

Alumwell Estate, Walsall

West Midlands

Education Campus

(Addendum Report)

What next...?

Money Saved. Quality Assured.



Alumwell Estate, Walsall
West Midlands

Education Campus
(Addendum Report)

Report Commissioned by
The Church at Junction 10

Funded by
The Birmingham & Black Country Community Foundation

Delivered by
Wider Impact Consultancy
www.widerimpact.com

Wider Impact Consultancy, May 2012

birmingham &
black country
community foundation



Supported by
HSBC
Lottery

fair
share
Lottery money where it's needed most

widerimpact

Contents

Sections	Description	Page
1.0	Executive Summary	1
1.1	Introduction	1
1.2	Aims and Objectives	1
1.3	Our Approach	1
1.4	Our Findings	2
1.5	Building Schools for the Future	2
1.6	Deprivation / Challenges	2
1.7	National / Regional and Local Strategies	2
1.8	Places of Education	3
1.9	Partnership Working	3
1.10	The Way Forward	3
1.11	Recommendations	3
2.0	Acknowledgements	5
3.0	Terms of Reference	6
3.1	Introduction	6
3.2	Education Campus	6
3.3	Final Reports	6
4.0	Methodology	7
4.1	Introduction	7
4.2	Desk Research	7
4.3	Field Research	8
4.4	Final Reports	9

5.0	History	10
5.1	Introduction	10
5.2	Multi-Agency Response	10
5.3	Outcomes of the Building Schools for the Future Programme	11
5.4	Summary of Outcomes as a Result of Changes in Government Education Strategies	11
5.5	Walsall Council's Draft 'New Relationships for Education in Walsall'	12
5.6	Education Transition Programme	13
5.7	E-ACT Academy (West Walsall E-ACT Academy)	13
5.8	Alumwell Innovation Centre	15
6.0	National, Regional and Local Strategies	17
6.1	Introduction	17
6.2	National Strategies	17
6.3	Regional Strategies	18
6.4	Local Strategies	19
6.5	Walsall's Area Partnership, Area Community Plan	19
6.6	Children & Young Peoples' Plan 2011 - 2014	20
7.0	Alumwell Needs Analysis / Desk Research	21
7.1	Introduction	21
7.2	Population	21
7.3	Deprivation Issues	21
7.4	Education	22
7.5	Employment / Economic Activity	24
7.6	Employment ((JCA) Claimants)	25

8.0	Places of Education	26
8.1	Introduction	26
8.2	Local Schools	26
8.3	Alumwell Business & Enterprise College	26
8.4	Alumwell Junior School	27
8.5	Alumwell Infants School	27
8.6	Community Based Organisations	28
8.7	The Church at Junction 10	28
8.8	Minhaj-UI-Quran Mosque / Gateway Enterprise Centre	29
8.9	Off Site Linkage / Walsall Myplace	29
8.10	Shelly Social Enterprise Business Park CIC	32
9.0	Field Research / Multi-Agency Consultation	34
9.1	Introduction	34
9.2	Education Responses to Partnership Working	34
9.3	University of Wolverhampton (Performance Hub)	34
9.4	Walsall College	35
9.5	Partnership Working with the Business Community	35
10.0	Summary of Research Findings	37
10.1	Introduction	37
10.2	Building Schools for the Future (BSF)	37
10.3	Deprivation / Challenges	37
10.4	National, Regional and Local Strategies	38
10.5	Places of Education	38
10.6	Partnership Working	38
10.7	The Way Forward	39

11.0	Recommendations	40
11.1	Introduction	40
12.0	Conclusions	42
12.1	Introduction	42
12.2	The way Forward	42
Appendices		
Appendix A	Draft 2009 Walsall Council Building Schools for the Future: Strategy for Change	43
Appendix B	2009 Stakeholder Group Position Paper	62

1.0 Executive Summary

1.1 Introduction

The key objective of this commission has been to support key aims of the Fair Share Trust Programme on the Walsall based Alumwell estate:

1. To build capacity: additional / more focused activities and programmes may be developed which support Alumwell. In joining together the broader educational / learning network and provision, added value may be given.
2. To build social capital: skills development, raising aspirations, involvement of the community in interviews / focus groups etc. will promote communication and learning skills
3. To improve sustainability: the groups and networks that currently exist within the Alumwell will benefit from working together and sharing ideas, which give a firmer base for continuing to work together when the Fair Share Trust does cease.

