society.

Part of our educational responsibility is to prepare children for what is to come, and we therefore must look further ahead than is sometimes comfortable or re-assuring. Factors to consider include:

Continuity of employment for life and old economic certainties can no longer be guaranteed in our fast-moving global economy

Skills must be ubiquitous and transferable

The family of taught skills now extends beyond the traditional skills that we have known for generations, and now include for example:

- Computer literacy
- Higher order thinking skills
- Problem solving
- Researching information
- Analysing and validating data
- A commitment to and the ability to pursue lifelong and independent learning

"I've learnt more from my daughter, really useful stuff about computers, than I could've imagined. Now I'm doing a proper course." 32 year-old father

A student who acquires these skills is well-positioned to be an active member of the 21st century work-force. Therefore, our prime responsibility is to create a 21st century learning context in which to develop these, while similarly transforming the context in which the more traditional curriculum, and its vocational counterpart is delivered.

We do not foresee a complete end to traditional teaching. Subject specialists in secondary schools will continue to be needed. It is these experts who have the depth of knowledge and experience of their subject to be able to inspire learners and expose them to learning experiences which they would not be able to imagine by themselves, logged on to a computer terminal. However, ICT will transform learning and teaching even in the most 'traditional' and 'hard-to-teach' subjects, such as languages, as proven at our specialist language college, Walkden High School.

Our key position is that ICT can only support a 21st Century collaborative learning environment and create a true learning community when it is used for educational practices which are constructivist and problem-based, locally relevant and critical, and more likely than not, with a strong vocational flavour. Without this, it has little hope of fundamentally changing patterns of student outcomes and achievement. We want a transformed school, a student-centred, collaborative learning environment supported by a Learning Community technology infrastructure.

Effective ICT deployment is integral to our vision and this requires 100% connectivity and will enable us to provide:

- Digital content and online courses that will enable the transfer of excellence throughout the Salford learning community
- Personalised and autonomous learning
- Lifelong e-portfolios for every learner
- Anytime, anywhere professional development
- ICT Integration across all courses and subjects
- Mastery by students of 21st Century skills

- Alignment of standards, curriculum, and assessment processes across the school
- Integration of digital strategies in assessment
- A means to measure the entire range of 21st Century skills such as communications, thinking and problem solving
- Integrating input from schools, parents, outside professionals, and other agencies
- Total visual communications capacity so that throughout the community, screens are visible and, where appropriate, fully interactive
- Targeted, whole-school, community-wide broadcasting, video conferencing, remote teaching and learning, recording lessons and master classes for coaching purposes
- A link for every family as part of our Salford wireless community

We are very aware that effective ICT provision breaks down learning and social barriers and can make inclusion a reality. The modern office has been transformed into a flexible and fluid working environment encompassing a wide range of working styles and practices. Our students will enjoy the same facilities and approaches in the modern school.

ICT transformation will impact on many areas. Our ability to deal with absenteeism and behavioural issues, and to communicate our concerns to parents and support workers will be instant. Homework and supporting resources will be available on demand from many locations. Parents will be able to access their children's records, transforming and reasserting the primacy of the home-school link. They will also be able to access schemes of work, newsletters, assessment data and coursework deadlines, enabling them to take a more active role in their child's learning and helping to raise standards even further. Data-sharing with other professionals such as health and social care agencies will support their work and contribute to the integrated approach to children's services.

The aims for the next stage of development must be that:

- ICT makes a significant contribution to teaching and learning across all subjects and ages, inside and outside the curriculum
- ICT is used to improve access to learning for students with a diverse range of individual needs, including those with SEN and disabilities
- ICT is used as a tool for whole-school improvement
- ICT is used as a means of enabling learning to take place more easily beyond the bounds of the formal school organisation and outside the school day
- ICT assists us in updating the administration and management of our schools up to 21st century business standards
- ICT promotes and assists our plans for significant workforce remodelling

The DfES vision for ICT in Schools as set out in “Fulfilling the Potential” provides a clear and logical benchmarking process, and we are proposing to follow it closely in implementing our vision. This is the Salford ICT commitment:

- Salford’s policy is to embed ICT across the curriculum and to ensure on-demand access to ICT as and when it is needed for teaching and learning
- Salford’s ICT provisioning will ensure stimulating and engaging activities for students, and will support personalised learning accessible anytime anywhere
- Our strategy supports online curriculum and the ICT infrastructure will be capable of delivering media-rich teaching/learning resources to the classroom/desktop
- Bandwidth will never be an issue!
- Salford’s ICT strategy fully supports workforce remodelling and will engage all teachers and support staff
- Comprehensive and continuous up-skilling for all staff in ICT is core to our CPD strategy, with sufficient and appropriate technical support and training
- The ICT strategy has specific workload reduction outcomes as part of workforce re-modelling
- Salford’s ICT provision will be sufficient and appropriate to help address the needs of pupils with special needs, or who are absent, at risk, or disaffected with traditional methods of learning

As a minimum, Salford’s ICT strategy is predicated on access for all students and their families from their homes. We have been particularly impressed with the East Manchester Wired Up project which is delivering wireless broadband and a complete PC set-up to tower-block environments characteristic of some of our most disadvantaged communities. By providing low cost computers together with training, advice and support on how to make the most of the latest computer technology, a real impact is being made on the target community. This is a good example of the kind of public/private initiative we are following.

Salford’s ICT strategy supports the new relationship with schools and more effective information management, particularly the connectivity and compatibility needed to ensure efficient use and seamless transfer of data, including:

- The recommendations in Every Child Matters
- Use of Pupil Level Annual School Census (PLASC) data
- Monitoring of attendance and punctuality
- Personnel functions
- Financial control
- Cashless cafeterias
- Sustainable school buildings

- It supports effective communications, so that schools and local authorities are enabled to use the ICT infrastructure to effectively reduce administrative burdens.
- The ICT strategy will ensure both schools and the authority will be able to use ICT effectively for facilitating self-evaluation, as well as reflection on process and practice.

4.5 ICT: Improving Learner Engagement and Motivation for All Ages

Students enjoy using ICT since it gives them more ways to learn and the chance to develop the skills needed for participating fully in a technology-rich society. It has been established that getting boys to use ICT has not been a problem. Keeping them on task is. In contrast, girls will tend to make more diligent use of their ICT resources for both classwork and homework. This disparity has an impact on performance in English and Maths by year 11. (Source: DfES Research Brief RB672 “Children and Young People’s Home Use of ICT for Educational Purposes: the Impact on Attainment at KS1-4”) So while accepting the principle that ICT improves learner engagement and motivation, it is not ICT in itself that does this, but the way that it is used. Instructions to ‘use Google to find out about.....’ do not represent the appropriate use of ICT.

To make a serious impact on learner engagement and motivation, the use of ICT in itself must be transformatory and clearly linked to specific educational outcomes.

The best, albeit a very controversial example, is the use of gaming as a viable learning tool. For this to be achievable there needs to be a coming together of two very different cultures. One is represented by a multi-billion dollar industry that embraces the most cutting edge of technologies; 3-D, holographs, multi-level interactivity, mobility etc. with associated costs that exceed some schools’ annual budgets. The other culture is represented by the vast majority of practitioners in the learning industry who quite simply just don’t get it. In Salford, we are very aware of some outstanding good practice using off-the-shelf games such as the Myst series which have had a remarkable effect on behaviour and literacy, especially amongst boys. We are also fortunate in that publishers are responsive to the market opportunity presented by the educational market-place.

Of direct pedagogic relevance is the combination of insights from recent work in computer science, psychology and education to create and study "teachable agent" environments in mathematics and science that are motivating to students, intuitive to teachers and parents, and lead to high degrees of student learning. The hallmark of these environments is that students learn by instructing "teachable agents" who then venture forth in simulation-based exploratory environments and attempt to solve problems that require knowledge relevant to the disciplines of mathematics or science. If the agents have been taught properly they solve the problems; otherwise they need to be educated further. These environments are carefully designed to focus attention on important concepts in science and mathematics, and to make

explicit the errors that occur during problem solving. Additional help and coaching agents are available to point students in the right direction when they make errors or produce sub-optimal solutions.

We will use the undoubted power of this type of approach as one of our staple ICT learning tools. Our 100% ICT deployment will provide the ideal platform for this approach, as will seamless networking between schools which will encourage collaborative activity and interactivity.

ICT facilitates learning in groups, working with other learners, being creative, setting one's own learning pace and level appropriate to one's needs. Clear and manageable personal goals will be established which the learners help to set for themselves. Importantly, the students will become more discriminating: they will know what ICT is available, when to use it and why it is appropriate for the task.

As students develop an appropriate level of capability, they will become more engaged with their own learning, and achieve better learning outcomes. ICT will make learning more student-centred, encouraging cooperative learning, and stimulating increased teacher/student interaction. Through using ICT and an appropriate learning management system, the curriculum will be tailored to students' individual learning needs and will be readily adapted to meet the needs of students with learning or physical disabilities.

e- Learning packages will allow students to work at their own pace, repeating sections if they don't understand. Materials will be developed in minority languages to promote personal identity and improve the immediate relevance of the curriculum to a wide range of learners both young and old. This will be a powerful tool for 'English as an Alternative Language' (EAL) learners.

4.6 e-Portfolios

One of the key elements of our ICT vision is the concept of the e-portfolio. This concept is based on time-tested educational practices that reach back to medieval times and incorporates both existing and envisioned technologies. What was once conceived as a mechanised private file and library in which an individual stores all his or her books, records, and communications, and which can be consulted with speed and flexibility, is now an electronic reality, and from our perspective, an absolute necessity.

The potential of e-Portfolios to support lifelong learning in Salford is limited only by our current technologies, experience and vision. Imagine if every Year 1 pupil on entry to school were issued personal web server space which they would own for a lifetime. This "Archive for Life" would provide space to store the raw materials for e-portfolios, family records, genealogy and digital stories, autobiographies, child development data, evidence of personal and professional accomplishments, and all kinds of personal information. From cradle to grave, we could store and celebrate the results of lifelong learning.

e-Portfolios stimulate students to engage in reflective thinking and provide accreditation agencies with tangible evidence that students have achieved both summative and formative standards-based outcomes. e-Portfolios showcase creativity and accomplishment, notably to gain an edge in the job market.

In Salford schools, the thinking processes leading to the implementation of e-Portfolios are clearly in evidence. References to students carrying all their work on a memory stick are commonplace, and with memory capacity available of up to 2 GB this is clearly a reality. Providing students with their own dedicated 'personal digital workspace', the electronic equivalent of the now obsolete desk that contained all one's text and exercise books, is high on our agenda. This also responds to issues arising out of increased student mobility around different learning centres, especially at KS4 and post-16, and of course ensures students have 'anytime, anyplace' access to their work.

e-Portfolios as platforms for and evidence of assessment and achievement are clearly with us, and current curriculum and assessment developments are going to have to rapidly catch up. Luckily, there are two drivers already in place: there is agreement on platform standards, with the Shareable Content Object Reference Model (SCORM) ensuring interoperability between e-portfolios and the websites and programmes used in student activities. The QCA has committed to recognising the new forms of assessed work and the recent development of the Diploma in Digital Applications (DIDA) is evidence of this.

The ECM agenda is based upon the notion of the student at the centre of a process supported by an infrastructure that allows for the sharing of information. The notion of services being assembled around the student to help his or her progress has clearly shown its worth in programmes such as Notschool.net, targeted at students who have fallen out of the mainstream system. Students are provided with e-Portfolios to develop and manage their interests, and they are then grouped into communities of peer learners who are guided towards gaining evidence for recognised qualifications. We are strongly committed to using this process to target those who have clearly not responded to the conventional learning environment and have enjoyed considerable success already by using this approach.

4.7 ICT to Develop Higher-Order Learning Skills

In an increasingly complex society where the specialist seems more valued than the all-rounder, and yet where one may need to acquire several specialisms during a career, it is essential that students are encouraged to think divergently and creatively and can see the relationships between seemingly diverse concepts. These higher order generic skills are more and more important for the 21st century and their impact on school-based learning environments requires radical rethinking. Curricular models and pedagogical strategies have to be transformed in order for students to acquire these skills and ICT is the principle vehicle for this transformation, led by highly trained and motivated teachers (facilitators). Key features in this ICT-driven model are:

- The use of learning-centred learning methods instead of teaching-centred learning methods
- A focus on constructing knowledge by students (knowledge is constructed and reconstructed for learning to take place)
- Students should be engaged actively, exploratively and constructively with subject matters
- Contents are no longer at the centre of the learning process but play a secondary role; according to the concept of 'situated learning' context takes over this central role
- Problem solving in various contexts and learning how to learn and using knowledge become more important goals
- Transferable skills are essential

Students who use ICT effectively will be discriminating in their use of information and ICT tools, and systematic in reviewing and evaluating the contribution that ICT can make to their work as it progresses. For example, when students are creating a presentation, they will use their ICT capability to select appropriate software, consider fitness for purpose and match content and style to a given audience. Lessons will not be driven by software or technology but will be focused on clear objectives in the subject.

ICT will be used as a vehicle to support achievement of the objectives listed above and to enhance teaching and learning in all subjects. Students' development of higher order thinking skills will be enhanced because ICT allows students to investigate more thoroughly the real world using up-to-date information and tools to build a broader and deeper knowledge base. ICT will result in new learning experiences requiring higher levels of thinking and problem-solving. ICT tools will be used to create records of thoughts and support reflection and assessment of progress. Software tools can be used to support application, analysis and synthesis. As students develop their own independent learning styles, they will understand how they learn best and will be well prepared to become intelligent lifelong learners. They will know where to find the right courses to meet their immediate needs, they will seek information quickly and efficiently and they will apply it in ways which are suitable to each new employment context in which they find themselves.

4.8 ICT and Attainment

Learners will demonstrate improved skills and understanding by applying technology purposefully to solve problems, analyse and exchange information, develop ideas, create models and control devices. In mathematics, for example, there will be increased student attainment from those students who have been able to enhance their knowledge and understanding through the use of computer control and modelling. As a suitable body of software is being developed in other subject areas, this sort of enhanced attainment will become widespread. Access to the internet will offer sources of e-learning materials to improve students' background knowledge

and understanding of curriculum subjects. The effective implementation of an ICT strategy will provide a learning management system which can finely discriminate the nature of students' learning needs and provide effective learning pathways which are suitably differentiated to meet the needs of students of all abilities. Importantly, the needs of students with physical and learning difficulties and disabilities will be met through specially adapted learning programmes and access devices.

ICT capability is much broader than acquiring a set of technical competencies in software applications. Whilst these are significant, the most important feature in students' use of ICT will be their capacity to understand how the technology can solve problems and enable the creation of models to explore new dimensions of learning. Successful players in the global economy will be those who are able to use technology to make productivity gains in existing industries and to maximise return on the new knowledge-based industries and service sectors such as software development, insurance, banking and customer services. All these sectors will only function, develop and grow through the existence of a highly educated and skilled workforce which can apply ICT to solve problems, model solutions and implement strategies which are efficient, cost-effective and flexible enough to accommodate rapid change.

