



PRIMARY STRATEGY FOR CHANGE

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INTRODUCTION

This strategy has been prepared in response to the Department for Children, Schools and Families' (DCSF) invitation to Local Authorities to set out the needs of all Primary Schools in their area to ensure that provision is 'fit for purpose' particularly in supporting the provision of teaching and learning in the 21st Century. It reaffirms the vision for the provision of primary education in Herefordshire, in terms of the desire to improve outcomes under 'enjoy and achieve' and also under the wider Every Child Matters agenda. It emphasises the importance of working with partners to ensure the effective use of resources. The document provides specific information sought by the DCSF to enable the release of a capital allocation for 2009/11 in terms of:

- The local perspective
- The baseline analysis of need in Herefordshire
- Long term aims
- Approach to change
- Initial investment priorities

With limited capital resources available until 2011 it is imperative that we set out a strategic vision of how the initial funding but also any subsequent allocations would be used in Herefordshire.

1. LOCAL PERSPECTIVE

In the autumn of 2007 the schools and Local Authority agreed nine key principles to guide education provision in Herefordshire were agreed. They are:

- *The Best for All of Herefordshire's Children and Young People*
We place the child/young person, his/her needs and the development of his/her potential, at the centre of all we do. We base our strategies and decisions on what will benefit the education and welfare in the widest sense of all Herefordshire's children and young people.
In line with the holistic approach under Every Child Matters, we believe that, with consistent nurture, support and encouragement from their schools, peers, family and community, our children/young people can succeed in their learning and grow into mature, healthy, well-rounded individuals who contribute positively to society.
We seek the greater involvement of children and young people, individually and collectively, in the development of their learning and self-esteem by taking account of learner voice, opinions and assessments in a variety of forms. We value their contribution to developing provision and appropriate educational pathways.
- *Equity*
We believe that all children and young people should be equally valued and should have a common entitlement in their school, settings and in the communities. We believe that educational strength, expertise and experience should be shared for the benefit of all and the enterprise and innovative capacity of individual schools must contribute to the collective resources in the County.
- *Partnership*
With other agencies, we positively embrace responsibilities set out in the Children Act 2004 and this is reflected in our Children and Young Peoples' Plan and the work of the Children's Trust. We believe in open and constructive partnership working with and between schools, key agencies and parents/carers to ensure we deliver a first

class education service that meets the individual needs of learners. Indeed in a rural area, partnership working between schools is likely to be the only way in which some specific needs of individual learners can be met.

- *Diversity*
We recognise the benefits of considering diversity of provision in pursuit of equity, inclusion, improvement and innovation, so that provision can be shaped to meet the particular circumstances of various areas of the County.
- *Leadership*
Strong leadership from the Local Authority, Headteachers and school governing bodies is essential to meet the evolving agenda and to manage the changes. We recognise the strength of leaders in Herefordshire and will continue to support and challenge them to ensure a high quality experience for learners and further improve outcomes for children and young people.
- *Additional Needs*
We believe in equal opportunities and in positive, active intervention for children with additional needs and those who are vulnerable.
- *Resources*
We recognise that a high quality of teaching and learning exists in Herefordshire schools. However, we also acknowledge the need to continue to raise standards and the contribution that resources can make to this. It is important for schools to be appropriately resourced in terms of finance, staffing, materials, equipment and accommodation.
- *A Community of Schools*
We are committed to maintaining a community of schools in Herefordshire that primarily serve their local area but may also allow for parental preference, accessing the curriculum and extended services on a strategic countywide basis. We also acknowledge the benefit that working together collaboratively can bring in sharing expertise and good practice.
- *Schools within their Community*
The valuable role and contribution that schools have in their community is acknowledged. Every effort should be made to improve and support that relationship. First and foremost schools should be valued for presenting excellent education for children living in the area they serve. Through the Extended Schools initiative schools should increasingly offer additional experiences to their children, services for their parents and to their community. As publicly funded and maintained buildings schools are one of the most valuable assets in the public domain in Herefordshire. Full use of these assets should be sought in a way which does not undermine their core role.

As well as seeking improved standards of teaching and learning for all children and the provision of wider services, the Council is also committed to maintaining school provision across the county by working with schools, the Diocesan Boards and other partners to ensure their continuing sustainability at a time of falling rolls.

Around half of the Primary Schools in Herefordshire are Church Schools owned by the Roman Catholic Archdiocese of Cardiff and the Anglican Diocese of Hereford and therefore play a significant role in education provision in Hereford.

2. BASE LINE ANALYSIS

a) Current Primary School Provision

Herefordshire is a predominantly rural county, covering some 218,283 hectares. The City of Hereford is the major centre of population and there are five market towns; Ledbury, Leominster, Ross on Wye, Kington and Bromyard. Its usual resident population is 177,800 and the average population density is 0.8 persons per hectare, giving Herefordshire the fourth lowest population density in England.

Sixty-five areas in the County, 56% of the total, fall within the 25% most deprived when assessed in terms of Access to Services (Index of Multiple Deprivation), which measures road distances to a GP, supermarket, Primary School and Post Office. The potential role of village schools to deliver wider services is of particular importance.

Seven areas in Herefordshire are in the 25% most deprived in England when measured against all indicators in the Index of Multiple Deprivation. Six in Hereford City and one in Leominster. Two of these areas also fall within the 20% most deprived – the Ridgemoor areas in Leominster and the Golden Post-Newton Farm area in Hereford City. However, there are significant areas of deprivation in small pockets throughout the County.

There are 81 Primary Schools in the County with a capacity of 14,714 serving 12,226 pupils (January 2008 excluding nursery). 12 of these schools serve the 3 to 11 age range (with 415 pupils registered in Local Authority nursery), 67 schools serve the 5 to 11 age range and there is one Infant (3 to 7) and one Junior School (8 to 11).

As at 1 April 2008, the status of these schools is as follows:

Community	41
Voluntary Controlled	16
Aided	23
Foundation	1
TOTAL	81

In the aided sector, three schools are associated with the Roman Catholic Archdiocese of Cardiff, and a further 19 schools are Church of England Schools within the Anglican Diocese of Hereford. There are two aided schools with independent foundations.

Two primary schools have taken formal steps towards Foundation Status, with one completing the process in March 2008. It is anticipated that the Waldorf Steiner School at Much Birch, which serves the 3 to 16 age range, will enter the maintained sector as an Academy in September 2008. One primary school is federated with an adjoining High School.