1.2 Aims and Objectives

Our work on the commission has been delivered in two distinct parts:

Community Needs Assessment

Education Campus - to ascertain how the concept of an Education Campus could move forward, and explore what the vision for an Alumwell / Junction 10 Educational Campus would be.

It is the objective of this report, which should be read as an addendum to the Community Needs Assessment report, to ascertain how the concept of an Education Campus could move forward, and explore what the vision for an Alumwell / Church at Junction 10 Educational Campus would be.

1.3 Our Approach

We have used a number of research approaches including detailed desk research and field research to gain an in-depth understanding of key educational issues, challenges and opportunities regarding the Alumwell estate.

1.4 Our Findings

Based on the terms of reference for this part of the commission, our findings are presented on a number of key headings:

1.5 Building Schools for the Future (BSF)

Whilst the BSF programme did not go ahead, we feel that the initial resultant local strategies linked to the concept of a 'Learning Village', outlined in the documents delivered by the local authority and Stakeholder Group were sound.

1.6 Deprivation / Challenges

The Alumwell estate remains a deprived area in terms of education and employment. Whilst all schools have been graded good and satisfactory by Ofsted, they clearly face a number of challenges that include:

- pupils enter Reception with levels of skills and knowledge that are below those expected for their age
- a considerable number of pupils at the local schools are from minority ethnic groups
- a considerable number of pupils have a range of physical, behavioural, social and emotional needs

1.7 National, Regional and Local Strategies

It is apparent that national, regional and local strategies present exciting opportunities for young people living on the Alumwell estate, in particular:

- the introduction of the E-Act Academy – a new start, and access to high quality education
- Apprenticeship programmes – opportunities to take advantage of training and employment opportunities in 'real jobs'
- Enterprise Zone status – potential access to a wide variety of employment opportunities
- social enterprises – with opportunities to be supported in setting up new business / employment opportunities

1.8 Places of Education

We are impressed with the quality of education being delivered by local schools:

- standards of leadership within the schools is high
- there are opportunities to raise attainments

We see the introduction of the E-ACT Academy, Innovation Centre and off-site support from locations such as Walsall Myplace, as positive developments. We also note the support available from the Church at Junction 10 and the Minhaj-UI-Quran Mosque / Gateway Enterprise Centre.

1.9 Partnership Working

Whilst we have noted an apparent current lack of multi-agency partnership working on the Alumwell estate, we have noted a clear desire from schools, Walsall College, Wolverhampton University, community and voluntary sector organisations, the business sector, and most significantly the local authority to develop multi-agency partnerships, linked to the concept of 'learning communities'.

1.10 The Way Forward

Based on our findings, we feel there is an urgent need to re-form the Stakeholder Group. Justification includes a clear need to drive the concept of a 'Learning Community' on the Alumwell estate.

1.11 Recommendations

On the basis of the findings of this report and our experience of advising multi-agency partnerships support deprived communities similar to the Alumwell estate, the following key recommendations are tendered:

1. This report should be shared with all agencies and organisations with responsibilities for supporting the education of young people and other community members living in the Alumwell community.
2. The Stakeholder Group should be urgently re-formed, and consist of senior representatives from:

- The local authority:
 - Education
 - Youth Services
 - Regeneration
 - Local schools / E-Act Academy
 - Walsall College
 - The Church at Junction 10
 - Vine Trust
 - Minhaj-UI-Quran Mosque
 - Gateway Enterprise Centre
 - Local councillor(s)
 - The local community / parents / carers
 - Chamber of Commerce
 - Local business(es)
 - Other organisations identified as having a role to play in the delivery of [Recommendation 3](#).
3. Linked to the local authority's 'Framing the Future' strategy, the concept of a 'Learning Community', should be adopted and supported by the Stakeholder Group, which should develop and deliver multi-agency strategies, aimed at extended, integrated services that increase the participation of business, the community and especially of parents in the education of young people and other community members.
 4. Strategies agreed by the Stakeholder Group should influence the content of the local authority's 'Framing the Future' strategy to be presented to Cabinet during October 2012.
 5. The effectiveness of the Stakeholder Group should be regularly monitored and independently evaluated at 1 year and 3 year intervals.