It is against this background of an ICT-enabled learning environment, supporting, motivating and promoting development of all of the higher-order skills, that we will see a transformation in attainment at all levels and the re-engagement of adult learners.

5 Teaching, Learning and the Curriculum

The table below lists National Floor Targets (NFT) that Salford intends to achieve under the two themes of learning and creative city, and a city where children and young people are valued. The challenge these targets present will be addressed first and foremost by the transformation of teaching and learning brought about by BSF.

Floor Targets
By 2007 85% of 14 year olds to achieve L5 or above in English, Maths and ICT (80% in science).
By 2008, in all schools at least 50% of pupils to achieve L5 or above in each of English, Maths and Science.
By 2008, 60% of those aged 16 to achieve the equivalent of 5+ GCSE's (A*-C)
By 2006 all schools to have at least 25% of pupils achieving 5+ GCSEs at A*-C, and 30% by 2008.
By 2008 reduce the proportion of young people not in education, employment or training by 2% points to 7%
By 2006 raise standards in English and Maths so that 85% of 11yr olds achieve L4 or above.
By 2008, proportion of schools with fewer than 65% of pupils aged 11 achieving L4 or above is reduced to 10%.
By 2008 narrow the gap in education achievement between looked after children and their peers, and improve their educational support and stability of their lives. Our target is that 80% of these children under 16 who have been looked after for more than 2.5yrs will have been living in the same placement for at least 2 years, or are placed for adoption.

The following two tables show the educational results for key stage tests at age 11 (KS2) and age 14 (KS3) as a comparison between Salford and England. The three tables collectively show the extent of the challenge we have. The following section will outline the actions we intend to take and the philosophy that drives these actions.

KS2 Assessment (Age 11 / Year 6)		English		Mathematics		Science		Average points score
		L4+	L5	L4+	L5	L4+	L5	
2004	Total pupils							
Salford LEA	2,753	75%	23%	73%	28%	82%	36%	27.1
England		78%	27%	74%	31%	86%	43%	27.5
National Target by 2006		85%		85%		85%		

KS3 Assessment (Age 14 / Year 9)			English	Mathematics	Science	Average points score
			L5+	L5+	L5+	
2004	Pupils aged 13	Total pupils				
Salford LEA	2,680	2,634	62%	66%	55%	32.5
England			71%	73%	66%	34.1
National Target by 2007			85%	85%	80%	

5.1 Personalised Learning and the Curriculum

David Miliband in his 2004 speech to the North of England Conference described personalised learning as:

"High expectations of every child, given practical form by high quality teaching based on a sound knowledge and understanding of each child's needs. It is not individualised learning where pupils sit alone. Nor is it pupils left to their own devices - which too often reinforces low aspirations. It means shaping teaching around the way different youngsters learn; it means taking the care to nurture the unique talents of every pupil."

This means that the current logic of education systems is reversed so that the system conforms to the learner, rather than the learner to the system. This is personalised learning. It means offering tailored support for each individual which recognises and builds upon their diverse strengths, interests, abilities and needs in order to foster engaged and independent learners able to reach their full potential. As is apparent from our section on ICT, we are committed to harnessing digital technologies and seeing them impacting in four key areas: enabling learners to make informed educational choices, diversifying and acknowledging different forms of skills and knowledge, the creation of diverse learning environments and the development of learner-focused forms of assessment and feedback.

This means for Salford, as an authority:

- A responsibility to create the conditions in which teachers and schools have the flexibility, capability and resources to personalise the learning experience of all their pupils
- A system of intelligent accountability so that central intervention is in inverse proportion to individual learner's success and achievement

For our students it means:

- Having their individual needs addressed, both in school and extending beyond the classroom and into the family and community
- Coordinated support to enable them to succeed to the full, whatever their talent or background
- A real say about their learning
- A right to the highest quality of guidance, mentoring and support

"I know how I learn best, but nothing is done to help me. I'm not stupid. I just learn different." Year 9 boy

We are committed to moving away from a "one size fits all" curriculum model. Learners of all ages in our schools will have an increasingly personalised curriculum which is appropriate to individual social, emotional and learning needs. Salford schools in their individual visions are unanimous in their commitment to this real transformation in curriculum focus, and the Authority's overarching ICT vision will help to facilitate this with Personal Learning Environments (PLEs) and e-Portfolios. All of our schools and learning centres are developing curricula which represent a richness and diversity which are appropriate to the skills, aptitudes, ambitions and learning needs of the young people in Salford.

Schools are developing their own specialisms in particular vocational areas and, through close collaboration with all the potential providers – including work-based learning (WBL) providers and the colleges – we are moving to a commissioning model for 14+ vocational provision. Professional expertise and the best possible facilities will be available to all young people across the city regardless of their location and enhanced through the use of new technologies – on-line learning communities and video conferencing – and a school-gate to school-gate transport system to take learners to locations of their choice.

We will build an effective, integrated, e-enabled system to establish, monitor and feed-back on detailed individual education plans for all students. This will be a Salford-wide approach ensuring collaboration amongst teachers and other professionals across the city for the benefit of all students. Through better assessment and evaluation of learning needs and the use of assessment to constantly inform the curriculum which learners experience, we aim to eliminate many of the underlying causes which lead on the one hand to disaffection and poor attitudes towards learning and on the other, to gifted and talented students not having sufficient opportunities to be stretched, challenged and excited by their learning.

The architecture of our schools for the future will reflect the very different learning paradigms which will exist in the transformed learning spaces. It will be a basic working principle that all learning spaces will be fully networked with a 1:1 ratio of learners with ICT access terminals, laptops and hand-held devices giving windows onto school-based resources as well as the wider world of the internet. This ubiquity of ICT means that we can model the design of schools on the basis of different sorts of learning spaces for different activities, building in flexible models as part of the infrastructure:

- General learning spaces – for the non-practical subjects
- Specialised practical learning spaces – for those subjects which need specialist equipment
- Vocational learning spaces – for work-based learning in realistic vocational settings.

In our future schools we do not foresee large numbers of learners moving around buildings to the regular chime of bells, which currently punctuate the day in many schools. With so many resources available on-line, there will be less need for movement, other than to specialist practical areas or for physical recreation and leisure zones. Our learning spaces will be characterised by their flexibility and therefore able to support creative and innovative approaches to teaching and learning, as well as accommodating themselves to different learning styles. We plan for:

- Personalised learning spaces - where learners can log-in to their own resources and work independently
- Collaborative spaces - where small groups of learners can work on joint projects
- Traditional classroom spaces - where teachers and a range of support staff can interact with large groups of learners to inspire and enthuse them
- Directed learning spaces - where large numbers of learners can be working independently or collaboratively on set tasks under supervision
- Shared spaces - where adults, children and members of the wider community can meet and socialise, perhaps to listen to music together, watch some sport or drama or simply 'chill-out'
- Multi-agency spaces where health, social care, leisure and adult support services can work with families or groups of learners on some of the wider issues of their lives

In order to achieve this diversity of space within our schools, the buildings will have flexibility and adaptability incorporated as essential design features. It will also be essential to ensure that rooms can be quickly adapted with minimum recourse to caretaking/site maintenance staff.

We need to be certain that we are educating the citizens of tomorrow to be lifelong-learners, so we will develop the independent learning skills of all young people. The

future will certainly not be one of serried ranks of learners oblivious to the outside world glued to screens with headphones sealing out all other ambient experience. Learning is a social process, and schools are socialising institutions so the modes of learning will make maximal use of ICT, but it will not be a computer-driven learning experience, rather, there will be blends of different sorts of learning all of which can be supplemented and augmented by the sensible use of ICT. As well as self-directed study, which is modulated by ICT, there will be, for example, whole class teaching, small group work, extended projects, presentations, debates and supported self-study.

In the future, learning in our city will be an effective blend of relatively small amounts of traditional classroom pedagogy by inspirational practitioners, coupled with carefully tailored supplementary materials available in a managed e-learning environment – where progress can be monitored and underpinning knowledge assessed quickly and easily.

We are keen to develop new and innovative strategies for teaching and learning. Our successful professional development programme – The Teaching and Learning Classroom (TLC) – involves the effective application of ICT to improve professional practice. Through this programme, the need for lesson observation by a tutor or senior manager in the classroom is removed. Teachers are monitored in the classroom by a tutor observing the session via a video link. The teacher receives instant real-time feedback, via an earpiece, on their performance and this is quickly followed by a lesson analysis with the tutor using video playback of the lesson.

Where appropriate, on the basis of careful evaluation and using TLC technology, a higher education model of delivery will be adapted for schools. Project work will be introduced in a lecture-style presentation to large groups with subject specialists team-teaching and introducing the basis of the project and how the different disciplines will come together. After this, smaller groups of learners will work with subject specialists on the different elements of the project, with all learners contributing to achievement of team project goals in a seminar approach. Oral presentations to the group will form an integral part of the project brief, with all pupils encouraged to take part in learning this important skill. Careful tracking of individual learners' achievements will be undertaken by tutors. There will be a broad definition of the term 'achievement'. The tutorial system will include setting of appropriate and challenging individual targets for learners. ICT systems will support the detailed tracking and monitoring of pupil performance and pastoral issues that may impact on performance.

Salford is already a leader in the use of technology to boost teacher performance and as TLC is rolled out over the next few years, it will become a powerful tool for the Salford School Improvement Service. Best practice will be identified and shared very quickly across the whole Salford school community. It will enable the early identification of support needs for teachers and facilitate appropriate allocation of resources to address needs. In this way best value principles will be promoted and effective school improvement demonstrated.

5.2 Tackling Underachievement

We are currently reviewing our procedures for tackling underachievement at school and student level, and are extending our provision to support weaker schools and those judged as having significant weaknesses. Part of this is to implement an ICT-based early warning system which helps to identify underperforming groups, and patterns of underachievement. We believe that this will impact positively on standards and performance, as will our extended vocational provision. Equally important will be a vigorous analysis of quality of teaching and learning / leadership and an ongoing programme of training.

We are determined to root out underachievement wherever it exists and to do this by looking at the underlying causes – such as disaffection with the current curriculum offer, lack of parental support or literacy problems. Curriculum content and styles of delivery also have to be relevant and, more importantly, perceived as relevant by learners. In our schools of the future, learners and their families will be active participants in the planning and delivery of individualised learning programmes.

There will be a recognition that learning is not something that can only be directed through the activities of teachers in schools. Experiences which young people gain through a variety of activities facilitated by a range of professionals, paraprofessionals, community members, volunteers and other learners will be recorded and, wherever possible, accredited. Peer mentoring and tutoring will become common practice in our schools and there will be recognition that the individual skills that many young people already have are valuable and although they have not been traditionally valued, they will be valued by us and, wherever possible, accredited.

There has, in the past, been too much variation between schools in terms of standards and approaches to teaching and learning. To address this we have been making very effective use of the opportunities for collaboration between schools under the Leadership Incentive Grant (LIG) scheme. .

With the change in the inspection regime, the CSD is supporting the development of senior managers' skills in school self evaluation, so that moderated self-review will be the norm for all schools over the coming year. There is a commitment and a drive for raising standards across the Authority. Headteachers are collaborating and working effectively to make sure that every young person achieves to their highest potential, regardless of which school they attend. To this end, for example, headteachers of schools with good or outstanding professional practice are prepared to share this teaching expertise by sharing, or loaning, their best teachers for fixed periods of time.

Relationships between schools will become stronger and more formalised so that partnering arrangements and federated approaches become the norm. Links between primaries, secondaries, special schools, FE institutions and employers will be further forged with many more cross-phase initiatives taking place. For example, secondary teachers will deliver in primary schools and primary teachers in secondary, developing increasingly coherent curriculum and progression pathways

for learners. There will be sharing of expertise from each of the phases and clearly defined staff development programmes. This will form an important part of our 'stage not age' policy.

There will be a general recognition that stage, not age, learning is the most appropriate model to adopt. Young people will take their examinations and other forms of accreditation when it is right for them, whatever their age. This is a natural extension of our personalised learning approach and will ensure that learners continue to be motivated and challenged by their learning experiences.

Young people will be fully and actively engaged in the planning and delivery of their learning programmes. Personal tutors in school will be chosen in consultation between students and teachers so that teaching styles are matched closely to learning styles. Families will be encouraged and expected to be involved in the learning process. Where there is a reluctance or inability of parents/carers to support their children's learning, support and challenge programmes will be designed to address this. Multi-professional teams, including adult and community learning tutors, will work with parents/carers in a sensitive way to address whatever needs are identified.

5.3 Focusing on Healthy Students in a Healthy Environment

A discussion on the issue of student health and learning environments might seem, at first, a little incongruous in a section on teaching, learning and the curriculum. However, as we note elsewhere in our summary of the state of Salford's health, some responsibility for dealing with this issue must now rest firmly with the schools and associated services. Current research suggests that healthy and active students learn better.

Salford, and the greater conurbation in which it sits, has a reputation for sport, leisure and the arts unrivalled by any city in the UK. Our new generation of schools will reflect this with facilities that honour this reputation and extend it. Existing specialisms have already shown what we can achieve, and BSF will push this forwards.

Furthermore, any school-based activity that facilitates and encourages achievement will help those who find success in other avenues elusive, and sport and the arts are prime examples of this.

Salford's commitments to healthy students in a healthy environment is demonstrated by Salford's Sport Health Strategy, the key drivers and outcomes of which are:

- To improve health outcomes and reduce health inequalities
- To raise education and skill levels and promote cultural & leisure enhancement
- To tackle social inequities, maximise opportunities for children and young people and increase involvement of local people and communities in sport and physical activity

- To deliver and support programmes designed to reduce crime and disorder
- To co-ordinate, manage and develop sport in, and across, the City
- To deliver value for money – effectively balancing financial efficiency and the delivery of high value social outcomes

We intend to improve the health, quality of life and life-chances of people in Salford and support the regeneration of the City by, as relevant, directly providing, promoting, enabling and facilitating access to sport and physical activity across the whole community. This will occur by using sport and physical activity as a vehicle to deliver key social objectives and laying specific emphasis on improving provision for the under-represented.

The primary outcome of strategy implementation should be more, and a broader range of, people participating in sport and physical activity. It will also contribute to a range of broader social outcomes, including:

Health:

- An increased proportion of residents (in particular those of school age and the over 55s) taking part in physical activity and exercise.
- Improved movement literacy and general physical and mental health among young people.