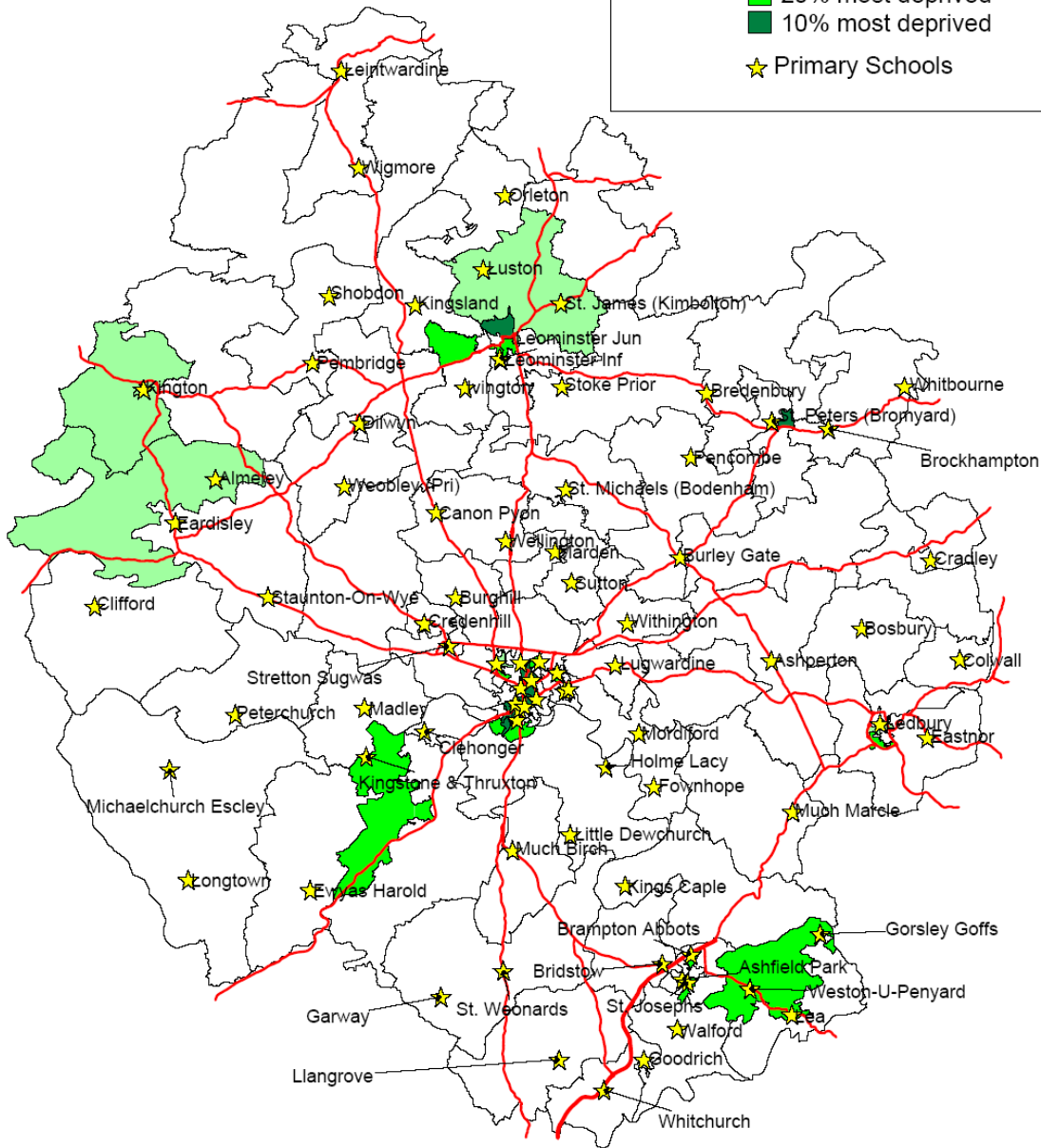
In terms of special schools and pupil referral units (PRUs), provision for primary aged children is made at one 60 place (3 to 11) Special School, at one 40 place (5 to 16) Special School and in a unit based at an Educational and Behavioural Difficulties School. There is no dedicated PRU provision for primary aged children.

The primary schools in the county range in size from 35 to 546 (January 2008), with over 40% having fewer than 100 pupils on roll. This reflects the rural nature of the County. The Department for Children, Schools and Families has defined a total of 61 schools as being

rural which fall under the presumption against closure. This is the highest percentage of all Local Authorities with the exception of Rutland and the Isles of Scilly. A full list of schools defined as rural is given in Appendix 1. Below are maps showing the location of schools and also areas of income deprivation. Due to the rural nature of the county the distance between most schools is significant. Approximately 9% (1,100) of primary school pupils are provided with free transport.

**ID 2007 Hfds Context - Primary Schools
Income deprivation affecting children**

- less deprived
- 25% most deprived
- 20% most deprived
- 10% most deprived
- ★ Primary Schools



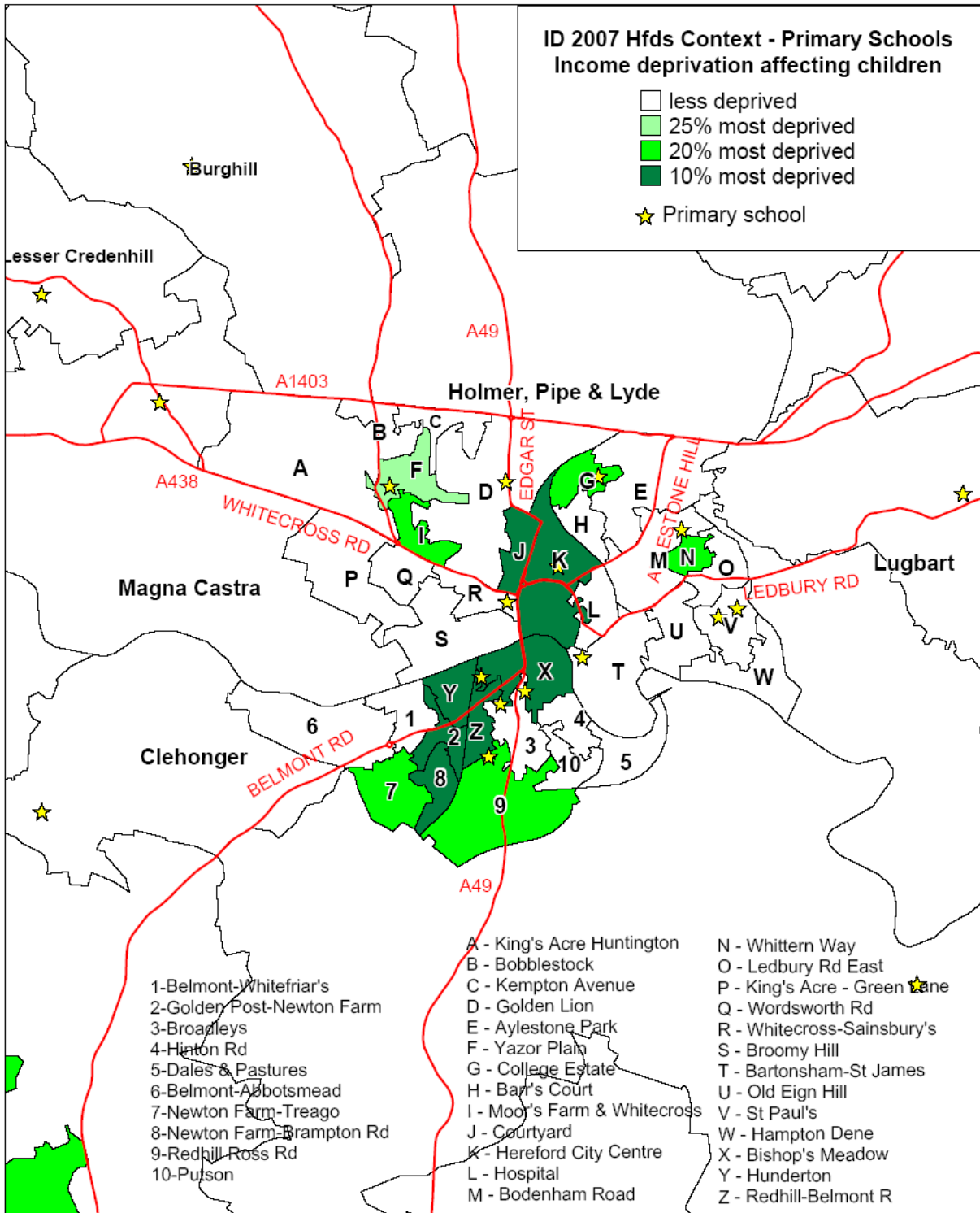
**Location of primary schools
Income deprivation affecting children from ID 2007
(Lower SOA Level)
Source: DCLG Scale 1:325,000**