2.0 Acknowledgements

We are grateful to the many individuals who include members of public, voluntary and private sector organisations who have kindly given up their time to share their views and experiences and have contributed to this report.

Most significantly, at the request of the commissioner, we have consulted a significant number of members of the Alumwell community, which has included young and older representatives of what is a diverse community, facing significant challenges identified in this report. We are extremely grateful for their honesty and directness in responding to our questions.

On behalf of the commissioner we also acknowledge the role of the Fair Share Trust Programme in funding this commission, and its ongoing commitment to supporting the needs and aspirations of those local community members.

3.0 Terms of Reference

3.1 Introduction

The overarching objective of the commission has been to support the key aims of the Fair Share Trust Programme on the Alumwell estate.

Our work on the commission has been delivered in two distinct and integrated parts:

Community Needs Assessment

Alumwell Education Campus

3.2 Education Campus

As part of a response to Walsall Council's Transforming Learning Plan (TLP) for Alumwell, a stakeholder group was formed in 2009 to support of a coherent vision for an 'Alumwell / J10 Educational Campus'. This originally linked into the Building Schools for the Future Programme. The over arching aim of an Education Campus was to provide extended, integrated services that increased the participation of the community and especially of parents in the life of local schools.

Building on the work of this group, we have been commissioned to ascertain how the concept of an Education Campus could move forward, and explore what the vision for an Alumwell / J10 Educational Campus would be.

3.3 Final Reports

Appreciating that there is likely to be separate audiences for each part of this commission, it has been agreed with the commissioner that our findings and recommendations on each part of this commission will be presented separately, with opportunity taken to make due observations and recommendations on how each can serve to support the wider needs of the Alumwell community.

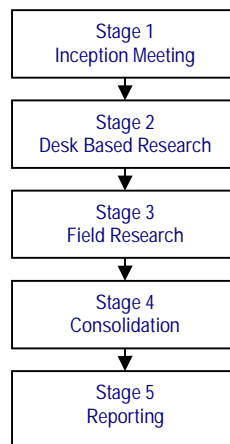
In an effort to avoid duplication, the Community Needs Assessment report, which focuses on community needs, contains the bulk of data and information relating to our findings regarding the Alumwell estate. This addendum report, which focuses on the concept of an Education Campus, contains replicated and additional data and information, which is specific to the subject matter.

4.0 Methodology

4.1 Introduction

As highlighted at [Figure 1](#), we have taken a systematic approach to this commission.

Figure 1



4.2 Desk Research

Noting that available data and information relative to the Alumwell estate is generally linked to the Pleck Ward and surrounding areas, we have taken the opportunity, as far as feasible, to focus our research on streets and areas solely within the Alumwell estate.

A wide variety of sources of data and information has been accessed / researched, which includes:

- Draft 2009 Walsall Council report: Building Schools for the Future: Strategy for Change ([Appendix A](#))
- Alumwell Stakeholder Group 2009 Position Paper ([Appendix B](#))
- Children & Young Peoples' Plan 2011 – 2014, Walsall Children and Young Peoples' Partnership
- Walsall's Area Partnership, Area Community Plan
- Walsall Myplace Business Plan
- 2010 Indices of Deprivation / Communities and Local Government

- Office for National Statistics
- Ofsted reports
- Shelly Social Enterprise Business Park Community Interest Company report, February 2010, Walsall Endeavours Community Interest Company

4.3 Field Research

At the request of the commissioner we have taken the opportunity to focus our efforts, as far as feasible, on communicating directly with representatives of the Alumwell community, partner-agency members and the Head teachers of local schools. Field research has therefore been detailed and varied, and has included:

- questionnaires:
 - Partner-agency members
 - Members of the Church at Junction 10
- access to a recent Walsall Youth Service Young Persons' Survey
- 7 focus groups / workshops held at the Church at Junction 10 and the Minhaj-UI-Quran Mosque with:
 - Members of the Church at Junction 10 congregation
 - Young people attending the Church at Junction 10 Youth Club
 - Church at Junction 10 staff members
 - A 'Meet the Architect' workshop held at the Minhaj-UI-Quran Mosque / Gateway Enterprise Centre
 - Members of the Minhaj-UI-Quran Mosque:
 - Male Committee members
 - Female members
 - Young people
- meetings / site visits with representatives of the following Alumwell based community venues:
 - The Church at Junction 10
 - The Minhaj-UI-Quran Mosque
 - St Johns Church
 - Alumwell Innovation Centre
- video interviews carried out at the Church at Junction 10

- One to one meetings, telephone conversations and on-line discussions, seeking the views and opinions of a wide variety of local people / community members, and partner-agency representatives, including:
 - Fair Share Trust
 - Alumwell local schools / nursery / colleges
 - Local authority regeneration team
 - Local authority education team
 - Local authority youth services
 - The Church at Junction 10
 - Minhaj-UI-Quran Mosque
 - Vine Trust
 - Walsall Myplace
 - Walsall College
 - University of Wolverhampton (Performance Hub)
 - Chamber of Commerce
 - E-ACT
 - Go Alumwell Go
 - Local business people
 - Chamber of Commerce

4.4 Final Reports

As highlighted at [Section 3.3](#), we have presented our findings within two reports: Needs Analysis, which includes details of desk and field research, a summary of key findings and recommendations. Education Campus, as an addendum to the main report, which includes a number of findings and recommendations.

5.0 History

5.1 Introduction

Building Schools for the Future (BSF) was the previous Government's investment programme in secondary school buildings in England. The draft 2009 Walsall Council Building Schools for the Future: Strategy for Change document ([Appendix A](#)) presented the local authority's response to the BSF programme. We note two key points:

- the development of local 'Learning Villages' within a borough wide networked learning community, which will enhance provision by increased access to work based engagement programmes, apprenticeships, vocational and applied options
- BSF to extend the facilities available to young people, their families, and the community within and beyond the school day. Plans to extend community access to recreation, learning, support and guidance and ensure that school buildings enable effective multi-agency working through improved design and access. Building on Walsall's ambition, BSF will extend improvements to the availability of targeted support by driving forward the integration of front-line, multi-agency services

5.2 Multi-Agency Response

Chaired by the CEO, the Vine Trust, a Stakeholders Group meeting was held on the Alumwell estate on the 14 July 2009. Also attended by senior representatives of Walsall Council, the Alumwell Business College, Alumwell Primary School, Alumwell Infants School, the key aims of the meeting were to receive an update on the BSF process and HealthTec building on the Alumwell estate.

The group delivered a draft Position Paper, which is presented at [Appendix B](#). As will be noted, key agenda items are;

- the refurbishment of the Alumwell Business and Enterprise College via the BSF programme
- the establishment of complimentary, co-located community facilities, across the J10 / Alumwell footprint
- the creation of an 'Arts Resource centre involving the Church at Junction 10, Junior / Infants School and Wolverhampton University

- the establishment of a Health Training resource that is designed to link into the national school curriculum for Health & Social Care
- the need for synergy and coherence between the 'Tempus 10' Development and the Education Campus

5.3 Outcome of the Building Schools for the Future Programme

On 5 July 2010 the Secretary of State for Education, Michael Gove, announced that following a review, the BSF programme was to be scrapped. BSF projects which had not achieved the status of 'financial close' would not proceed, meaning that 715 school revamps already signed up to the scheme would not go ahead. He also announced that a further 123 academy schemes were to be reviewed on a case-by-case basis.