Educational attainment:

- Raised attainment levels and a reduction in attainment gaps
- More young people successfully engaged/re-engaged with education/training
- Reduced levels of truancy/exclusion from schools

Inclusion:

- Clear identification of areas in which sport and physical activity can contribute in the context of engaging and subsequently attracting young people from under-represented groups
- An increase in the proportion of young people from specifically identified groups introduced to, and permanently involved in, sport and recreation activity

Community safety:

- Reduced crime (and fear of crime) across the City and particularly in priority neighbourhoods
- Reduced youth offending and improved prevention of offending amongst young people at risk of involvement in criminal activity.
- A reduction in reported anti-social behaviour
- A higher proportion of young people resident in the City able to swim

Young people are a primary focus. This is because:

- They are a priority in Government, City Council and Sport England national sports and community strategies
- The most effective way to increase involvement in sport is to attract people at an early age and retain them via provision of appropriate, sustainable opportunities
- Utilising sport and physical activity as a key vehicle to combat crime, enhance health and promote social inclusion is most effective when implemented via intervention at an early age
- Raising standards in the City's schools is a high priority
- Affecting lifestyle change to improve health is acknowledged to be more effective if healthy habits (good diet, regular exercise etc.) are introduced at an early age

The Strategy has been developed in the context of emerging national policy and the City's Community Plan and Cultural Strategy. It reflects the findings of the CPA Inspectorate report and the issues that emerged from the Council's own exhaustive internal Best Value review. It identifies ways in which SCC can, via the operation of a seamlessly managed and delivered Leisure and Quality of Life (LQL) Trust which incorporates the functions of City Leisure, Sports Development, Regeneration, Community Arts and Sports Events, can:

- Develop a co-ordinated system for promoting lifelong participation in sport and active recreation and utilise sport and physical activity to contribute to health promotion, crime prevention, social exclusion, economic regeneration, lifelong learning and environmental sustainability.
- Work to improve community links with, and contribute to raising the quality of, physical education, sport and physical activity delivered in and via the school environment.
- Co-ordinate delivery of sports specific activity and partnership-based services, including school-club links, club development, coach development and player development.
- Where appropriate and/or relevant, support talented performers from the City.

The strategy ties into national strategic frameworks for sport and physical activity by:

- Linking closely to education to ensure that there is a co-ordinated system dovetailing effectively with programmes designed to increase the quantity and quality of PE and school sport.
- Providing a focused, core role for SCC in promoting lifelong participation in sport and utilising sport to contribute to issues such as:
 - Health promotion
 - Crime prevention
 - Social inclusion
 - Economic regeneration

- Lifelong learning
- Identifying a clear focus for the facilitation, enabling and direct service delivery roles of the City Council

5.4 Outdoor Education

There are some experiences which children and young people need to broaden their development which are difficult to deliver in Salford itself. However, all schools in Salford are able to benefit from Lledr Hall Outdoor Education Centre.

Lledr Hall Outdoor Education Centre exists to provide a quality residential outdoor education service to Salford City Council and its' schools.

It is a non-mandatory service, the very existence of which, for many indicates the City Councils' clear commitment to achieving its Strategic Objective. The Council contributes £100,000 a year to its operation.

The Outdoor expertise which the Service provides enables the Directorate to fulfil its legal obligations in terms of Health and Safety of pupils involved in Outdoor Adventurous Activities, and on Educational Trips and Visits.

- Provide outdoor and adventurous activity aspects of the National Curriculum for P.E.
- Advise schools and the wider community on outdoor activities
- Supporting the curriculum through Outdoor Activities
- Provide a residential and experimental approach to personal and social development
- Raise awareness of environmental issues
- Develop and enhance the teacher/pupil relationship
- Provide teacher training
- Provide a service to the City Council
- Provide a service to the commercial sector.

This very year the centre has been extensively rebuilt and refurbished with approximately £500,000 of Big Lottery Fund Provision (NOPF)

The new building incorporates features that will enable the Centre to broaden its range of opportunities to all Salford's young people, thereby providing a pathway to positive attitudes and lifestyles through long-term involvement in Outdoor Adventurous Activities and Healthy Lifestyles.

Schools have shown their confidence in the centre by allowing funding for Outdoor Education, which could have been devolved to individual schools, to go to the Centre itself.

The Centre Manager regularly attends meetings with Headteachers to ensure a good form of communication.

Lledr Hall Outdoor Education Centre provides a life-changing educational experience to its users. Users have expressed their views on what they want to achieve from a stay at the Centre and what in their view needs to be done to the physical environment to best achieve this.

Service expertise is additionally sought by other colleagues in the Salford Youth Service and Salford Watersports Centre requesting the Service to provide technical guidance, activity leadership and provision, and to assist in completing risk management in this specialised area of education.

External influences on the service come directly from DfES guidance regarding the provision of a service which is financially supported by a central budget. The service provided must now replicate the DfES Quality Model for Outdoor Education, or it can expect to have its financial artery severed.

Additionally, the DfES Diamond of Education Reform outlines the strategies which then seek to kick-start initiatives by involving young people in Outdoor Educational opportunities.

The National Governing Bodies for the activities provided dictate Codes of Practice.

There is a sense in which our Outdoor Education Provision is already delivering state of the art provision to Salford's pupils. Our BSF programme will compliment this by ensuring that many more of our buildings will be of a similar quality.

We are using the new building to raise even further awareness in schools of the value of Outdoor education. In particular, the Big Lottery Funding has enabled the appointment of a Community Development Officer with the explicit remit of engaging more schools, young people and voluntary groups in the work of the centre. Part of this role will be to increase the usage of the Centre by children with disabilities, as the new facilities are entirely barrier free.

5.5 Salford's Cultural Commitment

In Salford it is recognised that Culture, and cultural activity of all kinds, has a significant role to play in delivering the city's objectives, particularly because:-

1. Culture has no boundaries and involves everyone right across the city
2. Cultural activity empowers local people - building a sense of community - and helps in the wider regeneration of Salford
3. Cultural activity tackles social exclusion, encourages healthier lifestyles and stimulates lifelong learning
4. Salford has its own distinct, dynamic and valuable cultural identity
5. Culture helps to build a creative city

To develop our Cultural Strategy <http://www.salford.gov.uk/culturalstrategy> we have consulted widely with key stakeholders from the professional and voluntary fields of arts, sports, heritage, the environment and tourism - as well as members of the city's community committees. The Cultural Strategy, together with the developing Salford Cultural Partnership, provides

- An action plan to promote cultural activity - acting as a seedbed to foster new ideas like arts developments or exciting sports opportunities
- An important tool in helping to deliver the city council's 7 pledges to the community
- A programme which will make sure the community benefits from cultural activities, and that cultural services are provided in a cost efficient way

It is now becoming more widely accepted that cultural activity has a significant role to play in regenerating and sustaining communities. The development of a Cultural Strategy gives the city and its partners the opportunity of making a further step towards meeting the needs of our communities. In order to bring about real change in the way we co-ordinate, integrate, manage and deliver cultural activities across the city, there are a number of unique opportunities which, through our partnership approach, we can exploit to their full potential.

Clearly, the transformation of education made possible by BSF will create a new generation hungry for the leisure and cultural opportunities we provide and intend to provide. It will also greatly enrich the contexts in which these opportunities can be delivered.

6 The 14-19 Agenda

6.1 Key Policy Drivers

The White Paper on 14–19 Education and Skills, together with the Government's Five Year Strategy for Children and Learners and the Green Paper on Youth Matters, sets the context for 14–19 provision. The key messages in the White Paper are:

Providing vocational opportunities from 14 which give clear routes to higher education and/or employment

Developing a renewed focus at secondary level on the basics of Maths and English for all

Providing a stretching learning environment for the most able students

Ending the disengagement that leads to some students leaving education early

The government's "14-19 Implementation Plan" published in December 2005, further reinforces this. In particular, it emphasises the role of Local Authorities and the Learning and Skills Council working with partners to establish a curriculum for 14-19

year olds for the 21st century, in particular the development of Specialised Diplomas and a re-integration programme. No one institution (school, college or work-based learning provider) can offer the complete programme of qualifications on its own. In Salford, the 14-19 Partnership will take the lead in this development. It will be important that Building Schools for the Future and the LSC's capital fund, together, support such developments.

A key partner in this process is the Learning Skills Council (LSC) which is responsible for planning and funding quality post-16 provision in Salford in consultation with the City Council as a strategic partner. We acknowledge that schools are at the centre of delivery of the Every Child Matters agenda but suggest that post-16 providers have a significant role to play in delivering the fifth outcome in particular - achieving economic well-being. LSC will use its considerable influence to support the delivery of the Salford BSF strategy to meet this outcome for all young people.

In the view of the LSC, the BSF vision cannot be achieved without ensuring that post-16 providers (particularly colleges) espouse the same transformation in learning that the strategy sets out for Salford schools. This is because, at 16, the significant majority of Salford young people will undertake their 16-19 learning in a college or work-based learning environment. An increasingly significant number of them undertake some learning in these environments post 14. Hence, we believe that developments such as personal learning programmes, contained in personal e-portfolios, delivered through our proprietary personal learning environment must include programmes in colleges and work-based learning providers, so that Salford young people have similar learning experiences wherever they are studying. We are keen to work on such developments in partnership with the Children's Services Directorate and learning providers.

LSC is the organisation which will influence the colleges and work-based learning providers to transform their learning activity-both through recurrent funding (around £31m in Salford in 2005/06) and capital funding. Capital funding is available to colleges to support capital developments which are in line with LSC's capital strategy for the north west region. The LSC's chief executive has identified LSC's vision of having 'world class buildings for world class learning' and, in Salford, we will make clear to colleges that we will not support any capital developments unless they are complementary to the City's BSF strategy for schools. Whether we are building schools or colleges for the future, public funding via the DfES is the main source of financial support and we (SCC and LSC) need to ensure best value-and transformation of learning opportunities and environments which benefit the whole Salford community.

6.2 Vision and Objectives

In Salford, we will establish a curriculum, support and progression routes to enable all young people to be involved in learning opportunities which meet their needs,

provide choices, raise aspirations and allow them to achieve their full potential and prepare them for adult and working life.

We will:

Work together collaboratively and sensitively through the 14–19 Partnership Groups, involving Salford Children’s Services, the Learning and Skills Council Greater Manchester, high schools (including special high schools and Pupil Referral Units), sixth form and further education colleges, higher education institutions, employers, work based learning providers, Connexions Salford, and Salford Business Education Partnership, to establish a range of pre-and post-16 provision that meets young peoples’ needs

Establish a range of high quality provision at Key Stage 4, both vocational and academic, to ensure that all young people can have a personalised curriculum which meets their needs, making full use of increased flexibilities, enabling Salford pupils to equal and exceed the standards of the country’s best

Establish a range of external vocational placements at Key Stage 4 which makes use of all appropriate providers (for example, colleges, work - based learning providers, employers, local authority and providers in the voluntary and community sector)

Develop enhanced and fully-embedded support and guidance for young people to help them make the best use of the increasingly complex choices open to them

Ensure that there is a range of post-16 provision which offers a full range of qualifications, at all levels and in all occupational areas

Ensure that provision pre - and post-16 is inclusive and meets the needs of all young people, regardless of ability, special needs, ethnic background or gender

Ensure that there is a clear plan for the contribution to be made to 14-19 developments by different projects and different funding streams

Plan and monitor the success of this initiative through consultation with students and their parents/carers in addition to those listed above

Be prepared to take risks and innovate in order to keep Salford at the forefront of developments

6.3 Establishing an Entitlement at Key Stage 4

In order to address the issues of establishing an entitlement at Key Stage 4, and to take forward the developments identified in the plan, the following action plan is proposed

Schools will ensure that all Key Stage 4 students, whatever their circumstances, will have access to a personalised curriculum which prepares them for adult and working life, meets their developmental needs and allows them to achieve their full potential

Schools will ensure that students have the opportunity to develop an individual learning plan, have access to a Connexions personal adviser at crucial stages of decision making, and be supported by learning mentors where appropriate

Schools will ensure that there is a core entitlement for students on external placements; literacy, numeracy and ICT should be seen as a minimum entitlement

Schools will provide the opportunity to develop personal, social and vocational skills through a range of programmes or experiences, taking account of QCA's work on personal development

Schools/providers will ensure that all accreditation is based on Section 96 of the Learning and Skills Act 2000

Schools will retain responsibility for all students on work, work-based learning provision or college placements and for reviewing their achievements whilst on placement

Schools will ensure that there will be a differentiated curriculum provision at Key Stage 4 to enable non age-related accreditation where appropriate, including access to early accreditation or specialised provision, including gifted and talented and other elements of SEN

Schools will ensure that all young people at Key Stage 4 will have access to a work-related and enterprise curriculum

Schools/providers will establish strategies to ensure that the views of young people and their parents'/carers' are taken into account in the development of the Key Stage 4 curriculum

Work will be done on establishing an entitlement which spans the whole of the 14-19 age group

6.3.1 Preparing Young People at Key Stage 3 for the 14-19 Phase

A broad and balanced curriculum will be maintained at Key Stage 3 to enable all young people to have access to an appropriate 14-19 pathway. Schools will establish a structured year 9 guidance programme, with access to a Connexions personal adviser where appropriate, and a 'Progress File' will be established to record and review progress across the whole of the 14-19 phase linked to the development of lifelong e-portfolios for every learner as described in section 4.3

The City Learning Centre, working with other partners, is developing "My Learning Space" which will incorporate a web-based individual learning plan. This will link with the 14-19 directory and other web-based careers, education and work related programmes.

A good range of marketing material is being developed for young people and parents/carers. These explain options available at KS4 and progression routes and include a professionally produced DVD to promote a wide range of vocational options available for young people of all abilities across Salford. The aim is to increase participation and raise awareness of and promote the value of vocational learning pathways

Parity of esteem between academic and vocational routes will be promoted with teachers/young people/carers and guardians through development of marketing and information materials, and inclusion of partners in parents/carers information evenings

6.3.2 Raising Achievement at KS4

All schools and other partners involved with Key Stage 4 students, are committed to using the increased flexibilities set out in “14-19: Opportunity and Excellence” and the revised national curriculum framework in order to develop a curriculum appropriate to young people’s interests and learning styles. Where appropriate, flexibility will be extended to Key Stage 3. Future developments will map on to the emerging themes from the 14-19 White Paper. Proposed strategies include:

School timetabling will be structured to encompass the requirements of flexibility at Key Stage 4 and to broaden the offer in schools by using provision offered elsewhere. The lessons of Key Stage 3 will be extended to Key Stage 4, especially in teaching and learning, thereby extending Key Stage 3 strategic approaches into Key Stage 4 practice

Learning mentors will be used to support students’ achievement and raise aspirations at Key Stage 4

Excellence in Cities and Aimhigher approaches, where proven to be effective, will be used to support the raising of achievement at Key Stage 4

Programmes will be provided to support gifted and talented young people. Through the gifted and talented programme and Aimhigher, the proportion of young people achieving the highest grades at GCSE will be increased

School improvement officers will support schools in developing their Key Stage 4 curriculum and setting targets to raise achievement at Key Stage 4

Where appropriate, research and innovative projects will be developed to understand and promote the achievement and learning styles of boys at Key Stage 4

Full use will be made of developing technologies to enhance achievement, motivation and attainment

6.4 Ensuring That All Young People Have Access to a Vocational Curriculum

“I hated doing English and Maths. There was no point to it. Then I started my building and construction course, and I was doing it without realising it.” Year 11 boy

6.4.1 Why Vocational Education?

The standard response to why vocational provision is a necessary component of the modern curriculum is to focus on the need to create pathways to success other than those more academic routes characterised by GCSEs, and to address chronic underachievement issues, particularly amongst boys. This will become increasingly important as we develop Specialised Diplomas spanning the full 14–19 age group, as part of the 14–19 Implementation Plan. We need, however, to acknowledge and be explicit in stating that vocational provision is of equal importance and status and not be diverted by discussions over 'equivalence'. If we are to develop in our young people the skills and qualities for life and work in the 21st Century, then we need to ensure that we make good use of a variety of teaching and learning styles. The skills developed through vocational education, such as spatial awareness, practical skills, thinking skills etc. have long been undervalued compared to strictly academic skills. We must value our young people and all the skills and qualities they develop.