Herefordshire Council
Research Team
PO Box 4, Plough Lane
Hereford, HR4 0XH
Tel.: (01432) 260000
E-mail: researchteam@herefordshire.gov.uk

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**ID 2007 Hfds Context - Primary Schools
Income deprivation affecting children**

- less deprived
- 25% most deprived
- 20% most deprived
- 10% most deprived
- ★ Primary school



- 1-Belmont-Whitefriar's
- 2-Golden Post-Newton Farm
- 3-Broadleys
- 4-Hinton Rd
- 5-Dales & Pastures
- 6-Belmont-Abbotsmead
- 7-Newton Farm-Treago
- 8-Newton Farm-Brampton Rd
- 9-Redhill-Ross Rd
- 10-Pulson

- A - King's Acre Huntington
- B - Bobblestock
- C - Kempton Avenue
- D - Golden Lion
- E - Aylestone Park
- F - Yazor Plain
- G - College Estate
- H - Barr's Court
- I - Moor's Farm & Whitecross
- J - Courtyard
- K - Hereford City Centre
- L - Hospital
- M - Bodenham Road

- N - Whittern Way
- O - Ledbury Rd East
- P - King's Acre - Green Lane
- Q - Wordsworth Rd
- R - Whitecross-Sainsbury's
- S - Broomy Hill
- T - Bartonsham-St James
- U - Old Eign Hill
- V - St Paul's
- W - Hampton Dene
- X - Bishop's Meadow
- Y - Hunderton
- Z - Redhill-Belmont R



**Location of primary schools
Income deprivation affecting children from ID 2007
(Lower SOA level)
Source: DCLG Scale 1:60,000**

Herefordshire Council
Research Team
P.O. BOX 4
Plough Lane
Hereford
HR4 0XH
Tel.: (01432) 260000

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b) Sparsity

The sparsity of population in the County has been a major consideration in delivering Extended School services. On the one hand, because of the geographic spread of public facilities of the County, the school is a very important community asset. On the other hand, the numbers of potential users are often small, making both full-time and part-time provision unviable in some cases. Some schools have overcome this by working within a collaborative model. Solutions involving mobile provision have been offered under the rural Sure-Start pilot and within the Youth Service. Whilst it has been possible to secure capital funding to support some of these initiatives involving mobile provision, it has been more difficult to secure revenue funding thus affecting their sustainability. However, the greater likelihood of space being available in schools does suggest that there will be opportunities for the delivery of wider services.

c) Service Delivery: Healthy Living

At present only 10 Primary Schools provide hot lunches that are prepared on the premises. The statutory requirement to provide a hot nutritious meal for all pupils has been answered by creating a system whereby kitchens in High Schools can prepare hot meals for transport to smaller Primary Schools. Prior to any capital investment to provide or upgrade kitchens in Primary Schools, the ongoing viability of such facilities does need to be tested.

Twenty-five of the County's Primary Schools have shortfalls in terms of indoor and outdoor sports pitches and games area. This does make it more difficult to increase children's and young people's participation in high quality physical education and sport (N.B. this is a Local Area Agreement target). Many schools rely on innovative solutions using off-site village halls, playing fields etc. A very large capital investment involving the provision of new school accommodation on new sites would be required to bring all schools up to the standard set out in Building Bulletin 99.

d) Special Educational Needs

The needs of the majority of primary aged children with Special Educational Needs are met within mainstream schools. Funding provided under the Access Initiative has been used to meet the particular needs of children in mainstream schools successfully. The majority of Primary Schools are single storey and it has been possible through adaptations for schools to be very inclusive. In terms of providing for those with severe or more complex disabilities at in-county special schools there are significant accommodation requirements emerging to meet the needs of these children. A countywide Special Educational Needs Strategy is concluding that improved and extended accommodation is required for primary aged pupils in Special Schools. The Authority has received an £8,000,000 target capital fund allocation for special education and 14-19 in the three-year allocation 2008/11. The use of this targeted capital will be considered to meet needs arising from the SEN strategy.

e) Capacity

In January 2008, there were 12,226 pupils in years Reception (R) to Year 6, in 81 schools with a total capacity of 14,714 i.e. the overall level of surplus space is 16.9%. By 2012 it is projected that this number of pupils will fall to below 11,500 and the amount of surplus space will rise to over 22%. An independent consultant has confirmed that:

- The principal population forecast to 2026 suggests that there will be a substantial further fall in the **number of school-age** (i.e. both Primary and Secondary) children for a number of years, but that is likely to stabilise over the longer-term.

- For **primary school age**, a fall in pupil numbers has been estimated to occur of between 7 and 8% between 2006 and 2012, with broadly stable numbers at this lower level thereafter.

It is, therefore, proposed for this Primary Strategy covering the next 14 years that it should be assumed that provision for approximately 11,500 pupils should be planned.

Whilst the DCSF remain concerned over the number of individual schools which have more than 25% surplus space and more than 30 places surplus the DCSF have recently stated that in rural areas there would be no target set for reducing surplus spaces and this matter would be left for local discretion. At present 18 schools fall into the category of having more than 25% surplus. Of these 11 are defined as rural schools. The Local Authority is confident over the pupil projection at County level, but it recognises that the operation of parental preference and the fact that changes involving small numbers can have a significant impact on pupil numbers at individual schools. With this caveat it is anticipated that the number of schools falling into this category could increase to 29 by 2012 (20 of those 29 schools being defined as rural).

The Audit Commission has recently issued a 'toolkit' for Local Authority's 'falling school rolls and their link to education capital investment'. This does show that, relatively, there are more surplus places in Herefordshire compared to 10 statistical neighbours, other Authorities in the West Midlands, other unitary Authorities in England and compared to all Authorities in England.