5.4 Summary of Outcomes as a Result of Changes in Government Education Strategies

We have noted a number of significant outcomes that will clearly impact on the Position Paper ([Appendix B](#)) delivered by the Stakeholder Group that include:

- the local authority carrying out a review of its delivery of education services (see [Section 5.5](#))
- the local authority ending its contract with Serco (see [Section 5.5](#))
- Alumwell Business & Enterprise College becoming an E-ACT Academy (see [Section 5.7](#))
- a change of direction for the Alumwell based planned HealthTec building. Linked to decisions not to follow a diploma route, the building will no longer be utilised as a focus for Health & Social Care education and training. Current plans include the building becoming an integral part of the E-ACT Academy, and is now known as the Alumwell Innovation Centre (see [Section 5.8](#))
- the Stakeholders Group not holding further meetings since meeting in July 2009, and an apparent lack of partnership working / consultation with Alumwell based stakeholders such as the Church at Junction 10

5.5 Walsall Council's Draft 'New Relationship for Education in Walsall'

We note the local authority's response to scrapping of the BSF programme, and Government objectives to make schools more autonomous. The local authority aims to:

Create a robust framework agreement with key partners to achieve educational excellence for Walsall children and support young people into employment.

Key Objectives:

- create a new way of working, which embraces the changes and which offers greater local authority accountability for improving pupil performance
- develop strong professional relationships with schools and their governing bodies as they become more autonomous, but retain allegiance and strengthen engagement with both their local communities and the wider community of Walsall
- respond positively to the broader reform agenda, which creates this autonomous school system by supporting the development of clusters, collaboratives, chains and networks as 'learning communities' within and beyond Walsall as appropriate
- develop a range of tailored / customised menus of support to meet the varying requirements of a wider range of contexts i.e. primary 'academy clusters', secondary 'curriculum hubs'

'Learning Community' Pilots (Summer 2012)

- adopting a local solutions approach, focused on better outcomes for children; negotiating with all key partners to ensure achievement for pupils and to establish appropriate learning pathways for employment for Walsall's young people
- clusters of learning providers (learning community); 3 to 12 schools using a variety of structures, including collaboratives, cooperatives, chains or networks
- stimulating co-construction between learning providers; strengthening engagement with local communities. Identifying key leaders within 'learning communities' and partnerships to make the difference for children in their communities

5.6 Education Transition Programme

In July 2011, in light of rapidly changing Government policy on education, the local authority agreed to terminate its contact with Serco by August 2013. An interim education advisor has been appointed, and is looking to develop the local authority's new relationship with schools and provide Members with options for future models of local authority support.

Key tasks include further developing the 'Framing the Future' new relationship with schools, and provide Members with a proposition for the role of Walsall local authority in the light of Government policy post August 2013.

Access to the Walsall Council Forward Plan for Key Decisions indicates that primary and secondary education strategies will be presented to Members no earlier than October 2012.

5.7 E-ACT Academy (West Walsall E-ACT Academy)

We have accessed the following in relation to the new Academy:

Education Vision

The West Walsall E-ACT Academy will offer students a diverse and dynamic learning community focused on achievement and excellence. It will be built on a secure foundation of mutual respect and hard work that sees a culture of high expectations, challenge and support leading to increased success for each and every member of our community. This vision will build on the predecessor school's approach of 'success for everyone...whatever it takes' and promote the Academy as the school of choice within Walsall. The inclusion of a purpose built modern learning facility, The Innovation Centre, within the Academy footprint will send a clear message of aspiration and collaboration to members of the learning community in Walsall and embodies the high quality approach to learning that the Academy will be built upon.

The development of key skills will be central to all learning activity and ensure that effective literacy and numeracy skills are secure in learners regardless of prior attainment. Skilled readers and mathematicians will be encouraged to extend their knowledge and understanding in a wider context, whilst those learners for whom literacy and numeracy

are less well developed will see a revised curriculum offer that dedicates more time to extend and enhance their functional ability.

Core Aims and Values

The West Walsall E-ACT will adopt a new motto of 'Nothing but the best' which clearly indicates the desire of everyone at the Academy to provide a service that is second to none.

The Academy will work closely with all stakeholders on developing a clear understanding of their role within the Academy and wider community, fostering a community awareness that extends beyond local and national boundaries.

Learners will play a more significant role in their own learning and will develop as more independent learners, embracing knowledge and challenge in equal measures.

Students will be provided with high quality role models from within the Academy and from both the commercial and academic sectors. Mentors will work closely with students on employability skills and extend the opportunities available to all learners through after hours programmes, leadership development schemes and relevant, challenging work-based learning as appropriate.