6.4.2 An Inclusive, Quality, Vocational Provision in Salford

Our view in Salford is fully in agreement with the sentiments in the preceding section. Hence we do not accept that vocational provision is exclusively a 14-19 issue, and intend to drill vocational provision down into Key Stage 3, particularly where it supports literacy and numeracy amongst those failing to respond to traditional contexts for these key skills. Furthermore, the range of vocational qualifications at Key Stage 4 will be expanded to meet the needs of all students; all schools will offer an increasingly diverse range of vocational qualifications.

External vocational placements will be established on a secure, collaborative basis, on a distributed model i.e. placements in colleges, work-based learning providers, vocational centres, with employers, with planned days for external placements, taking account of emerging developments around Young Apprenticeship.

Collaborative arrangements between schools, and between schools and colleges, work--based learning providers/employers will be extended for the delivery of in-school vocational curriculum (GNVQ, GCSEs in vocational subjects, DiDA, BTec and other vocational qualifications, and in due course specialised diplomas) in order to extend the range of vocational qualifications available to individual young people

Schools will be supported in the introduction of new vocational qualifications through a range of measures, including training opportunities and flexible networking arrangements

Information and training for school staff will be offered on the range of new and existing vocational qualifications available at Key Stage 4 and progression routes

All schools and providers will take into account guidance published in 'Success for Salford' which is available and maintained on the Salford 14-19 website

Schools will monitor student progress within the provider partnership

A range of vocational curriculum and support for students in Key Stage 4 will be developed in special schools

An improved and more personal/individualised curriculum (including vocational options) will be developed for pupils in PRUs and Learning Support Units and pupils at risk of exclusion in mainstream schools

Schools will maximise the use of existing and future vocational qualifications to meet the needs of pupils of all abilities

New qualifications will be explored and introduced where appropriate

Entry level and Level 1 qualifications will be offered in an increasing number of vocational areas across the partnership, thereby increasing participation and improving motivation and progression

All partners will monitor provision and developments to ensure that it is sufficiently inclusive

We will assure the quality of vocational provision

Quality procedures will be established for all Key Stage 4 vocational provision, involving all partners

Training and development for all partners on 14-19 issues will be provided from within the partnership; where possible teachers/tutors delivering vocational qualifications will be recruited from relevant occupational areas or will be offered substantial time for placements in industry

A 14-19 training and development group has been established to oversee training and development on 14-19 issues and the work of this group will continue to ensure improvements in range and quality of provision across the city

6.4.3 Build on Existing Collaborative Arrangements

The 14–19 Partnership is being restructured to take on the remit of the Connexions Partnership and to ensure that it is able to encompass the remit as outlined in the 14 – 19 Implementation Plan. It will report to the Children and Young People's Partnership Board. It will work through an operational group and a variety of sub-groups to tackle particular issues. It will work with the range of collaborative groups which represent one or other of the partners:-

Salford PLAIT (the three post-16 providers)

Headteachers and Principals' group

Deputy Headteacher's and Vice Principal's group

Aimhigher partnership

LIG collaborative

Work - based learning providers network

The 14–19 Partnership will monitor, revise and evaluate developments and disseminate good practice:

Curriculum deputies (with colleges, Children's Services and other partners) will be empowered to tackle issues of curriculum planning and collaboration

A 14-19 Network has been established to bring together senior staff from schools responsible for 14-19 and vocational issues with other partners to share good practice and tackle issues of curriculum

6.4.4 Increase Participation in Learning of Young People at 16

Careers education from year 7 will be developed in each school, in line with the non-statutory framework

Awareness - raising on post-16 options will be developed for all teachers involved in Key Stage 4

Awareness - raising with young people on post-16 options will be delivered through:

Careers education and guidance and work related learning programmes

Salford careers fair and involvement in Skillcity

Tasters for year 10 students in colleges

Tasters for year 10 students with work based learning providers

Providing full information on all post 16 options, available to all young people and their parents/carers, using national campaigns, web-sites and local information

Transition initiatives/events

Summer schools e.g. M5 4WT

Provision of financial advice, particularly on Education Maintenance Grants (EMAs)

Involvement of providers in school careers events, options evenings, parents evenings

Use of the recently developed DVD on post - 16 options.

Young peoples' skills will be developed, including encouraging them to become independent learners and make full use of e-learning

The Connexions Service will work with partners to decrease the number of young people who are not in education, employment or training; Connexions will target its support to those young people not engaged in learning

Our children and young people, as future citizens of Salford, are a key priority in the regeneration of the city. An essential element of that regeneration is a strategy, which provides the opportunities for increasing numbers of young people to continue, beyond the age of 16, in further education, training and employment. This is the foundation for the planning of 14-19 education and training.

In order to offer more relevance, and to appeal to a wider range of students, the colleges have developed an extensive curriculum at Entry Level, Levels 1 and 2 for students where conventional A-level study has been inappropriate. There have been some notable successes, for example, Salford College has piloted many flexible models of delivery for L1 and L2 Not-in-Education-Employment-or-Training (NEET) students. In one of their pilots, for example, they have front-loaded day release schemes to give young people the skill-base and self-esteem BEFORE they go into

the workplace, which has dramatically increased levels of achievement and retention.

Building upon these clear successes, we will continue to develop the 'Success for All' agenda so that every young person in the City has the chance to succeed and is challenged to broaden their own ambitions and expectations.

As detailed in our 14-19 Strategy document, we are determined to work with our colleagues in Further Education, Higher Education and work - based learning in order to provide a productive and meaningful curriculum for the 50% of young people who will not be following traditional degree programmes when they leave school or college.

We are firmly committed to the provision of appropriate curriculum models for young people at the age of 14. Local evidence in Salford proves to us that many of the deep-seated issues relating to truancy, poor behaviour and school refusal arise because young adolescents see little value in a curriculum, which has little relevance to them. Our addressing of the 14-19 agenda through offering vocational opportunities at Key Stage 4 gives us an historic opportunity to bridge a gulf which has existed in the minds of many young people and make their education more relevant to their everyday lives and aspirations. It is important, however, that vocational education is not seen as a lesser alternative to academic learning pathways. We will ensure that vocational programmes are offered as an option to all learners (including the gifted and talented groups) and that there is parity of esteem established in schools between the two branches of learning. We wish to break down the artificial boundaries which exist between academic and vocational pathways so that it will be commonplace for learners to mix. For example, A-level studies, in mathematics and physics with vocational awards in ICT or media production. There is already some mixing of qualification types at 16 but this would not yet be described as common-place. With the investment in 14-19 education and training that BSF will provide and Salford's vision for more open and informed choices for all learners, we are confident that there will be a more enlightened approach in all our schools in the future.

We are aware that there will be challenges in taking this approach and an effective communications strategy will be needed to ensure that a consistent message is given to young people, parents and community members including the local business community. It will be absolutely essential to embed literacy, numeracy and ICT skills into all vocational provision as well as the wider key skills that employers seek such as problem - solving and team-working.

For the provision of vocational programmes at Key Stage 4, the Children's Services Directorate has already moved to a commissioning service model. In this model, each of the schools determines, through its own survey and market research of the potential client groups, the demand for certain vocational programmes. This demand is then aggregated across the City and bids are invited from all providers – schools, colleges and WBL providers – to run the programme. This provides a market-sensitive and highly cost-effective strategy for providing learning programmes which

are run by vocational specialists, who know the nature of their client groups and who have the flexibility to provide suitable learning experiences in a range of vocationally relevant settings. Although this model is only just beginning to be applied and there are enormous challenges in establishing this as the preferred Salford approach across the board, we are committed to driving this approach forward. We are determined that there will be the widest possible choice of vocational learning pathways for young people and that the best providers will be engaged to ensure quality and value for money.

Salford Children's Services and the Learning and Skills Council are working closely with colleges, work - based learning providers and schools to develop this consumer-led, market-sensitive commissioning concept into the provision of learning programmes for post-16 students. Students will have the freedom and flexibility to be able to put together their own learning programmes portfolio, where different parts of their learning programme may be delivered by different providers in different parts of the City. We see this as a natural extension of the work taking place to ensure that 14-19 personalised learning programmes are fully established and will work with our partners in colleges, work-based learning and employers to ensure coherence in approach and practice.

We wish to develop a system, which is fully supportive from a pastoral perspective—students will still retain their relationship with their principal provider, for tutorial work, progress monitoring and Key Skills work. The system will be enhanced by a school-gate to school-gate integrated transport system which will enable safe and easy movement between the sites of the various providers. Conscious of the traffic problems within the City and the difficulties of moving across the City during peak periods, the programmes will have in-built flexible models for delivery and maximum use will be made of ICT. On-line learning, video conferencing and our Personal Learning Environment will enable best and most timely use to be made of the available facilities, professional expertise and students' own study time.

We acknowledge the impact that increased vocational learning will have on school organisation. Learner-group sizes will need to be smaller, particularly for practical elements of vocational courses and learning sessions will need to be longer to accommodate the work-based and problem-solving parts of the courses. Timetabling will be challenging for individual schools and there will have to be much closer collaboration between schools and vocational training providers to ensure that all learners are given the fullest range of vocational choices possible.

7 Inclusion

A key priority in Salford is the closing of the inequalities gap. It permeates every aspect of corporate policy and the underlying themes that drive it. It is best understood in the context of our desire for every Salford citizen to be active and engaged. This means supporting and developing individuals' abilities and skills and promoting opportunities for them to get involved in activities with their communities and at a city-wide level. It means we ensure that strong and positive relationships are developed between people from different backgrounds in the workplace, in schools and in neighbourhoods. It means we ensure quality of engagement and collaboration across all services, Social Care, Health and Voluntary organisations, SEN regional partnerships etc. through application of the Partners IN Salford Gold Standards in Community Involvement and Community Consultation.

This process **must** be at its most authoritative within our educational provision. That is our commitment.

7.1 Statistics: Special Educational Needs

19% of Primary and 20% of Secondary pupils are recorded as having special educational needs compared with 21% and 18% nationally. The percentage of statemented pupils in primary schools is 1.2% compared with 1.6% nationally and in secondary schools 1.9% pupils have statements compared with 2.4% nationally. Overall the number of pupils recorded as having special educational needs in both the primary and secondary sector broadly reflects the national picture. Our provision, as outlined in the table below, is based on a rigorous analysis of needs and resources.

Pupils with SEN in Secondary Schools

School	With statement	% with statement	Without statement	% without statement
Hope High School	7	0.8%	276	30.0%
Beis Yaakov Jewish High School For Girls	0	0.0%	0	0.0%
Buile Hill High School	17	1.7%	160	16.1%
Walkden High School	13	1.1%	77	6.4%
Irlam and Cadishead Community High School	17	1.7%	193	19.7%
Moorside High School	22	1.9%	255	21.7%
Wentworth High School	39	4.4%	166	18.6%
The Swinton High School	15	1.6%	203	21.0%
The Albion High School	23	2.5%	258	27.6%
Harrop Fold High School	23	2.0%	84	7.5%
Canon Williamson CofE High School	8	1.4%	145	25.6%
St George's RC High School	15	2.7%	65	11.5%

St Patrick's RC High School	7	0.7%	105	11.2%
All Hallows RC High School	7	1.5%	52	10.9%
St Ambrose Barlow RC High School	7	1.0%	121	16.5%
Secondary Total	220	1.7%	2160	17.1%

Special Schools

Oakwood High School	162	100.0%	0	0.0%
New Croft High Community Special School	81	100.0%	0	0.0%
Irwell Park High School	48	94.1%	3	5.9%
Springwood Primary School	139	86.3%	22	13.7%
Special Total	430	94.5%	25	5.5%

PRU

The Grosvenor Centre	0	0.0%	22	100.0%
The New Broadwalk PRU	0	0.0%	39	100.0%
Eccles & Irlam PRU (Park House)	4	12.9%	10	32.3%
Primary Partnership Centre	8	34.8%	15	65.2%
PRU Total	12	10.4%	86	74.8%

Royal Manchester Children's Hospital

Royal Manchester Children's Hospital	3	11.5 %	N/A	N/A
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7.2 Special Educational Needs (SEN)

An SEN policy and strategy for Salford have been developed in recent years as a result of extensive consultation across the city. This strategy has been implemented and this has necessitated a review and restructuring of our SEN support services in order to support and challenge schools. We have changed our funding formula so as to delegate significant additional funds to schools. In addition we have reviewed our transport policy and are currently considering an integrated equipment strategy with the Primary Care Trust (PCT) and adult social services. There exists a policy of designated provision in mainstream schools for specific target groups of young people and we are currently extending our provision for speech and communication.

The proportion of students with statements is now below 3%, and, as a reflection of our effective policy on inclusion, only a small number of these children have a designation on their statement to attend a special school (1.3% of the total student population). Based on data we currently hold, we do not expect these proportions to change significantly over the next ten years, although we do anticipate within this group an increasing proportion of young people to be diagnosed on the autistic spectrum and increasing numbers of young people with more complex needs.

Through our own monitoring and scrutiny, as verified by OfSTED inspection of schools, we are confident that the progress of students with SEN is satisfactory or better in the majority of mainstream and special schools. We are not complacent however and continue to strive for excellence for our young people.

Our successful operation of Wentworth High, a designated 'barrier free' school (which shares a campus with two special schools, one for students with moderate learning difficulties and another for students with profound and multiple learning difficulties) provides us with a successful model upon which to build our new secondary schools of the future. The co-location of the two special schools with one of our mainstream secondary schools, which is an objective for BSF, provides us with an opportunity to take a new approach to our secondary provision for pupils with SEN through an integrated campus approach which is also linked with a local college.