A large amount of surplus space does lead to questions whether resources are being put to best use and this is apparent in the toolkit. It is therefore proposed that capacity should be reduced by removing temporary classrooms where no longer required and by encouraging schools to secure alternative use of the facilities by local communities at a viable cost.

f) Future Housing

At this stage in the development of the Regional Spatial Strategy (RSS), which will dictate the level of housing development in Herefordshire between 2011 and 2026, at least 16,600 additional housing units have been agreed. There is a discussion about the possibility of increasing this. The proposed outcome should be known by January 2009, but it will not be confirmed until the inspection process has been completed in 2009. However, the 16,600 allocation assumes that over 50% will be developed in or around Hereford City, the latter having been defined as a settlement for significant development. As it stands, the average rate of housing development under the RSS will only be 17 more per annum than under the Unitary Development Plan (UDP), which is the planning framework for development in the county until 2011. However the rate of growth is likely to be more in Hereford City and less in villages than previously experienced. If these policies remain unchanged, it is unlikely that new housing in rural areas will bring significant net additional pupils to schools in these areas. With the recent international credit crisis the future of investment in new housing may be further affected.

g) Diversity and Parental Preference

In the admission rounds for entry to Year R in September 2007 and September 2008, 95.26% and 94.98% of parents were offered their first preference. Forty-four schools have vacancies for September 2008. Applicants at ten schools were oversubscribed but only one was unable to provide for children from its catchment area.

Given the level of parental preference met, the current choice of community, Voluntary Controlled and Voluntary Aided (Roman Catholic, Anglican and Independent) schools available and the likely extension to Trust and Academy status, the Local Authority is not minded to advance other changes. The Local Authority would, however, give consideration to change in status and organisation, which maybe promoted by schools themselves, or as a result of parental representations.

h) Standards

In terms of **standards** of teaching and learning and performance of schools, the section 5 inspections of Herefordshire Primary Schools show that generally the majority of schools are seen as good or better. There remain five more schools to be inspected under the new framework.

Category	Number	Percentage
1 (Outstanding)	5	6.6%
2 (Good)	35	46.1%
3 (Satisfactory)	34	44.7%
4 (-ve Category)	2	2.6%

Foundation Stage

In 2007 the percentage of children achieving the expected level (average of 78 point or more across all 13 Foundation Stage Profile scales) is 77% compared to the England average of 71%. The equivalent figure for the children attending the schools in the area of higher deprivation (South Wye) is 63.5%.

Key Stage 1

Over the past 5 years the percentage of pupils achieving level 2+ in reading has remained generally static at an average of 86% which put the Local Authority into the upper third of Local Authorities. Writing has declined over the past 5 years from a high of 84% to 80%, which places the Local Authority broadly inline with the England average. In Maths there has also been a decline in percentage of pupils achieving level 2+ from 92% to 89%.

The key issue is the difference between boys and girls in reading and writing where the 9% of girls 'out perform' the boys 9% in reading and by 13% in writing.

The difference between children between those entitled to Free School Meals and those not entitled is in the order of 20% average over the past three years in reading and writing. In Maths the difference is 18%.

Key Stage 2

At key stage 2 the attainment of pupils has improved in English and Maths achieving level 4+ with Herefordshire schools remaining above the national. The combined English and Maths level 4+ attainment for 2007 show that Herefordshire schools are 1% above England. The percentage of pupils achieving level 5+ in English and Maths is also above the English average by 1% in English and 2% in Maths.

In writing the difference between boys and girls in writing remains an issue with the percentage of girls achieving level 4+ being 13% greater than the boys. In Maths the difference is reversed with 4% more boys achieving level 4+.

The gap in attainment between FSM and non-FSM pupils is 13% for English and 12% for Maths. This compares favourably with England where the difference was 22% for English and 21% for Maths.

Priority has been given in the local Children and Young People's Plan and in the Council's Corporate Plan to improving the educational attainment of children and young people particularly at Key Stage 1 and Key Stage 2.

Capital investment is seen as one element of a broader strategy to make these improvements in standards of teaching and learning. The creation of environments which encourage, stimulate and aid better teaching and learning is seen as critical.

i) Capital Position

Since Herefordshire was formed as a unitary authority in 1998, four new Primary Schools have been built, two are nearing completion and a further one is at the detailed design stage. Others have benefitted from significant refurbishment. However, it does mean that the majority of Primary Schools occupy buildings and sites that were provided from Victorian times onwards and their suitability for both 21st Century teaching and learning and providing wider services is limited. Under the suitability assessments 65% of teaching spaces in Primary Schools were identified as 'inhibiting teaching methods'. This is largely due to the small size of classrooms. The lack of halls, multi-use spaces, kitchens, areas self-contained in heating and security also constrain schools in what they can deliver. Assuming that the Primary Strategy for Change was delivered in full over the 14-year period, with 5% of schools in new accommodation and another 45% in refurbished, it is unlikely that all of these problems will be overcome. All schools are affected to some degree. The Strategy will aim to resolve the most pressing needs.

The Local Authority is currently reviewing its Asset Management Planning processes including the more effective use of suitability and condition surveys to better inform the prioritisation of capital needs across the county. Consultation with schools will begin later this term including through Schools Forum.

3. LONG TERM AIMS

Teaching and learning to improve outcomes

The overriding aim in planning Primary School provision is to secure continued improvement in standards of teaching and learning and to provide a personalised curriculum for every child. In parallel with this every attempt will be made to provide good quality, enriching and broad experience for children beyond that measured through Key Stage testing. In the knowledge that a child's development is very much dependant on family circumstances and community experiences, the extended schools agenda will be pursued so that each school is able to offer wider services to meet the needs of parent and community.

Capital investment has a major part in translating this approach into practice. In terms of maximising improvement in educational outcomes, the schools serving areas of high social deprivation (whether measured at the level of wards or super-output areas) will be given higher priority for capital investment. An analysis has been done in terms of these schools where less than 65% of pupils are achieving Level 4+ at Key Stage 2. There are great dangers in drawing conclusions on this data when the size of the cohort in some of the schools is so small. It will therefore not be used to prioritise capital investment. Improvement in schools falling into this category will be sought through other means.

A more balanced assessment of school standards is provided by the Local Authority's intervention model. Although this often identifies other issues which cause poor performance, in a number of instances the quality of the teaching spaces has a significant negative impact on the popularity of the school and on the quality of teaching and learning. The need for improvements will be identified in the suitability assessments, which are being re-examined in the Summer and Autumn Terms of 2008.

As buildings, schools in Herefordshire will range in size from the 2 and 3 class school to the larger ones with 2 and 3 forms of entry (14 or 21 class schools). The smaller buildings may be run as part of larger schools, or as partnership of schools. In these circumstances, the use of ICT to enable remote learning either as individual pupils or within a group does need to be exploited to its full potential. At present all Primary Schools have a 2mb/s Broadband connection. A remote learning platform is being developed.

At present there would appear to be sufficient capital funding to support ICT needs in the Primary Sector. There is however a concern over the adequacy of revenue funding being able to maintain support and renew the systems which are being established.