The use of technology to support learning will be enhanced and extended through the introduction of the Microsoft Academy programme and an increased investment in 21st century hardware to help learners complete their learning journey with maximum success. The Virtual Learning Environment will be further extended to ensure that 24/7 learning can take place and provide students who are working outside the Academy with dedicated support and resource to ensure no learning is ever missed.

5.8 Alumwell Innovation Centre



We have accessed the following in relation to the Innovation Centre:

With flexible facilities that can be used for specialist or general learning, training or meetings spaces, the Alumwell Innovation Centre encourages innovative approaches to preparing young people for working life.

It is a facility that will inspire users to attain high standards in their learning and training, and the quality of provision and of the environment will reflect this.

Through the development of skills and knowledge in the specialist facilities, the Centre will help address the health and employment inequalities in Walsall, help provide new and better informed recruits to the workplace and enhance existing skills and qualifications in the workforce.

As part of the wider school campus, the Innovation Centre is part of a learning community that will provide a range of integrated services across lifelong learning, health, family support, culture and sport and leisure. It will contribute to an enterprising culture of achievement, challenge and support.

It promotes the school's wish for increased aspiration, individually, communally and institutionally, and supports their community ideals, which include tolerance and support for the vulnerable.

Through imaginative and innovative use of new technologies, the Innovation Centre will drive educational aspiration, engagement and performance both for our students and wider community.

By using facilities imaginatively and developing deeper partnerships it will encourage health, employment training and family services to be developed in a coherent way, thus better the community's health, well-being, cultural development and economic prospects.

By providing an environment that encourages businesses to use the facilities for meetings, training, and mobile working, learners experience first-hand the behaviours, standards and expectations of a working environment. In addition, some of these users will wish to use the Centre to contribute directly to the training offered to 14 to 25 year olds and their preparation for employment.

Within 5 years the Centre should be a regional leader in the partnership provision of innovative and high quality training that is redressing the inequalities in the area.

6.0 National, Regional and Local Strategies

6.1 Introduction

There is a myriad of strategies linked to the education, training and employment of young people. We have taken the opportunity to briefly highlight; and make due comment on those that we feel will have the potential to make a direct impact on the concept of an Education Village on the Alumwell Estate.

6.2 National Strategies

There is no doubt that the Government is looking to make schools more autonomous. Walsall Council's response is highlighted at [Section 5.5](#). As highlighted at [Section 5.4](#), the Government is also supporting the introduction of Academies.

Academies

Established by the Labour Party in 2000, an Academy is a school that is directly funded by Central Government, and independent of direct control by local government. An Academy may receive additional support from personal or corporate sponsors, either financially, or in kind, and must meet the National Curriculum core subject requirements, and are subject to inspection by Ofsted.

They are self-governing, and most are constituted as registered charities, or operated by other educational charities. All have curriculum specialities within English Specialist Schools Programme (SSP).

The Academies Act 2010 sought to expand the number of Academy and additionally extended Academy with the introduction of the Free Schools Programme. By August 2011 there were 1070 Academies in England.

Comment - Understanding the potential for Academies to become autonomous bodies within local communities, we are impressed with the E-ACT Academy's intent to:

- work closely with all stakeholders on developing a clear understanding of their role within the Academy and wider community, fostering a community awareness that extends beyond local and national boundaries (see [Section 5.7](#)).

- use facilities [Innovation Centre] imaginatively and developing deeper partnerships it will encourage health, employment training and family services to be developed in a coherent way, thus better the community's health, well-being, cultural development and economic prospects (see [Section 5.7](#)).

A key Government strategy is the introduction of the Apprenticeship Programme, the Youth Contact, which aims to provide incentive payments of up to £1,500 for each employer, together with a wage subsidy payment of up to £2,225 for 6 months for those participating in a Work Programme.

Comment – There can be no doubt that such a policy will play a significant role in supporting local young people into meaningful and worthwhile employment. There will be clear benefits in enabling linkage with local voluntary / community sectors such as the Church at Junction 10 and the Gateway Enterprise Centre that have direct access to local [vulnerable] people.