Over the next ten years, we will create establishments which are not only physically 'barrier free' but which also look and feel very different from the schools of today where many children and parents find the formalities, the procedures and the structures, a barrier to their inclusion. Our barrier-free schools of the future will be less formal establishments, where each member of the learning community will have their own personalised learning programme which they will access via wireless devices with inputs which are appropriate to their needs, be they sensory needs, for visual and hearing impaired students, for example, or learning needs for students with dyslexia or behavioural difficulties.

BSF will also enable us to carefully design new school buildings and operations so that those who find the complexities of a large, fast-moving institution to be very daunting, may be accommodated more easily, thereby reducing the need for placement in a special school.

We want to build on our existing policy and provision by developing secondary schools with different specialisms or areas of expertise in supporting pupils with SEN. Each designated school will have a base room which will be the centre and the focus for their specialism e.g. autism/ASD, sensory impairment, and equipped with appropriate facilities. We will develop flexible models of support and delivery within the school with part-time provision available, mixed between home and an appropriate support provision. There will also be flexible links with the special schools and other educational providers to ensure a continuum of provision. We will ensure that resources procured through BSF will be used in our efforts to plan coherently, making sure that there is sufficiency of provision across the city.

We will continue to develop a range of strategies to ensure all our young people have access to learning opportunities. Currently we are one of the pathfinder authorities utilising new technology for the benefit of those students for whom any sort of learning in a buildings-based school environment is problematic. This pilot scheme, Notschool.net, provides these students with a personal computer (PC) at home and a broadband connection which enables them to follow a specially tailored curriculum. The whole family have access to the PC and each has a unique login

identity. Students are required to complete designated on-line assignments and they must complete a minimum number of on-line activities in order to be retained on the programme.

Results from the Notschool.net pilot are extremely positive, with very low drop-out rates and significant progress being made through the tailored on-line curriculum. An additional benefit to participation in the project is that the ICT literacy of the whole family is improved through having easy access to equipment and programs which many families would not otherwise be able to afford. This pilot will be rolled out as part of the BSF development programme so that all young people who, for whatever reason, are not able to access learning facilities, will have the opportunity to develop their skills, knowledge and understanding in a way which is appropriate for them.

This could be a short-term solution for some young people or more long-term for others. We recognise the great importance of developing social skills as part of the learning process and so innovative solutions will be sought to address these needs for this group of learners, by engaging the services of agencies such as the Service to Youth team.

We have recently built three new special schools through Private Finance Initiative funding - evidence of our continued commitment to providing the best, most up-to-date facilities for our most vulnerable children. The schools are:

New Park School – for 11-16 year old boys and girls with behavioural, emotional and social difficulties

Chatsworth High School – for 11 – 19 year old boys and girls with severe to profound and multiple needs

Oakwood High School – for 11-16 year old boys and girls with moderate learning difficulties

To accommodate the changing patterns of need over the next ten years described above, New Park School currently has capacity to take an increasing number of short-term dual placements with mainstream schools; Chatsworth High School also has some capacity to offer places to those with profound and complex needs and autism. Oakwood is currently operating at capacity. However it is anticipated that through improved facilities and offering of more personalised learning made possible through BSF in our mainstream schools, Oakwood will form part of the continuum of care for those learners with moderate learning difficulties. Therefore, further capacity will not be necessary in this school, as the majority of these learners will have their needs met in mainstream settings.

A decision has been taken to relocate the children's hospital to Manchester in 2009. The Royal Manchester Children's Hospital located in Salford offers outstanding learning provision for young people from age 2 to 19 years. The future of this facility and how we will learn from its excellent practice (identified recently by OfSTED) is the subject of an informal consultation process. This consultation also includes the option of amalgamating provision for pupils who currently attend the hospital school

and some of those who attend the PRUs. After the formal consultation period has been completed it is our hope to build on the success of this hospital school as part of the continuum of care for those who are 'not in school' for whatever reason. The consultations are being carried out with very close reference to local PCT services such as the Child and Adolescent Mental Health Service (CAMHS) and this close working relationship is one of the real benefits of having a functional integrated children's service in Salford which is committed to addressing the holistic needs of children.

Special schools are a key element within our graduated range of provision and also a reflection of our policy to ensure parental choice. The special school headteachers have developed the following aims related to their role in the continuum of inclusive education:

To work collaboratively with mainstream schools to plan support for children who could benefit from a mainstream setting

To identify different strategies of support and ways in which special schools can be effective in disseminating "good practice"

To recognise that all special schools can become centres of excellence, act as a source of expertise, give practical advice and offer professional development and/or accredited courses for other colleagues

To create more flexibility to allow short-term and part-time placements for pupils moving between establishments.

The staff and governors of the special schools believe that their role in an inclusive society, where the key outcomes of 'Every Child Matters' are paramount, is to cater for those children whose needs are such that they require to spend at least some of their education in specialist provision. This can be either by directly providing some or all of their education, or by assisting and working with colleagues in other schools to best meet their needs in those establishments.

All the special schools have strong and established links with partner mainstream schools and one of them, Chatsworth, has post-16 provision and has links with, and provides support for, colleges, Adult Services and vocational placement providers. These links will be extended and built on through a more formal integrated model of graduated provision.

Schools will form part of a continuum of support settings and services for children and young people. Boundaries between primary, secondary, special schools and other agencies will be blurred so that children and young people can access what they need when they need it. Facilitated by robust ICT infrastructure, tracking and monitoring of individuals between and across organisations, including schools, will be possible. Evaluation of the service delivered will also be recorded in consultation with the service user and their family. In this way young people and their families will be empowered and involved fully in the delivery and evaluation of services which directly affect them.

All these developments will be supported by the new Children's Services Directorate, which includes re-structured services such as the multi-disciplinary early intervention teams based in four localities. All planning including the inclusion policy and strategy will be reviewed in the next 12 months to ensure a close link with the Children and Young People's Plan, published in April 2006 following extensive consultation and involvement of professionals, children, young people and their parents and carers.

7.3 Attendance and Behaviour

The CSD has the capacity, within a single directorate, to address early the wider social issues which lead to the establishment of patterns of truancy and school refusal which are hard to break. We are keen to look at the current provision and to reform our practice to improve our provision of support strategies to families in need. Integrated thinking is central to the realisation of the desired outcomes for all the young people of Salford. This review process will build on previous developments. For example, the Education Welfare Service (EWS) has been restructured after a best value review and has worked closely with the DfES on considering impact strategies. All the national strategies (target setting with schools, individual school attendance plans, truancy sweeps, fast track prosecutions, parent fines, parent orders) have been introduced.

Local strategies such as a good practice handbook, 'Aim Higher' motivational activities and publicity campaigns have also been introduced. Attendance has generally stabilised and the latest figures (Primary 93.97%, absence reduced by 0.27%, Secondary 89.92%, absence reduced by 1.24%) indicate that the improvement curve is starting to shift. The EWS works especially closely with those schools which have been targeted for additional challenge and support. Harrop Fold High is an example of good practice where the school and the EWS have worked together to substantially improve attendance.

Education Welfare Officers have become part of the multi-disciplinary locality teams. It is expected that this more holistic support, working with clusters of schools within localities, will have an even greater impact on attendance, particularly where solutions are sought jointly between relevant agencies, parents, families, communities and the young people themselves.

Salford has developed a range of Pupil Referral Units (PRUs) which have evolved to meet national and local expectations and needs. Those children and young people who are excluded from school are involved in writing their own individual and personal education plans and reviews. They are provided with a balanced curriculum which meets their general needs e.g. Personal, Social and Health Education (PSHE), and specific needs such as anger management. There is an induction programme on entry to the PRU and transition arrangements at the end of each key stage. They have a reintegration programme when preparing for return to mainstream school. Links are established with Connexions, and the PRUs have their own vocational advisors. Over the next ten years, the concept of PRUs will develop in Salford so that they are no longer considered as separate buildings and operating

outside the main business of schools but are part of the graduated approach to service delivery for all children as outlined in Every Child Matters. BSF provides us with an opportunity to explore extending the concept of individual schools and cluster learning support units rather than PRUs.

Informed and supported through the behaviour support forum, all schools will develop their own learning support provision with scope for two way traffic in and out depending on progress and behaviour. We wish to move to a model of zero exclusions across the authority where young people who are unable to have all their learning and social needs met in one place will have the opportunity of a fresh start in another setting, whilst retaining links, where possible with their old school. In addition, facilities at New Park High School will be seen as part of the continuum and we are fully expecting to extend these facilities over the next ten years to reflect the strategic centrality of the school.

Schools of the Future in Salford will be places where young people are respected, where their learning needs are carefully diagnosed and met and where they will find opportunities to succeed in ways which are meaningful to them. Consequently, we will look to the reformulation of teaching, learning and schooling as well as intervening family frameworks to ensure that lives can be transformed and empowered by a system which is sufficiently flexible to be able to promote and stimulate success in many different ways. In this way a holistic model will be delivered, recognising the hierarchy of need that predetermines an individual's capacity to learn and achieve.

Through open lines of communication between schools and the Authority we will ensure that there is a notion of "shared ownership" of young people who have challenging behaviour and complex needs. We are committed to this notion and will ensure that capacity and resources are expended over a prolonged period of time to build the high levels of trust needed for effective collective responsibility. Every school will have a named lead professional for behaviour management and there will be an open forum via the on-line learning community for these professionals to share best practice. Our experience of successful school collaboration through the Leadership Incentive Grant (LIG) initiative demonstrates how lead schools can share expertise and support colleagues in more challenging circumstances.

The establishment of an effective Pupil Placement Panel with representation from all stakeholders, including the Salford City Academy, has already changed attitudes and organisational behaviours. Early-intervention is the watch-word for this panel, with pupils moving to more appropriate provision within the Salford continuum before they are at the point of exclusion. Transfer is for the short, medium or long term depending on individual pupil needs and is between High Schools or into New Park High School. There is careful planning of provision for those returning to the school environment following a period away for whatever reason. Emphasis for this panel is on joint decision-making with peer support and advice-sharing.

The concept of shared responsibility for students who are not able to engage with learning, will be extended into the community. The recently established locality

management structures are currently addressing school attendance issues and developing shared solutions for local challenges. We will ensure that this model will be extended to include consideration of the need for early intervention to prevent exclusion.

7.4 Health and Safety

Our schools of the future will be healthy and safe environments in which learners of all ages will feel both secure and inspired. The development of safe systems of work is an essential element to ensure the effective management of new schools in Salford and we aim to ensure through our policies and procedures that both teachers and learners are protected from unacceptable risks, whilst maintaining creative and challenging opportunities for all age groups and abilities. We have been working with Greater Manchester Police for a number of years now, and the introduction of school-based police officers in six schools has created the opportunity not only for increased security in the school, but also for creating a better understanding of the positive aspects of community policing.

This collaborative approach to community policing will be extended across all our secondary provision with an element also included in primary schools so that young people grow up with a sense that community policing is a shared objective that helps all community members to thrive and go about their business safely. The police service will be involved in delivery of some elements of the PHSE curriculum and may be creatively involved in other parts of personalised learning programmes for young people.

Vocational qualifications such as basic food hygiene and first aid will be available for all young people and may be delivered as intergenerational learning activities, where adults learn alongside younger community members.

New/replacement and refurbished buildings are designed to promote healthy lifestyles e.g. SPACE – a number of primary schools have additional sports facilities which are used by clusters of primary schools and the community. The New Albion High School has a Sport England Sports Hall. As we progress into the later stages of the BSF process, we will ensure that features are designed into schools that will help to promote healthy lifestyles and ensure optimum environmental conditions for learning, including sufficient space for learning and social activities, ambient temperature and humidity.

Focusing on our schools within a community context, we are striving to ensure that children and young people are safe, have security, stability and are cared for. The safety and security of the children and young people in our schools is paramount and we will be seeking novel design solutions to enable extended schools, which offer a wide range of services to the wider community on the premises, to have segregated zones where only adults who have appropriate Criminal Records Bureau (CRB) clearance will have rights of access during regular school hours.

8 Children's Services, Extended Schools and Community Provision

8.1 Analysing Needs

When schools are no longer viewed in isolation, but as part of a community-focused provision of services, one of which is education, the need for an integrated and accurate auditing of community needs is paramount. This is to be found in the 2005 Salford Annual Baseline Review (SABRe). This ensures joined-up funding arrangements and the appropriate deployment of resources, reducing wastage and enhancing service provision. SABRe informs the monitoring and review of Neighbourhood Renewal Strategy and the Local Strategic Partnership (LSP) performance framework.

The Government's Neighbourhood Renewal Unit (NRU) charged all LSPs with developing Performance Management Frameworks by March 2004. A key element is developing monitoring and reporting structures to:

Aid future planning

Inform decision making and resource allocation

Measure progress against the targets set, specifically those that have been highlighted by the Neighbourhood Renewal Unit. (NRU).

The 'Partners IN Salford' Local Strategic Partnership has agreed in principle to the development of monitoring systems and regular reports as below. Work is already in progress to deliver updates to key documents as elements of the LSP's Performance Management Framework. These are to:

Set out the National and Regional context for Regenerating the City,

Outline overarching strategic issues,

Identify the 'big' issues that face the city and require a strategic response,

Include a baseline of statistical information, which will be updated annually, to chart progress against key targets

Provide analysis, interpretation, and highlight key issues

8.2 Neighbourhood Management: a Locality-Based Delivery and Accountability Model

Partners IN Salford, the local strategic partnership, is committed to delivering effective services for all our citizens. Discussions between Community Committees, elected members and officers of Salford City Council, Greater Manchester Police and Salford Primary Care Trust have led to a decision to work together to deliver effective neighbourhood management across the city.

All statutory partners work together to respond to the needs of local communities through the eight established Community Committees across the city. Partners believe that by working together in neighbourhoods, they can deliver more effective and responsive services to the community. The statutory partners recognise the contribution of community and voluntary organisations, and welcome their participation and support in working in neighbourhoods.

Community committees will form an important part of the implementation of BSF. We recognise that for this change programme to be effective and give maximum positive impact, communities must be fully involved and committed to the change process. We will involve the Community Committees fully in the design of and planning for our new schools. They will be able to contribute significantly to the extended schools elements of the new school design and we anticipate that their insights into wider discussions such as curriculum construct and teaching and learning strategies will reflect the local social and economic context. This involvement will take place at 'Vision to Reality' stage where the vision for Salford's BSF programme will be translated into detailed briefs that address not only the design of the new and refurbished buildings but also the planning for new ways of working within our twenty first century schools.