Community involvement

In many instances the retention of the school in the community and the development of community use, beyond that which is already happening, will be the critical element of the strategy.

Partnership working

Over the next 14 years, it will be challenging to achieve these aims given that primary pupil numbers are projected to fall in the first 5 years before stabilising. Although funding levels per pupil may increase, the demographic change is likely to result in a reduction in overall resources. The delivery of improved and broader services can only be achieved through more cost effective use of those resources. The widely shared imperative to maintain the current number of schools in this rural area suggests that real improvement can only be achieved through partnership working between Primary Schools, between Primary and High Schools, between Primary Schools and Statutory Agencies and between Primary Schools, the Voluntary Sector and Community Groups.

In principle, Herefordshire is well-placed to pursue these various partnerships. Schools have worked well together and there is evidence to suggest that there is greater commitment to further partnership working. It is hoped that the option of trust status would enhance these arrangements rather than create additional barriers. The Council and Primary Care Trust are working closely together and through these arrangements combined services for children shaped by the local Children and Young People's Plan could be delivered from school sites. Multi-professional teams will be established and these could be based in or use school sites in providing support to children and families. Three of the nine Children's Centres are already based on Primary School sites. In any further development of that programme, the siting of these centres will consider school sites first before alternative sites are assessed.

In terms of Federations and Third Party Use of School Premises, the Local Authority believes that successful solutions cannot be imposed on schools and encourages schools to consider the potential for change with local communities and partner schools.

Given the political commitment that no school will close outside of the Council's long established Small Schools Policy, surplus spaces in rural and urban schools alike will be reduced through the removal of temporary accommodation and the reassessment of schools capacities (especially in terms of what alternative use can be made of space within schools).

A fundamental principle of the school organisation plan was that the school should serve its community. At a time of falling rolls, expansion of schools will only be considered when a school, because of its size, is unable to fulfil that fundamental role. The number of places available in school compared to the number of children and the variety of types of school allows parents a reasonable choice. There is no demand for establishing a new school. The strategy, however, will welcome different forms of organisation such as Federation and All-Age Schools, if parents demonstrate that this is what is wanted and that such change will deliver better outcomes. The Local Authority is open to Schools making choices about Foundation Status.

Best use of limited capital resources against priorities

The strategy assumes that all Primary Schools will be maintained where possible subject to the Small Schools Policy. The DCSF target to provide new buildings for five percent of schools equates to 4 schools in Herefordshire and the national strategy would suggest that 36 others could be substantially refurbished. It is proposed that schools be selected on the basis that:

- a) capital investment would make a major difference to education achievement
- b) it would provide means to reduce surplus space
- c) it would support the more vulnerable pupils
- d) it would address the worst buildings and improve the educational estate, thus reducing ongoing running costs
- e) it would provide opportunities to deliver wider services to meet the ECM agenda and provide more local service provision e.g. through Children's Centres

There will be some instances in which continued investment on the existing school site will be short-sighted, due to inherent problems of that site. In such cases consideration of a new school should be given. The information in Appendix 2 relating to size of schools and other factors will be checked with schools. This data will then inform decisions on capital projects.

Given the modest size of the programme (£8,300,000 total across 2009/10 and 2010/11) the following is proposed:

1. The bulk of the allocation will be used on a limited number of strategic projects. This would mean centrally reserving a sum (say £100,000 per annum) to support a number of small schemes. Each of these would be match funded by schools from devolved capital or some other additional source in order to benefit a wider number of schools. The five criteria listed above would also be used to prioritise match funded schemes.
2. The three-year school capital allocation 2008/11 made to Herefordshire is set out in Appendix 3. Schools will be asked to demonstrate how their devolved capital expenditure of devolved sums will meet the aims of the Primary Strategy.
3. The allocation of the modernisation sum (£4,825,726) and basic need (£1,374,468) will be decided when the revised suitability assessments have been completed in the Autumn of 2008. A large element is likely to support the Schools Maintenance Programme which in 2008/09 has a budget of £1,200,000. Maintenance programmes will be coordinated with the Primary Capital investment to maximise impact.
4. Similarly, the School Access Initiative (£857,713) and Extended Schools sum (£790,925) will be subject to similar coordination. The needs of individual pupils to consider on the former and commitments from previous years will have to be taken into account prior to making new commitments.
5. The Locally Controlled Voluntary Aided Programme (LCVAP) budget (£2,805,699) will be discussed with Governors and the respective Diocesan Directors of Education to establish the priorities to be given to Primary Schools in the 2 year period.
6. The outcome of the review of Special School provision in the County will influence the use of the £8,000,000 targeted capital fund. At this stage the strategy will assume resources for any development of Primary Special School provision will not be a call on the Primary Capital Programme but considered as part of the proposed £8m allocated for special education and 14-19 or through the raising of additional resources.

Schools not benefiting from large capital investment would continue to be supported through the Devolved Capital, Section 106 agreements, the Voluntary Aided programme (where applicable) and generic funding from maintenance programmes and the Access Initiative.

The use of capital receipts, prudential borrowing and funding from any regeneration initiatives will be considered where possible and within council policy. However, it is to be noted that there are no regeneration programmes currently operating in Herefordshire from which resources could be invested in schools. The challenge will be to ensure that the Primary Strategy funding is invested in parallel with other funding streams e.g. maintenance programme to ensure that maximum impact is achieved.

4. APPROACH TO CHANGE

To seek maximum effect and the coordination of all programmes, a Project Board will be established to implement, monitor and review investment over the 14 year life of the strategy. The Board will include representations from various Directorates within the Local Authority, from both Anglican and Roman Catholic Dioceses and from Schools both at Headteacher and Governor level. If in the fullness of time other providers operate in Herefordshire, they will be included.

This board will report through the Director of Children's Services to the Children's Trust Board and also to the Chief Executive and Cabinet Member. The Board will be served by a smaller project team, which will act as the executive arm to the Board.

Given the modest size of the programme (£8,300,000 total across 2009/10 and 2010/11) the proposed Project Board will have an important role in ensuring that the strategy of partnership working to maintain and improve existing provision is supported by all using devolved capital and other resources as the opportunity arises. It is envisaged that this will require an ongoing dialogue with all stakeholders to adjust the broad strategy as change and opportunities present themselves.

5. INVOLVING CHILDREN AND YOUNG PEOPLE

The Children and Young People's Shadow Board will be consulted on this strategy and we hope that Schools will consider engaging their local Councillors, governing bodies and local community. However, when work begins on individual projects Schools Council's and Pupils will be involved in shaping the design brief and the design, using similar processes adopted in the Building Schools for the Future, Pathfinder Initiative and Academy Status national programmes.

6. CONSULTATION

Consultation will be primarily through email and written response though direct discussion will take place with schools through head teacher forums and other existing meeting structures. If you would like to discuss this in more detail please contact Rob Reid on 01432 260920; email: primarystrategy@herefordshire.gov.uk.