The Community Committees will form the basis of eight local BSF boards that will ensure that schools are fully integrated into their local communities and plans for the new schools are embraced by the community. Although no decision has yet been made, locality teams could be based in our remodelled schools, and this would certainly be in the spirit of our overall view of service provision. In addition Salford's Children's Champion will work within community committee areas to ensure full engagement of young people in committee activities. The role of the Committees includes:

Providing a focus for the concerns of local people both as customers and stakeholders

To bring information about issues and concerns for action and help to prioritise these into the community action plan

To contribute to the local scrutiny of services

To make decisions about devolved community budget allocations

Supporting this community framework will be four CSD locality teams organised geographically according to Primary Care Trust localities, comprising Educational Psychologists, Education Welfare Officers, Social Workers, and Social Care Workers and Healthcare workers. Their role will be:

To provide support to children and families when there is a concern that a child might not be able to achieve their potential in any of the five outcome areas

To take referrals from schools, GPs, other professionals and children and their families

To offer advice, assessment, and interventions for children and families and/or the settings in which the child lives

To identify when child protection or specialised services are needed to support a child and to introduce the child to those other services

8.3 Salford's Agenda

Salford's provision of extended services and activities is focused on the ECM agenda. Whether these activities are to be organised and delivered directly by school staff, and/or by schools working in partnership with existing local private or voluntary sector providers, via school clusters and/or by third parties, we see them as a key element in community regeneration. While some schools may choose to develop an even richer mix of services and activities, the core offer for mainstream and special schools will be:

High quality childcare provided on the school site or through clusters or other local providers, with supervised transfer arrangements where appropriate, available 8am-6pm all year round

A varied menu of activities to be on offer, such as homework clubs and study support, sport (at least two hours a week beyond the school day for those who want it), music tuition, dance and drama, arts and crafts, special interest clubs such as chess and first aid courses, visits to museums and galleries, learning a foreign language, volunteering, business and enterprise activities

Parenting support including information sessions for parents at key transition points, parenting programmes run with the support of other children's services and family learning sessions to allow children to learn with their parents

Swift and easy referral to a wide range of specialist support services such as speech therapy, child and adolescent mental health services, family support services, intensive behaviour support, and (for young people) sexual health services. Some may be delivered on school sites

Providing wider community access to ICT, sports and arts facilities, including adult learning

The delivery of our fast-growing adult provision aimed at re-skilling our community

We believe that all our schools need to recognise their wider remit as community and family learning centres. In our schools of the future the children and young people, who are our primary customers, will be healthy and safe; they will have experiences of learning which they enjoy and from which they can achieve success. The proximity to health and social services facilities will give them the opportunity to make a positive contribution to their communities and the pursuit of a curriculum which is relevant and geared to the learning and economic needs of the 21st century will help them to achieve economic well-being. However, the extended school is part also of our regeneration vision for Salford and it is the transformation of our relationship with our community through BSF that will underpin our educational transformation.

Our schools will, in many cases, become the location of choice for activities that could literally embrace 'cradle-to-grave' learning. They will become multi-facility

learning centres with activities focussed on community needs with extended teaching and learning and after school clubs at the end of the school day; although even the concept of the school day will be far more fluid. Courses for parents, carers and others in the community will be central to our offering, with a particular focus on the continual re-skilling of our community. This will be reinforced by building close business and industry links and offering outstanding training facilities on our school site that can be used by commercial businesses and community groups. It will also rely on our commitment to forging stronger links with our local FE Colleges and Higher Education Institutions, and this we will do.

We are fully aware of the training implications of this programme, and also of the employment opportunities that will be provided. While on the one hand there are cost implications in recruiting and training staff and specific CPD requirements for some of the existing teaching and support staff, the ability to turn assets that lie idle for so long into revenue generating centres is highly attractive and we are examining various governance models.

8.4 Lifelong Skills Provision: a Commitment to Lifelong Learning

Our demographics, which we discussed earlier, tell us very clearly that the re-integration into our learning community of those of our citizens who believe that it has nothing to offer them is vital for social regeneration. Here too, our new generation of community learning centres, building on the work of the Lifelong Learning Unit, will help transform the lives of many who are excluded from mainstream economic activities. The following table is indicative of the direction in which we are going in terms of direct provision:

Salford Family, Adult and Community Learning Recruitment, Retention and Achievement Data 2004-5.			
Total number of learners recruited on direct provision courses 2004-2005.			
Subject Area	Starters	Retained	Percentage
Health, Public Services and Care	67	62	92.54%
Agriculture, Horticulture and Animal Care	33	30	90.31%
Information & communications technology	55	49	92.73%
Arts, Media and Publishing	27	24	88.89%
Social Sciences	65	38	58%
Languages, Literature and Culture	10	10	100%
Preparation for Life and Work	119	108	90.76%
Family Learning	167	100	60%
Totals	543	421	84.15%

We also had 368 adult students in partner-provided provision in Arts, Media and Publishing Languages, and Literature and Culture and we will extend this offering dramatically, building on the enhanced facilities in our new learning centres of excellence.

We will provide adult education facilities with local people able to access support at a number of levels, including GCSE and GNVQ courses, Skills for Life courses, domestic, vocational and recreational courses including workshops in home maintenance and adult literacy. We want to be seen as a regional centre of excellence, working alongside our partners at local colleges, Connexions and neighbouring schools to provide opportunities that enable local people to learn for pleasure and, if required, pursue qualifications at a range of levels from taster session, beginner status to advanced levels. Flexible staffing arrangements and our engagement with private providers will enable us to offer a larger number of academic and vocational courses to students within a wide adult education programme. This will have a significant impact on educational attainment throughout our extended community.

Our 'cradle-to-grave' model sits very well with the Joint Service Centres proposals discussed in the following section (8.5), and will take us a step further towards actively enhancing the quality of day-to-day services for local people and, in time, the quality of life in the area. Joint Service Centres: Delivering Full Service Facilities

Salford fully subscribes to the value of establishing Joint Service Centres (JSCs), defined by the Office of the Deputy Prime Minister as, "multi-agency and multi-service premises, aimed at improving accessibility of information and services to local communities." We cannot, at this stage, say how far we may be able to implement the full scope of JSCs, but they offer a challenge we would be happy to meet, and they certainly correspond to our desire to focus on locality provision of services.

These "satellite" community centres are designed to provide access to a range of public services such as information about local employment opportunities, applying for benefit payments and tax credits, interpretation services, access to training and social care services, all situated within the heart of neighbourhoods and small communities. The spectrum of what can be accommodated is very wide, thereby enabling local JSCs to be specifically tailored to local needs.

Salford is committed to service delivery targeted at the needs of the end user and not dictated according to service origin or supplier. For example, Salford PCT has recently agreed a number of new health centres with on site Pharmacies. From the patient's perspective being able to obtain diagnosis, treatment and medication at the same place provides a better and more convenient solution. Similarly for a single parent, the ability to pay council tax, report required housing repairs and attend an ICT class to improve their employment opportunities, whilst their child is taken care of at a children's centre on the same site, provides a helpful solution which appreciates the various constraints within which such a family resides. There is

value to co-working and co-location between partners by developing effective service integration strategies which are designed to meet the needs of users. The following is a list of typical provision for JSCs:

Library and Information Services	Rehabilitation	Connexions
Health Care (GP, Community or Family Health Centre)	Licensing Information	Leisure & Fitness
Nursery/Crèche	Enterprise Centre	Administration of payments and receipts
Family Services	Citizens Advice Bureau	Archives
Adult Education	Licensing Information	Consumer Protection
Community Rooms	Sure Start	Drug/Alcohol
Elderly Day Care	Museums	Rehabilitation Services
Job Centre Plus	Electoral Registration	Youth Services
	Community Police	Tourism and Marketing of Locality
	Catering or Café Services	
	Voluntary Groups	

Salford City Council and the Primary Care Trust have already completed a great deal of development work to ensure that the planned LIFT centres will provide `one-stop shops` for council and health services. Thus, the centres will not only provide health services, but also libraries, advice on council services, the opportunity to pay council tax etc. Recognising the powerful impact that JSCs will have on the lives of children, young people, their families and communities, our community plan sets out the overall vision for Salford in seven inter-related themes.

Salford will continue to develop and grow as:

A Healthy City

A Safe City

A Learning and Creative City

A City Where Children and Young People are Valued

An Inclusive City

A City That's Good to Live In

An Economically Prosperous City

We are adamant that BSF is far more than a building programme, but part of a wider strategy for rapid change and significant improvement. Education and BSF are at the heart of our regeneration strategy ensuring that schools will be at the heart of our communities. School buildings will be highly visible and highly regarded within our communities. Their physical presence will make a statement that we are proud of our young people and what they achieve and that we are committed to ensuring that all our children reach their full potential. The BSF programme in Salford will be the catalyst for a transformation in learning so that our schools are quality buildings where quality learning experiences take place and where pride in the community is generated. Our schools will be welcoming and accessible to all, and their design will, of course, reflect the fact that they are no longer isolated `havens` cut off from

the community except at school opening and closing times. Consideration of access control, safe zones, traffic control etc, will be significant in our design brief, and we will seek input and possible partnerships with agencies such as Sport England and the Football Foundation in view of the implications for facilities management.

Across the city we have established a culture that promotes and encourages partnership working for the benefit of communities. 'Partners IN Salford', the Local Strategic Partnership, together with community committees, elected members and officers of the council, Greater Manchester Police and Salford Primary Care Trust have made a commitment to work together to deliver effective neighbourhood management in Salford. This management is delivered through neighbourhood teams led by a Neighbourhood Manager. The teams are made up of nominated staff from Salford City Council, Greater Manchester Police, Salford Primary Care Trust and any local organisations which play a significant role in service delivery. Statutory partners recognise and welcome the contribution of community and voluntary organisations in this team approach. We are therefore already developing "a new third way" which will revolutionise existing public and social service delivery at the local level, through greater involvement of voluntary and community organisations.

9 School Organisation

9.1 Introduction

(It must be stressed that this section represents some early thinking and should remain confidential until there has been further discussion and debate with the schools themselves.)

As the vision has developed and been shared with key stakeholders, we have begun a major review of secondary school reorganisation. This process which will continue to run in parallel with our OBC and SCB development, whilst in the early stages, key features and themes are already emerging. These are grouped under headings below.

Key features of our vision, which will drive school organisation

Impact on Regeneration

We have involved key strategic managers from the City Council in the areas of Regeneration, Housing and Planning in order to ensure that school reorganisation supports, and is supported by, planned regeneration initiatives within the City.

Delivery of locality based integrated and preventive services

The geographical location of schools needs to be influenced by our newly established locality structure, if schools are to play a central role in the delivery of a wider range of services. Together with our plans for extended schools, this increases the importance of finding sites which are of sufficient size and accessibility, with the potential to be the hub of our various communities.

Strengthen and co-ordinate vocational & 14 to 19 provision

We know that physical proximity of secondary sites to our sixteen plus provision is likely to increase the amount of joint provision and co-ordination. This has been a key factor in pursuing our PFI development at Buile Hill (which shares a site with Pendleton College). A similar situation exists at Wentworth High School (close to Eccles College) and this needs to be preserved.

Inclusion & Diversity

Similarly, our plans for inclusion services which are more integrated with the mainstream, will require sites of a suitable size and accessibility.

Development of Specialisms

There are situations where the current or proposed specialism of a school would influence its location, for instance a sports college would require close proximity to playing fields or existing community sports provision.

Key features of our existing estate which need to be preserved or strengthened

Certain schools stand out as requiring little or no change to their existing location. For instance, the need to maintain a secondary school in Irlam and Cadishead is indisputable.

Other schools stand out for their close proximity to other services, e.g. Wentworth High School is adjacent to Eccles College and Oakwood and Chatsworth Special Schools.

Schools which appear to be a priority for reorganisation or relocation

There are three areas of the City where pupil projections indicate significant reorganisation is likely to be a priority.

In Swinton, both Moorside and The Swinton High School are located on sites which are too small and which would make the development of new or refurbished facilities very difficult. In addition, they are experiencing a decline in pupil numbers. However, these are currently not significant enough to allow amalgamation. Nevertheless, with both Wentworth and Walkden High Schools within a reasonable distance, there is the possibility of one new school being established and any surplus pupils being absorbed by these other two schools.

Whilst three of the four Roman Catholic schools are projected to remain at full capacity, neither All Hallows nor St George's are of a sufficient size to be economically rebuilt or refurbished. Discussions with the Roman Catholic Diocese have been underway now for some time, with the option of dropping from four to three, or possibly to two schools, under consideration.

Resolution of issues in the Catholic sector would also help to clarify the third area. Buile Hill and Hope High school (which are currently adjacent) are already facing significant reduction in pupil numbers. It would be inappropriate to maintain both of these, together with All Hallows, in close proximity. We are therefore considering a move of Hope High School towards Salford Quays as part of our plans to achieve Academy status for the school. The future of All Hallows would need to be considered in this context.

In summary, whilst we are still at a relatively early stage in planning for school reorganisation, we already envisage the amalgamation of two community schools and at least two Roman Catholic schools, thus reducing the number receiving funding from the BSF programme to seven.

School sites

We face a considerable challenge in identifying potential new school sites. All but three of our proposed BSF schools are built on sites which are not big enough for their current capacity and footprint. We are therefore already working with colleagues across the local authority to identify other possible locations which are

both big enough and which are situated so as to deliver the elements of our vision outlined above.

Condition

A further challenge is the current condition of existing school buildings. We are currently updating our information on the building stock, but we know already that, with few exceptions, the quality of the school buildings within the BSF programme is poor. Surveys in respect of condition, net capacity and asbestos have been commissioned and are underway.

School organisation process

We have begun a process of consultation with all the current secondary headteachers, both those who are a focus for the BSF building programme and those who are less central. A very positive workshop was held at the beginning of March to consider many of the issues outlined above. The results of this process are now being developed into an options paper, which will be taken back to all secondary headteachers for further discussion and analysis. Together with the information gathered from the surveys referred to above, we anticipate that we will have developed a school reorganisation plan under BSF soon after Easter. This will then allow the more formal consultation and notification processes to be carried out alongside the development of the SBC.

Inevitably these are sensitive issues which need to be handled with care. However, we have set out to make this as inclusive and consultative process as possible. Our initial analysis indicates that in fact there are a significant number of key issues which are likely to be uncontroversial and a relatively small number of issues (outlined above) which will be the focus for discussion.

Size of new schools

Initial discussions with headteachers indicate that one size of school is unlikely to suit all areas of Salford. Rather, there are some schools which could be expanded perhaps to as many as 1250 pupils and continue to meet their needs. However, in other areas of Salford we have been asked to consider the possibility that some schools would better meet their pupils' needs if the numbers were kept below 1000 and even as low as 750. This will be an area which we will examine in more detail as the locations of future schools becomes clearer.

Types of schools

There has, so far, been strong support for maintaining the diversity of provision which currently exists in Salford, including the possible development of new academies. The greater concern has been to ensure that, whatever the types of school, we continue developing citywide approaches to key issues such as admissions, exclusions and special needs.

Academies

Co-ordination of BSF activity with the development of Academies is absolutely vital to delivering the overall future vision. For example, the location of future academies is likely to heavily influence pupil attendance at nearby schools.

9.2 Our Current Situation

Pupil Place projections over the next 10 years indicate a reduction in pupil numbers by up to 2,500. Our first stage of planning should be based on a reduction of 1,200-1,500 with regular reviews of this picture. The likelihood of reducing the number of pupils attending schools outside Salford must be considered. As the quality of Salford secondary schools improves, fewer parents will chose to send their children to schools outside the city. This has been an issue in the past, with parents having a very positive view of our primary provision, but a more negative one of our high schools. This is already beginning to change as improving outcomes, particularly at the key stage 4, are seen.

9.3 School Provision and Surplus Places

In January 2001, Salford was maintaining a level of surplus places of about 18%. In response to the declining population and this consequent high level of surplus places, a number of primary and secondary schools have been closed and/or amalgamated in recent years. A thorough review of the secondary sector has resulted in action which will reduce the secondary surplus to around 8%, and a review of primary places is in progress, which should result in the removal of more than 1600 surplus places in that sector. In the special school sector, consultation was carried out which resulted in the closure of the three existing special primary schools and the opening, in September 2001, of a purpose built primary school to meet the needs of children with the most challenging conditions. In addition, facilities have been provided within mainstream primary schools to meet the needs of those children who can benefit from mainstream provision, including barrier free and language units.

9.3.1 Student Prediction Models

Salford has been using a statistically robust method, developed by professional staff in house, based on 5 years of historic data, for a number of years and the accuracy rate is on a par with other statistically comparable authorities. The model is based on current trends in PLASC, cohort survival rate for each year group and overall population statistics.

At high school level the model is used on individual schools and aggregated up to give a Salford level figure. This is because the PLASC trend is different for each school and in tests this has proved to be the most accurate methodology.

When considering individual schools the projections are allowed to exceed the Net Capacity for the school. This is useful because it gives a measure of how much the

popular schools could grow in order to meet demand. Even if the popular schools are full the students will still need provision.

Recently, because of the need to provide longer-term predictions for BSF, the CSD Information Team have been looking at what further information can be provided to augment this analysis and inform decisions. It was felt that a drop in high school pupil numbers in January 2005 could signal the start of a downward trend in pupil numbers, particularly given the falling rolls in Salford primary schools.

In response to this it was decided to look at a model which would take more account of the 2005 drop in pupil numbers. A model based on 3 years historical data, developed by North Somerset and cited as best practice by the DfES, was used for this purpose. The model uses live birth data from the PCT, PLASC trend and cohort survival rate for each year group. Both the 5 and 3 year model methodologies are available for scrutiny if necessary.

In recognition of the need to make as firm a projection as to the most likely number of pupils attending Salford schools in 10 years time, we have cross referenced both the three and five year project models with the age-based population projections published by the Office for National Statistics. On their own, these figures are quite crude in that they give purely the forecasts of numbers of young people resident in Salford. What they do not do is take any account of where they might be accessing secondary provision. We have therefore used the numbers on roll in our secondary schools from PLASC for the last few years to estimate the likely proportion of young people resident in Salford who will require places in Salford. The methodology is available if required.

Using this method we estimate that we need to plan for **10,800** maintained places by 2115. Coincidentally this is almost exactly half-way between the two sets of estimates based on the five and three year projected models.

It must be noted that these figures do not take into account future trends or behaviours (other than those which are inherent in ONS population forecasting methodology). These figures will be kept under regular review.

9.3.2 Travel to School

Reliable postcode information is attached to the PLASC data and there is the facility within the team to add Ordnance Survey Grid References (OSGR) to the postcodes. This means that distance to school data could be calculated with an acceptable level of accuracy.

9.3.3 Liaison with Other Agencies

The Information Management and Sharing Team already shares information with agencies such as Connexions and the PCT and other directorates within the City Council. The team also attends regional and national meetings where best practice is shared on the use of the Management Information Systems (EMS and SIMS).

Schools have always been a major partner of the team and this has been cemented recently with the introduction of a Data Management Group. The schools drive the agenda of this group and it is used not only to share information and best practice but also to commission work from Information Management & Systems and SIMS support to improve the use of information within schools.

The Information Team are also involved in the ConfED NW Information and Statistics Working Group comprising representative from 26 local authorities in the Northwest and Wales, who meet every two months to share information and good practice.

Salford Children's Services representatives have recently been invited to take part in a partnership with three statistically neighbouring authorities to carry out work on the use of data. Representatives from other organisations such as NCH and PCT will also be brought into the team.

Over the past five years a large number of Salford primary and secondary schools have closed, amalgamated or relocated. We are determined that we will continue to work together with key stakeholders and our communities to ensure that our schools offer value for money and outstanding learning opportunities for children, young people, their families and communities.

9.4 Diversity of Provision

We are working towards a rich diversity of school provision across the city. The nature of our schools will include those which:

Extended

Full service extended

Specialist status (eg. Sports, language college, science)

Designated (barrier free, autistic spectrum or other SEN)

Academies

Some schools may be in more than one category – for example, a specialist school may also be a full service extended school. We will ensure that there is a coherent plan for the pattern and designation of schools across our city. This plan will be underpinned by a clear rationale which takes account of all the salient factors including:

Demographics

Regeneration and Housing Initiatives

History of school performance and capacity for improvement

Parental choice for all parents/carers

Since secondary school reorganisation in the 1980s, all schools in the City have been 11-16, with post-16 provision being provided by two Sixth Form colleges, which

have gradually evolved over the intervening years into tertiary colleges, and a General FE college.

One school, in a part of the City, which is geographically somewhat isolated, has recently been granted approval to start its own Sixth Form provision with effect from September 2006. There are many sound reasons why the school has been supported in developing in this way, not least the transport difficulties for some students, but, as a policy, we would not support any other school in the City developing its own post-16 provision in isolation. Rather we wish to create the opportunity for all learning providers in the City - schools, academies, colleges and work-based learning providers – to work in partnership to develop a rich, diverse and coherent curriculum for all learners from the age of 14 (See section 6).

9.5 Academies

Our plans regarding Academies are at an early stage of formulation, and focus on the need to raise levels of achievement. At present we envisage that there would be two additional academies, which would supplement the one already established under the sponsorship of the United Learning Trust (ULT). We are keen to locate one of the Academies near to the cultural centre of Salford very close to one of two possible sites currently being considered for the partial relocation of the BBC. This will be near to the Salford Quays development, in the cultural heart of our city and we see the specialism of this Academy therefore involving Media and ICT. The governing body of the school, which would be transformed into an Academy recently agreed to submit an expression of interest to the DfES to work with Oasis Trust on the possible development of an Academy. There is a great need for economic and social regeneration across our city and we have the will and determination to provide radical solutions in order to break out of a cycle of low aspirations and under-achievement. Discussions regarding a possible third academy are at a very early stage.

We anticipate that the same sponsor could deliver both of the two new academies. We are convinced that Oasis Trust shares the values and ethos which underpin our own aims and vision for the future of Salford schools. We will ensure that Salford's Academies complement all other education provision in the city and that they serve to increase the choice for young people and parents.

9.6 Specialist Schools

As part of our overall strategy for teaching and learning, all the eligible schools across our City have developed or are in the process of developing a specialism and there is a good spread of specialisms across the Authority. These schools, their facilities and their expertise will form the basis for the development of a comprehensive and integrated range of vocational programmes across the City for students from the age of 14, and will also shape considerations in regard to the extended school community offering. Students will be enrolled at the neighbourhood

school of their choice, and there they will receive their programme of core curriculum entitlement – such as tutorial support and Key Skills input – and they will have the opportunity to travel to localities across the City for programmes in their specialist academic or vocational areas. Schools are being encouraged to focus on a second specialism, and in part this is contingent on the final BSF outcomes. The current position with regard to specialist school status is summarised below:

SCHOOL	PRIMARY SPECIALISM
All Hallows	Business and Enterprise
Buile High	Arts and Technology
Irlam and Cadishead	Mathematics, Computing and Enterprise
St Ambrose Barlow	Technology
St Patricks	Arts
The Swinton High	Performing Arts
Walkden	Languages
Oakwood (Special School)	Arts and Technology
Salford City Academy	Sport with Business and Enterprise

10 Workforce Remodelling and CPD

In order to deliver on this challenging agenda for change we are engaging in a systematic development of the workforce now. Three senior officers from the Local Authority have attended Microsoft's Executive Briefing for BSF in Seattle and a partnership with the company, its partners and other BSF Local Authorities is developing. This has facilitated the sharing of good and best practice both in terms of new approaches to learning, new technologies and change management methodologies. Following on from the briefing, all headteachers are to be invited to a similar event with Microsoft in Reading and links have been established with their Research and Development division in Cambridge. In Salford, the BSF change and development process is not confined to those schools included directly in the funding, rather it is an issue for *all* staff, in *all* schools in recognition of the necessity for collaboration across all schools.

In terms of skilling the adults to make the most of the potential for transformation that BSF will bring, Salford has employed two additional ICT Consultants focusing on the secondary sector. Their role will be to research and model the very best of current practice whilst also providing or brokering development activities that demonstrate the possibilities that technology can bring to teaching and learning over the next five years. Such possibilities will change as the technologies become increasingly available and affordable, but the infrastructure, including industrial strength, world class wireless connectivity, for example, is already replacing conventional 'hard wired' thinking. The Consultants will work within the framework of the national Secondary Strategy whilst also pushing the limits of that Strategy to enhance outcomes in new and innovative ways.

In order to support the vision and change management processes, we have developed 'My Learning Space', a virtual learning environment for students. Through this infrastructure the possibility of any time, any place learning is becoming a reality as is the potential for storing, sharing and accrediting a wide range of student experiences and learning, both in and outside of the traditional boundaries associated with 'school'. A key area of work to be undertaken is the scoping of how best to harness the technology already available to and well used by children and young people. The implications of mass produced, affordable mobile devices as well as the increasing use by students of facilities such as 'My Space' and the growth of instant messaging as a tool for collaborating are areas of challenge. These are currently being considered in terms of their potential for promoting positive learning.

To support these developments, a community focused ICT facility has been developed in one primary school and a similar project is underway in a secondary school. In both cases, the aim is to provide for both the school and the wider communities a real, working example of the ICT-rich learning environments of the future. Significantly, both facilities are situated in older architectural settings, demonstrating in concrete terms that the BSF transformation is not contingent on

new buildings but upon new and constantly developing thinking about pedagogy and practice. Like Microsoft's 'House of the Future', we want these facilities to enable students, teachers, support staff, governors, parents/carers, Local Authority staff and partners to live the vision, even in a limited way, in order to push our collective thinking towards transformational possibilities rather than small incremental improvement.

Increasingly, the entire CPD programme for the City is being branded as 'BSF', indicating that where new approaches to teaching and learning are being developed, they are contributing to the transformational agenda. Such opportunities include those offered under Creative Partnerships and other strategic CPD partners.

The challenge of transforming initial teacher training remains for Salford. We recognise that teachers and other school-based staff currently undergoing training are not necessarily being exposed to transformational thinking. For this reason Salford is maintaining a thorough induction programme for newly qualified staff, including a residential experience towards the end of their first year to which an invitation is extended to those who are due to take up post in September as well as Graduate Teacher Programme participants. In this way we aim to build the capacity of our field force for teaching and learning from the classroom up.

11 Conclusion

An initial vision for educational transformation is characterised by its fluidity rather than its concrete proposals which, by their nature, would be trapped in time. We recognise that, over the coming months, this document will also be transformed, as transitional arrangements become formalised and as we continue to mobilise our community for change. It provides, nonetheless, a strong foundation for growth and development. We do not underestimate the challenge, especially given the significance of this project. We, as an authority, are going to be taking decisions that will shape the lives of generations to come and we need to ensure that all of our citizens both understands, acknowledges and supports this process.

To that end, everyone involved in and responsible for the process of educational transformation needs to fully subscribe to this vision with a passion, enthusiasm and understanding. Before finalising this vision, we have shared it with all of the key stakeholders in a series of validation sessions. This process of engaging with our partners will continue as we develop the vision into reality. We intend to ensure that this once in a lifetime opportunity to shape lifetimes to come is fully exploited. We are seizing this opportunity with imagination and courage.

12 Appendix 1: 2005 Salford Authority's GCSE Results

DfES has the following targets or measures of performance for this age group:

- PSA Target: By 2008, 60% of those aged 16 to achieve the equivalent of 5 GCSEs at grades A* to C (This target may be reviewed in light of recommendations in the Tomlinson report).
- SR2002 PSA Target: An average increase of 2 per cent per year in the percentage of 16-year-old pupils achieving 5 or more GCSE/GNVQs at grades A*-C, between 2002 and 2006.

In 2004/05 55.7 per cent have achieved this compared with 53.7 per cent in 2003/04. This is an increase of 2.0 percentage points.