7. HAVE YOUR SAY:

If you would like to comment on Herefordshire's Primary Capital for Change then you can do this:

- On-line at www.herefordshire.gov.uk
- By email to primarystrategy@herefordshire.gov.uk
- By sending written comments to:
Primary Strategy for Change
Children and Young People's Directorate
FREEPOST SWC3010
Blackfriars, PO Box 185
Hereford HR4 9ZR

All comments must be received by 20 June 2008

APPENDIX 1 – LIST OF RURAL SCHOOLS

DCSF Number	School	Postcode	VA/VC/Community
2001	Almeley Primary School	HR3 6LH	Community
2005	Ashperton Primary School	HR8 2SE	Community
3006	Bosbury CE Primary School	HR8 1PX	Voluntary Controlled
2011	Bredenbury Primary School	HR7 4TF	Community
3307	Bridstow CE Primary School	HR9 6PZ	Voluntary Controlled
2014	Brockhampton Primary School	WR6 5TD	Community
2029	Burghill Community Primary School	HR4 7RP	Community
3010	Burley Gate CE Primary School	HR1 3QR	Voluntary Controlled
3015	Canon Pyon CE Primary School	HR4 8PF	Voluntary Controlled
3021	Clehonger CE Primary School	HR2 9SN	Voluntary Controlled
2031	Clifford Primary School	HR3 5HA	Community
3315	Cradley CE Primary School	WR13 5LL	Voluntary Aided
3030	Dilwyn CE Primary School	HR4 8HR	Voluntary Controlled
3035	Eardisley CE Primary School	HR3 6NS	Voluntary Controlled
3037	Eastnor Parochial Primary School	HR8 1RA	Voluntary Controlled
2046	Ewyas Harold Primary School	HR2 0EY	Community
2053	Garway Primary School	HR2 8RQ	Community
3046	Goodrich CE Primary School	HR9 6HY	Voluntary Controlled
3047	Gorsley Goffs Primary School	HR9 7SE	Community
2077	Holme Lacy Primary School	HR2 6LW	Community
3049	Ivington CE Primary School	HR6 0JH	Voluntary Aided
3341	Kimbolton St James CE Primary School	HR6 0HQ	Voluntary Aided
2094	King's Capse Primary School	HR1 4TZ	Community
3342	Kingsland CE School	HR6 9QN	Voluntary Aided
2095	Kingstone and Thruxton Primary School	HR2 9HJ	Community
3347	Lea CE Primary School	HR9 7JY	Voluntary Aided
2098	Ledbury Primary School	HR8 2BE	Community
3348	Leintwardine Endowed Primary School	SY7 0LL	Voluntary Aided
3071	Little Dewchurch CE Primary School	HR2 6PN	Voluntary Controlled
3351	Llangrove CE Primary School	HR9 6EZ	Voluntary Aided
2101	Longtown Primary School	HR2 0LE	Community
2102	Lugwardine Primary School	HR1 4DH	Community
2103	Luston Primary School	HR6 0EA	Community
2104	Madley Primary School	HR2 9PH	Community
2115	Marden Primary School	HR1 3EW	Community
2116	Michaelchurch Escley Primary School	HR2 0PT	Community
3078	Mordiford CE Primary School	HR1 4LW	Voluntary Controlled
3079	Much Birch CE Primary School	HR2 8HL	Voluntary Controlled
3363	Much Marcle CE Primary School	HR8 2LY	Voluntary Aided
3083	Orleton CE Primary School	SY8 4HQ	Voluntary Controlled
3366	Pembridge CE Primary School	HR6 9DU	Voluntary Aided
3367	Pencombe CE Primary School	HR7 4SH	Voluntary Aided
2122	Peterchurch Primary School	HR2 0RP	Community
2146	Shobdon Primary School	HR6 9LX	Community
3325	Fownhope, St Mary's CE Primary School	HR1 4PG	Voluntary Aided
3026	Credenhill, St Mary's CE Primary School	HR4 7DW	Voluntary Controlled
3304	St Michael's CE Primary School	HR1 3JU	Voluntary Aided
2024	St Peter's Primary School	HR7 4UY	Community

2152	St Weonard's Primary School	HR2 8NU	Community
3378	Staunton-on-Wye Endowed Primary School	HR4 7NF	Voluntary Aided
2148	Stoke Prior Primary School	HR6 0ND	Community
3102	Stretton Sugwas CE Primary School	HR4 7AE	Voluntary Controlled
2154	Sutton Primary School	HR1 3AZ	Community
2155	Walford Primary School	HR9 5SA	Community
2157	Wellington Primary School	HR4 8AZ	Community
3384	Weston-under-Penyard CE Primary School	HR9 7PA	Voluntary Aided
3109	Whitbourne CE Primary School	WR6 5SP	Voluntary Controlled
3385	Whitchurch CE Primary School	HR9 6DA	Voluntary Aided
2159	Wigmore Primary School	HR6 9UN	Community
2160	Withington Primary School	HR1 3QE	Community

APPENDIX 2- PROVISIONAL SCHOOL DATA – TO BE CHECKED WITH SCHOOLS

School	Capacity	Spring 2008 Census NOR	Actual Surplus	% Surplus	FSM %	Level of Deprivation IDACI	Buildings Conditions Survey April 2008			
							Building & Site Survey DATE	M & E Survey DATE	Total Uplifted Cost	TOTAL COST
Almeley Primary School	63	80	-17	-27.0	3.8%	0.109972	18/11/2005	01/04/2004	31,680.56	28,350.00
Ashfield Park Primary School	476	320	156	32.8	10.9%	0.119995	02/11/2006	20/10/2005 (13/02/2002 ?)	205,609.00	190,946.00
Ashperton Primary School	175	161	14	8.0	2.5%	0.107944	27/09/2007	30/09/2005	82,593.46	78,616.00
Bosbury C E Primary School	140	128	12	8.6	8.6%	0.100728	27/09/2007	28/04/2004	18,842.74	18,340.00
Brampton Abbots CE Primary School	140	118	22	15.7	16.9%	0.214433	05/10/2006	01/09/2007	32,756.00	30,400.00
Bredenbury Primary School	70	62	8	11.4	19.4%	0.11777	08/10/2003	26/04/2004	42,205.20	35,185.00
Bridstow CE Primary School	105	96	9	8.6	2.1%	0.10015	18/10/2007	03/10/2005	13,000.00	13,000.00
Broadlands Primary School	420	282	138	32.9	11.7%	0.190921	30/09/2005	09/01/2007	308,718.70	273,867.00
Brockhampton Primary School	182	153	29	15.9	5.9%	0.102285	11/10/2007	13/12/2006	51,629.47	50,606.00
Burghill Community Primary School	105	89	16	15.2	0.0%	0.082449	03/11/2006	03/10/2005	16,801.82	15,529.00
Burley Gate C E Primary School	140	94	46	32.9	9.6%	0.099231	07/10/2003	28/09/2005	85,044.01	69,618.00
Canon Pyon C E Primary School	91	83	8	8.8	2.4%	0.104713	11/10/2005	14/12/2006	18,304.85	16,549.00
Clehonger C E Primary School	196	160	36	18.4	2.5%	0.135691	19/10/2006	01/09/2007	21,711.63	20,150.00
Clifford Primary School	70	67	3	4.3	4.5%	0.059617	20/09/2005	30/03/2004	77,608.97	65,143.00
Colwall C E Primary School	196	180	16	8.2	3.9%	0.086234	14/11/2007	18/12/2006	62,170.46	59,835.00
Cradley C E Primary School	140	107	33	23.6	1.9%	0.079931	N/A	N/A	0.00	0.00
Dilwyn C E Primary School	56	36	20	35.7	5.6%	0.164074	23/11/2006	01/09/2007	9,977.65	9,260.00
Eardisley C E Primary School	105	72	33	31.4	5.6%	0.10551	02/12/2005	30/03/2004	77,093.81	64,625.00
Eastnor Parochial Primary School	84	83	1	1.2	2.4%	0.095598	16/10/2007	14/12/2006	8,660.76	8,642.00
Ewyas Harold Primary School	140	113	27	19.3	5.3%	0.089886	23/11/2006	23/03/2004	51,668.88	44,240.00
Garway Primary School	105	77	28	26.7	3.9%	0.093817	16/11/2006	03/10/2005	8,398.22	7,762.00
Goodrich C E Primary School	119	117	2	1.7	0.9%	0.074459	14/09/2007	14/02/2003	29,828.00	29,828.00
Gorsley Goffs Endowed Primary School	175	152	23	13.1	2.6%	0.084442	10/10/2006	01/08/2007	34,334.75	32,250.00