GCSE and equivalent results of pupils at the end of Key Stage 4 2004/05² by gender

Government Office Region Local Authority	Number of pupils at the end of Key Stage 4 ¹			Percentage of pupils at the end of Key Stage 4 ¹ achieving at GCSE and equivalents:											
				5+A*-C grades			5+A*-G grades			5+ A*-G inc. English & mathematics			Any passes		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Salford	1,258	1,277	2,535	38.0	51.5	44.8	81.3	89.1	85.2	79.3	87.4	83.4	93.9	95.3	94.6

GCSE and equivalent results of 15 year old pupils 2004/05² by gender

Government Office Region Local Authority	Percentage of 15 year old pupils ¹ achieving at GCSE and equivalents:														
	Number of 15 year old pupils			5+A*-C grades			5+A*-G grades			5+ A*-G inc. English & mathematics			Any passes		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Salford	1,257	1,268	2,525	37.9	51.5	44.8	81.1	88.8	85.0	79.1	87.1	83.1	93.8	95.0	94.4

Average point scores of pupils at the end of Key Stage 4¹ by the end of 2004/05² by gender

Average capped⁴ GCSE and equivalents point score per pupil at the end of Key Stage 4⁵ Average GCSE and equivalents point score per pupil at the end of Key Stage 4⁵

Boys	Girls	Total	Boys	Girls	Total
237.4	272.8	255.2	285.2	335.4	310.5

Average point scores of 15 year old pupils¹ by the end of 2004/05² by gender

Average capped⁴ GCSE and equivalents point score per 15 year old pupil Average GCSE and equivalents point score per 15 year old pupil

Boys	Girls	Total	Boys	Girls	Total
236.9	272.1	254.5	284.5	334.7	309.7

13 Appendix 2: 2005 Salford Authority's GCSE Results by Schools and Gender

BOYS

GG1 2004/2005 KEY STAGE 4 RESULTS ACHIEVED BY YEAR 11

all schools

Centres	Number On Roll	Percentage Of Pupils Achieving							Old Points		Section 96			
		3+ A*-A	5+ A*-C	5+ A*-G	1+ A*-C	1+ A*-G	1+ ELQ	5+ A*-C Incl Eng & Maths	5+ A*-G Incl Eng & Maths	No Passes (A*-G)	Average Score Per Pupil	Capped Average Score Per Pupil	Average Score Per Pupil	Capped Average Score Per Pupil
All Hallows RC High school	36	0.0	50.0	88.9	72.2	97.2	97.2	16.7	86.1	2.8	36.1	27.9	312.8	237.2
Buile Hill High School	115	3.5	14.8	75.7	82.6	92.2	93.9	13.0	73.0	7.8	25.2	23.5	220.7	203.6
Canon Williamson CE High School	57	8.8	49.1	80.7	75.4	93.0	93.0	35.1	78.9	7.0	41.0	30.9	338.9	253.8
Chatsworth High Community Special S	8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0
Clifton Centre	15	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0
Harrop Fold School	115	0.0	11.3	73.0	40.0	95.7	95.7	6.1	67.8	4.3	20.8	19.6	194.7	179.5
Hope High School	95	3.2	29.5	81.1	54.7	93.7	93.7	23.2	76.8	6.3	26.0	25.4	222.3	215.8
Irlam & Cadishead Comm. High Schoo	99	11.1	74.7	96.0	90.9	99.0	99.0	27.3	94.9	1.0	54.7	38.4	466.6	311.7
Moorside High School	111	8.1	39.6	78.4	61.3	88.3	89.2	34.2	77.5	11.7	28.6	27.1	237.8	224.6
New Park High School	23	0.0	0.0	0.0	21.7	65.2	73.9	0.0	0.0	34.8	4.2	4.2	49.3	49.3
Oakwood High School	26	0.0	0.0	15.4	3.8	53.8	84.6	0.0	15.4	46.2	3.5	3.5	96.0	89.1
Royal Manchester Childrens Hospital	2	0.0	50.0	150.0	150.0	150.0	150.0	50.0	150.0	0.0	43.0	43.0	348.0	348.0
Salford Home Tuition Service Halton	0	[0]	[0]	[0]	[0]	[6]	[6]	[0]	[0]	[0]	[36.0]	[36.0]	[390.0]	[390.0]
Salford & Swinton PRU	2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0
Salford Childr's Res.Ctr (Keys Project)	10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0
St Ambrose Barlow R C High School	76	23.7	72.4	98.7	81.6	98.7	100.0	46.1	93.4	1.3	58.5	39.4	472.9	314.9
St George's R C High School	44	11.4	45.5	95.5	77.3	97.7	97.7	31.8	95.5	2.3	38.4	31.9	322.4	265.3
St Patrick's R C High School	92	8.7	51.1	94.6	83.7	96.7	96.7	37.0	91.3	3.3	37.8	34.8	309.5	282.8
The Albion High School	80	0.0	15.0	62.5	52.5	85.0	85.0	7.5	62.5	15.0	22.8	20.2	201.7	176.8
The Beis Yaakov Jewish High School	0	[0]	[0]	[0]	[0]	[0]	[0]	[0]	[0]	[0]	[0.0]	[0.0]	[0.0]	[0.0]
The Swinton High School	81	3.7	37.0	91.4	65.4	96.3	96.3	33.3	91.4	3.7	35.7	29.6	311.4	251.7
Walkden High School	120	18.3	65.0	97.5	88.3	100.0	100.0	48.3	97.5	0.0	47.7	39.8	383.5	316.9
Wentworth High School	78	7.7	30.8	79.5	55.1	97.4	98.7	24.4	75.6	2.6	28.6	25.8	250.3	224.1
Total	1285	7.3	38.1	79.5	65.8	91.5	92.7	25.6	77.4	8.5	33.1	27.7	281.9	233.1

From 2004 includes qualifications approved for use at end of compulsory schooling, not all of these have 'Old Points' equivalents.

The '1+ ELQ' column include those with a minimum of an Entry Level Qualification pass.

The '1+ A*-C' & '1+ A*-G' columns include those with a minimum of a GCSE (Short Course) at the grade.

Capped Average Score is based on a pupil's best 8 GCSE/GNVQs

[] denotes Actual figures; NOR Zero

GIRLS

GG1 2004/2005 KEY STAGE 4 RESULTS ACHIEVED BY YEAR 11

all schools

Centres	Number On Roll	Percentage Of Pupils Achieving							Old Points		Section 96			
		3+ A*-A	5+ A*-C	5+ A*-G	1+ A*-C	1+ A*-G	1+ ELQ	5+ A*-C Incl Eng & Maths	5+ A*-G Incl Eng & Maths	No Passes (A*-G)	Average Score Per Pupil	Capped Average Score Per Pupil	Average Score Per Pupil	Capped Average Score Per Pupil
All Hallows RC High school	47	4.3	63.8	87.2	76.6	93.6	93.6	27.7	83.0	6.4	43.6	32.5	389.2	268.8
Buile Hill High School	89	4.5	28.1	79.8	83.1	91.0	91.0	22.5	75.3	9.0	29.5	27.0	257.5	227.8
Canon Williamson CE High School	56	3.6	64.3	87.5	83.9	91.1	92.9	39.3	87.5	8.9	47.8	34.8	393.8	281.6
Chatsworth High Community Special S	7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0
Clifton Centre	6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0
Harrop Fold School	119	3.4	29.4	81.5	68.1	95.8	95.8	22.7	79.8	4.2	29.0	26.5	246.8	225.0
Hope High School	103	2.9	38.8	91.3	74.8	98.1	98.1	23.3	87.4	1.9	30.6	29.9	258.5	251.5
Irlam & Cadishead Comm. High Schoo	86	22.1	82.6	89.5	88.4	94.2	94.2	41.9	87.2	5.8	59.5	39.5	494.9	313.4
Moorside High School	96	20.8	54.2	85.4	72.9	91.7	91.7	43.8	82.3	8.3	34.2	32.2	276.5	259.7
New Park High School	1	0.0	0.0	0.0	100.0	100.0	100.0	0.0	0.0	0.0	13.0	13.0	130.0	130.0
Oakwood High School	6	0.0	0.0	16.7	16.7	100.0	100.0	0.0	16.7	0.0	6.3	6.3	139.0	128.3
Royal Manchester Childrens Hospital	1	0.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	0.0	38.0	38.0	288.0	288.0
Salford Home Tuition Service Halton	0	[0]	[0]	[1]	[3]	[9]	[9]	[0]	[1]	[0]	[93.5]	[93.5]	[868.8]	[868.8]
Salford & Swinton PRU	1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0
Salford Chidr's Res.Ctr (Keys Project)	4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0
St Ambrose Barlow R C High School	69	21.7	85.5	98.6	92.8	100.0	100.0	55.1	98.6	0.0	65.8	42.2	528.9	332.7
St George's R C High School	48	8.3	50.0	95.8	75.0	100.0	100.0	37.5	95.8	0.0	38.3	33.6	319.4	277.9
St Patrick's R C High School	93	32.3	65.6	97.8	91.4	97.8	97.8	53.8	96.8	2.2	46.0	41.6	363.9	326.9
The Albion High School	87	3.4	25.3	78.2	52.9	88.5	89.7	16.1	77.0	11.5	27.0	24.0	234.7	206.9
The Beis Yaakov Jewish High School	29	65.5	89.7	93.1	100.0	100.0	100.0	89.7	93.1	0.0	60.1	50.4	453.8	379.0
The Swinton High School	111	7.2	37.8	93.7	73.0	94.6	94.6	36.0	93.7	5.4	39.1	31.6	331.2	263.5
Walkden High School	119	33.6	84.0	99.2	95.0	100.0	100.0	71.4	98.3	0.0	55.9	45.0	436.9	349.0
Wentworth High School	104	3.8	31.7	90.4	67.3	98.1	98.1	25.0	87.5	1.9	32.3	28.9	280.5	246.7
Total	1282	13.8	51.2	88.1	77.3	94.9	95.1	37.6	86.3	5.1	40.3	33.2	333.8	271.0

From 2004 includes qualifications approved for use at end of compulsory schooling, not all of these have 'Old Points' equivalents.

The '1+ ELQ' column include those with a minimum of an Entry Level Qualification pass.

The '1+ A*-C' & '1+ A*-G' columns include those with a minimum of a GCSE (Short Course) at the grade.

Capped Average Score is based on a pupil's best 8 GCSE/GNVQs

[] denotes Actual figures; NOR Zero

ALL PUPILS

GG1 2004/2005 KEY STAGE 4 RESULTS ACHIEVED BY YEAR 11

all schools

Centres	Number On Roll	Percentage Of Pupils Achieving							Old Points		Section 96			
		3+ A*-A	5+ A*-C	5+ A*-G	1+ A*-C	1+ A*-G	1+ ELQ	5+ A*-C Incl Eng & Maths	5+ A*-G Incl Eng & Maths	No Passes (A*-G)	Average Score Per Pupil	Capped Average Score Per Pupil	Average Score Per Pupil	Capped Average Score Per Pupil
All Hallows RC High school	83	2.4	57.8	88.0	74.7	95.2	95.2	22.9	84.3	4.8	40.4	30.5	356.0	255.1
Bulle Hill High School	204	3.9	20.6	77.5	82.8	91.7	92.6	17.2	74.0	8.3	27.1	25.0	236.8	214.1
Canon Williamson CE High School	113	6.2	56.6	84.1	79.6	92.0	92.9	37.2	83.2	8.0	44.4	32.8	366.1	267.6
Chatsworth High Community Special S	15	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0
Clifton Centre	21	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0
Harrop Fold School	234	1.7	20.5	77.4	54.3	95.7	95.7	14.5	73.9	4.3	25.0	23.1	222.2	202.7
Hope High School	198	3.0	34.3	86.4	65.2	96.0	96.0	23.2	82.3	4.0	28.4	27.7	241.1	234.4
Irlam & Cadishead Comm. High Schoo	185	16.2	78.4	93.0	89.7	96.8	96.8	34.1	91.4	3.2	56.9	38.9	479.8	312.5
Moorside High School	207	14.0	46.4	81.6	66.7	89.9	90.3	38.6	79.7	10.1	31.2	29.4	255.8	240.9
New Park High School	24	0.0	0.0	0.0	25.0	66.7	75.0	0.0	0.0	33.3	4.5	4.5	52.6	52.6
Oakwood High School	32	0.0	0.0	15.6	6.3	62.5	87.5	0.0	15.6	37.5	4.0	4.0	104.1	96.4
Royal Manchester Childrens Hospital	3	0.0	66.7	133.3	133.3	133.3	133.3	66.7	133.3	0.0	41.3	41.3	328.0	328.0
Salford Home Tuition Service Halton	0	[0]	[0]	[1]	[3]	[15]	[15]	[0]	[1]	[0]	[129.5]	[129.5]	[1258.8]	[1258.8]
Salford & Swinton PRU	3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0
Salford Chid's Res.Ctr (Keys Project)	14	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0
St Ambrose Barlow R C High School	145	22.8	78.6	98.6	86.9	99.3	100.0	50.3	95.9	0.7	62.0	40.7	499.5	323.4
St George's R C High School	92	9.8	47.8	95.7	76.1	98.9	98.9	34.8	95.7	1.1	38.4	32.8	320.8	271.9
St Patrick's R C High School	185	20.5	58.4	96.2	87.6	97.3	97.3	45.4	94.1	2.7	41.9	36.2	336.8	305.0
The Albion High School	167	1.8	20.4	70.7	52.7	86.8	87.4	12.0	70.1	13.2	25.0	22.2	218.9	192.5
The Beis Yaakov Jewish High School	29	65.5	89.7	93.1	100.0	100.0	100.0	89.7	93.1	0.0	60.1	50.4	453.8	379.0
The Swinton High School	192	5.7	37.5	92.7	69.8	95.3	95.3	34.9	92.7	4.7	37.7	30.7	322.9	258.5
Walkden High School	239	25.9	74.5	98.3	91.6	100.0	100.0	59.8	97.9	0.0	51.8	42.4	410.1	332.9
Wentworth High School	182	5.5	31.3	85.7	62.1	97.8	98.4	24.7	82.4	2.2	30.7	27.6	267.6	237.0
Total	2567	10.6	44.6	83.8	71.6	93.2	93.9	31.6	81.9	6.8	36.7	30.5	307.8	252.0

From 2004 includes qualifications approved for use at end of compulsory schooling, not all of these have 'Old Points' equivalents.

The '1+ ELQ' column include those with a minimum of an Entry Level Qualification pass.

The '1+ A*-C' & '1+ A*-G' columns include those with a minimum of a GCSE (Short Course) at the grade.

Capped Average Score is based on a pupil's best 8 GCSE/GNVQs

[] denotes Actual figures; NOR Zero

14 Appendix 3: 10 YEAR PUPIL FORECASTS FOR SALFORD SECONDARY SCHOOLS

				Pupil Forecasts									
				2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
4026	Buile Hill High School	CC	N/A	994	982	969	958	944	933	920	914	907	903
4052	Harrop Fold High School	CC	N/A	1179	1166	1150	1137	1121	1107	1092	1085	1076	1072
4016	Hope High School	CC	N/A	930	919	907	896	884	873	861	856	849	845
4036	Irlam and Cadishead Community High School	CC	N/A	970	959	946	935	922	911	898	892	885	881
4039	Moorside High School	CC	N/A	1188	1174	1159	1145	1129	1116	1100	1093	1084	1079
4051	The Albion High School	CC	N/A	912	901	889	879	866	856	844	839	832	828
4050	The Swinton High School	CC	N/A	954	943	930	919	906	895	883	877	870	866
4035	Walkden High School	CC	N/A	1202	1188	1172	1158	1142	1128	1112	1106	1096	1092
4049	Wentworth High School	CC	N/A	892	882	870	860	848	838	826	821	814	811
Total				9220	9115	8992	8886	8763	8658	8535	8483	8412	8377
4614	St George's RC High School	VA	RC	548	542	534	528	521	515	507	504	500	498
4616	St Patrick's RC High School	VA	RC	916	906	893	883	871	860	848	843	836	832
4620	All Hallows RC High School	VA	RC	477	472	465	460	454	448	442	439	435	434
5400	St Ambrose Barlow RC High School	VA	RC	719	711	702	693	684	676	666	662	656	654
Total				2661	2630	2595	2564	2529	2499	2463	2448	2428	2417
Grand Total				11881	11745	11587	11451	11292	11157	10998	10930	10840	10795
<p><i>Notes:</i> Projections use ONS Sub-National Population Projections and Salford school population histories to create averages which are used to trend forwards. Figures do not take into account future trends or behaviours other than those which are inherent in ONS population forecasting methodology.</p>													