Hampton Dene Primary School	210	232	-22	-10.5	3.4%	0.089063	14/11/2005	08/01/2007	31,189.35	28,560.00
Holme Lacy Primary School	70	58	12	17.1	8.6%	0.167988	23/09/2005	18/12/2006	22,128.10	19,622.00
Holmer C E Primary School	420	272	148	35.2	5.5%	0.132901	10/11/2005	18/12/2006	81,306.84	73,897.00
Ivington C E Primary School	105	86	19	18.1	12.8%	0.184002	09/06/2004	03/10/2005	26,207.26	22,540.00
Kings Caple Primary School	70	43	27	38.6	2.3%	0.078568	17/10/2006	28/09/2005	16,340.97	15,069.00
Kingsland C E Primary School	119	131	-12	-10.1	4.6%	0.128991	07/10/2005	26/04/2004	25,613.93	22,710.00
Kingstone & Thrupton Primary School	210	176	34	16.2	11.4%	0.143245	30/11/2006	23/03/2004	96,877.75	86,900.00
Kington Primary School	210	191	19	9.0	10.5%	0.160721	16/11/2005	01/09/2007	114,581.84	107,869.00
Lea C E Primary School**	105	83	22	21.0	21.7%	0.103315	N/A	N/A	0.00	0.00
Ledbury Primary School	420	445	-25	-6.0	8.8%	0.161917	08/12/2006	01/09/2007	72,106.44	69,175.00
Leintwardine Endowed Primary School	105	101	4	3.8	5.9%	0.103083	04/10/2005	31/03/2004	49,084.08	40,670.00
Leominster Infants' School	330	212	118	35.8	26.4%	0.251468	08/11/2005	27/04/2004	66,861.07	58,390.00
Leominster Junior School	440	338	102	23.2	18.0%	0.23934	19/09/2007	13/12/2006	141,774.60	134,244.00
Little Dewchurch CE Primary School	63	56	7	11.1	0.0%	0.1587	17/10/2006	01/09/2007	10,613.38	9,850.00
Llangrove C E Primary School	105	58	47	44.8	0.0%	0.094101	12/01/2007	01/08/2007	24,737.90	23,650.00
Longtown Primary School	56	41	15	26.8	0.0%	0.086712	11/10/2006	24/03/2004	15,410.19	13,477.00
Lord Scudamore Primary School	616	544	72	11.7	2.4%	0.166677	27/02/2007	26/09/2005	223,849.94	208,089.00
Lugwardine Primary School	210	153	57	27.1	1.3%	0.079307	01/12/2006	27/09/2005	15,553.71	14,435.00
Luston Primary School	140	109	31	22.1	9.2%	0.207992	20/10/2005	18/12/2006	81,694.77	75,420.00
Madley Primary School	168	172	-4	-2.4	4.7%	0.120401	09/11/2006	24/03/2004	46,821.25	42,425.00
Marden Primary School	119	92	27	22.7	6.5%	0.1109	30/07/2003	28/04/2004	9,194.25	7,282.00
Marlbrook Primary School	350	384	-34	-9.7	21.4%	0.300278	19/12/2006	28/09/2005	24,459.25	22,700.00
Michaelchurch Escley Primary School	56	62	-6	-10.7	1.6%	0.093369	07/12/2006	24/03/2004	24,401.01	21,695.00
Mordiford C E Primary School	105	113	-8	-7.6	2.7%	0.115579	29/11/2006	01/09/2007	754.25	700.00
Much Birch C E Primary School	196	183	13	6.6	1.6%	0.119474	01/03/2007	01/08/2007	38,595.50	37,250.00
Much Marcle C E Primary School	119	90	29	24.4	4.4%	0.094838	18/10/2005	15/11/2006	36,333.55	33,382.00
Orleton C E Primary School	210	178	32	15.2	2.2%	0.070295	23/09/2003	01/09/2007	127,370.38	101,913.00
Our Lady's R C Primary School	210	203	7	3.3	7.9%	0.217239	03/10/2003	14/12/2006	27,454.03	21,415.00
Pembridge C E Primary School	91	99	-8	-8.8	4.0%	0.104358	11/10/2005	18/12/2006	14,036.78	12,706.00
Pencombe C E Primary School	56	53	3	5.4	1.9%	0.096811	10/09/2003	18/12/2006	13,792.56	10,945.00
Peterchurch Primary School	105	63	42	40.0	11.1%	0.120198	31/10/2006	25/03/2004	180,386.38	153,700.00
Shobdon Primary School	70	59	11	15.7	16.9%	0.110176	09/11/2006	03/10/2005	25,558.30	23,720.00
St Francis Xavier's R.C. Primary School	210	210	0	0.0	4.8%	0.173788	12/05/2004	01/09/2007	119,637.23	102,980.00
St James' C E Primary School	210	201	9	4.3	7.0%	0.142124	31/10/2006	20/04/2004	98,548.03	88,158.00
St James' C E Primary School, Kimbolton	105	91	14	13.3	0.0%	0.155642	08/10/2003	05/05/2004	29,557.32	24,485.00

St Joseph's R C Primary School	140	109	31	22.1	3.7%	0.111788	22/01/2007	01/08/2007	120,028.50	114,750.00
St Martin's Primary School	490	351	139	28.4	14.5%	0.233085	15/09/2005	18/12/2006	60,962.63	53,892.00
St Mary's C E Primary School, Credenhill	210	157	53	25.2	12.7%	0.075691	20/09/2005	22/06/2000	107,135.50	79,350.00
St Mary's C E Primary School, Fownhope	105	92	13	12.4	2.2%	0.172393	31/07/2003	28/09/2005	55,565.21	44,099.00
St Michael's C E Primary School, Bodenham	119	106	13	10.9	8.5%	0.099885	13/10/2005	13/12/2006	17,122.43	15,480.00
St Paul's C E Primary School	420	432	-12	-2.9	2.8%	0.098565	20/05/2004	01/09/2007	250,064.25	215,135.00
St Peter's Primary School, Bromyard	210	189	21	10.0	4.2%	0.181945	29/09/2005	18/12/2006	31,956.40	28,250.00
St Thomas Cantilupe C E Primary School	210	217	-7	-3.3	10.6%	0.217711	09/10/2003	09/01/2007	85,489.10	76,450.00
St Weonards Primary School	105	52	53	50.5	5.8%	0.092433	22/09/2005	22/03/2004	132,774.83	108,576.00
Staunton-on-Wye Endowed Primary School	70	59	11	15.7	5.1%	0.084354	05/12/2005	27/09/2005	251,081.30	225,000.00
Stoke Prior Primary School	77	75	2	2.6	0.0%	0.140559	01/09/2003	01/08/2007	15,172.45	12,041.00
Stretton Sugwas C E Primary School	105	99	6	5.7	0.0%	0.105039	01/10/2003	13/12/2006	22,895.67	17,956.00
Sutton Primary School	84	51	33	39.3	2.0%	0.112737	28/11/2001	11/02/2003	45,583.11	33,122.00
Trinity Primary School	588	545	43	7.3	8.1%	0.120498	05/12/2005	10/01/2007	155,958.12	142,729.00
Walford Primary School	196	184	12	6.1	1.6%	0.08542	10/10/2006	01/09/2007	37,308.44	34,625.00
Wellington Primary School	196	121	75	38.3	9.9%	0.090113	28/09/2005	09/01/2007	56,600.91	51,322.00
Weobley Primary School	210	154	56	26.7	12.3%	0.170919	26/09/2007	13/08/2002	27,050.00	27,050.00
Weston-under-Penyard C E Primary School	91	82	9	9.9	6.1%	0.107482	12/10/2006	01/08/2007	56,030.00	52,000.00
Whitbourne C E Primary School	70	67	3	4.3	0.0%	0.089153	08/08/2003	03/10/2005	25,920.76	21,105.00
Whitchurch C E Primary School	119	101	18	15.1	4.0%	0.072856	14/05/2004	22/03/2004	91,018.81	75,455.00
Wigmore Primary School	210	139	71	33.8	8.6%	0.106783	12/09/2007	31/03/2004	23,620.00	23,620.00
Withington Primary School	105	72	33	31.4	1.4%	0.150926	04/10/2005	14/12/2006	23,359.28	20,650.00
Riverside Primary	630	347	283	44.9	16.1%	0.314431			0.00	0.00

Total	4,914,168.78	4,365,421.00
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Notes:

1. Percentage of pupils taking Free School Meals, and the IDACI (Income Deprivation Affecting Children Index) has been used as a measure of deprivation in the area served by the school
2. The condition of Building, Site and Mechanical and Electrical Services have been assessed within a 5 year rolling programme of surveys

The date of each survey is given, the costs of remedial work being calculated to the 2nd Quarter 2008 according to BCIS (Building Costs Information Services) data.

Information is also being collected on the size of school buildings and playfields compared to DCSF standards, and the overall size of the school site to judge whether schools can be brought up to standard on that site. This information will be checked with schools before including in the strategy document

APPENDIX 3 – SCHOOLS CAPITAL ALLOCATIONS

Schools Capital Allocations

Local Authority (884) Herefordshire
Region West Midlands

Produced on 07/11/2007

	2008-09 (£)			2009-10 (£)			2010-11 (£)			2008-11 (£)
	Grant	Supported Borrowing	Total	Grant	Supported Borrowing	Total	Grant	Supported Borrowing	Total	3 Year Total
Devolved Formula Non-VA Schools	2,795,429		2,795,429	2,745,429		2,745,429	2,745,429		2,745,429	8,286,286
Devolved Formula VA Schools	843,599		843,599	843,599		843,599	843,599		843,599	2,530,796
DFC Academies			0			0			0	0
* City Technology Colleges			0			0			0	0
* Non-Maintained Special Schools			0			0			0	0
DFC Total	3,639,027	0	3,639,027	3,589,027	0	3,589,027	3,589,027	0	3,589,027	10,817,082
- Primary Capital Programme			0			3,000,000			5,378,000	8,378,000
Modemisation Allocation	340,603	1,608,575	1,949,179	340,603	1,608,575	1,949,179	1,797,544	151,635	1,949,179	5,847,536
Modemisation Advance (paid 07-08)	340,603		340,603	340,603		340,603	340,603		340,603	1,021,810
Modemisation Net	0	1,608,575	1,608,575	0	1,608,575	1,608,575	1,456,941	151,635	1,608,576	4,825,726
Basic Need		458,156	458,156		458,156	458,156		458,156	458,156	1,374,468
Schools Access Initiative		285,904	285,904		285,904	285,904		285,904	285,904	857,713
Extended Schools	303,368		303,368	321,426		321,426	166,130		166,130	790,925
ICT										
Harnessing Technology Grant	1,317,758		1,317,758	1,224,968		1,224,968	1,091,001		1,091,001	3,633,727
Other ICT		0	0		0	0			0	0
LCVAP Allocation	1,032,422		1,032,422	1,032,422		1,032,422	1,032,422		1,032,422	3,097,267
LCVAP advance (paid 07-08)	97,189		97,189	97,189		97,189	97,189		97,189	291,568
LCVAP Net	935,233	0	935,233	935,233	0	935,233	935,233	0	935,233	2,805,699
TCF			0	2,000,000		2,000,000	6,000,000		6,000,000	8,000,000
14-19 diplomas, SEN and disabilities			0	2,000,000		2,000,000	6,000,000		6,000,000	8,000,000
# Kitchens										
# Standards and Diversity										
TOTAL	6,195,387	2,352,636	8,548,023	8,070,655	2,352,636	13,423,290	13,238,333	895,695	19,512,028	41,483,341

Notes DFC Totals for 2009-10 and 2010-11 are provisional. TCF projects, including One School Pathfinders, already announced are not shown here.
 * These figures are based on January 2007 School Census. Grants will be paid directly to the institution.
 # TCF, Kitchens and Standards and Diversity will be announced in due course.
 - PCP allocations are indicative until the LA's primary strategy for change has been agreed with the Department. Allocations are capex values. LAs with a LEP will be expected to deliver part of their primary programme through the PFI.

Devolved Formula Capital Allocation Formula							
Un-modernised school				Modernised school			
Per School	Per Secondary Pupil	Per Primary Pupil	Per Special School or PRU Pupil	Per School	Per Secondary Pupil	Per Primary Pupil	Per Special School or PRU Pupil
18,500	94.50	63.00	189.00	9,250	47.25	31.50	94.50

LA_ID: 884 LA_name: Herefordshire

Region: West Midlands