6.3 Regional Strategies

With note with interest the role and functions of the Black Country LEP. Significant developments include the LEP securing:

- Enterprise Zone, which based on sites in North Wolverhampton and Darlaston, and is forecasted to create 4,000 new jobs
- £10 million in Regional Growth funding
- £9.6 million through the Government's Growing Places initiative
- Plans to establish Social Enterprise Zones – with St Mathews Place, Walsall being earmarked

Comment – It should be a key objective that local people benefit in terms of employment prospects from strategies such as the Enterprise Zone, the boundaries of which are close to the Gateway Enterprise Centre. The prospect of a Social Enterprise Zone is exciting and should be promoted amongst Alumwell young people.

6.4 Local Strategies

In addition to Walsall Council's Draft 'New Relationship for Education in Walsall' (see [Section 5.5](#)) and Education Transition Programme (see [Section 5.6](#)), we note a key local authority strategy Walsall Works.

Walsall Works will match the Government's Youth Contract, and supports two key customer groups:

- Young people, aged between 16 and 24, assisted through the creation of new / additional employment opportunities, additional individual allowances, and training top ups at pre-apprenticeship levels
- Employers, with support for both SME's (less than 250 employees) and larger companies.

Aims include:

- the delivery of a new Walsall Works Training Allowance payments programme, to support 95 young people a year through a pre-apprenticeship programme
- subsidy payments to 10 vulnerable families with the aims of overcoming the unintended barriers created by the current benefits system, and helping to address Child / Family Poverty
- support the delivery of active management and client monitoring, to understand customers needs, flexing and adapting the programme as required, maximising benefits and outcomes

Comment - There will be clear benefits in enabling linkage with local voluntary / community sectors such as the Church at Junction 10 and the Gateway Enterprise Centre that have direct access to local [vulnerable] people.

6.5 Walsall's Area Partnership, Area Community Plan

Priorities:

- reductions in anti-social behaviour
- provision of a youth cafe facility
- improved healthy lifestyles
- narrow the attainment gap and improve attainment overall
- improve travel accessibility

6.6 Children & Young Peoples' Plan 2011 – 2014

Vision

We believe that all children and young people in Walsall have the right to be healthy, happy and safe, to be loved, valued and respected and to have high aspirations for a successful future.

Corporate Priorities:

- young people engage in positive activities
- fewer children need to be looked after by the council, but those who do stay in the system for less time
- less childhood obesity leading to healthier lifestyles
- fewer infant deaths
- communities feel safe from crime and anti-social behaviour
- child poverty levels are reduced and family well-being and prosperity is improved

Children and Young Peoples' Priorities:

- promote higher aspiration in Walsall and further improve students' attainment, particularly at key stages 4 & 5
- reduce the number of Looked After Children, through early intervention and support
- achieve better health outcomes for children and their families, by improving the uptake of breastfeeding and reduce obesity and smoking
- to improve positive activities, post 16 education, training and sustained employment rates for young people aged 16 – 25, and reduce the incidence of anti-social behaviour, offending and teenage conceptions

Comment – There is no doubt that children and young people and in appropriate cases, education and attainment are key priorities of local strategies. There can also be no doubt the local community and voluntary sector organisations have the potential to play a significant role in the on-going development and delivery of such strategies.

7.0 Alumwell Needs Assessment / Desk Research

7.1 Introduction

The following is a summary of our relevant findings in relation to the Alumwell Needs Assessment carried out by Wider Impact Consultancy, which for the purposes of this report, focuses on population, deprivation, education and employment:

7.2 Population

In terms of population, Alumwell is diverse, predominantly Christian, with a significant percentage of the population representing the Muslim community. It is noted that the area has a higher percentage of 10 to 17 year olds than surrounding areas, and England as a whole.

We feel this is a significant issue in relation to the Alumwell estate, as there is clearly a need to focus on the needs and aspirations of a diverse younger group of community members. It is our experience that on such deprived estates, failure to do so is likely to result in future neighbourhood based challenges, such as youth related:

- unemployment
- alcohol / drug / substance abuse
- crime / anti-social behavior
- hate crimes / racism
- radicalisation

7.3 Deprivation Issues

There can be no doubt that the Alumwell estate remains an area of significant deprivation compared with Walsall, the West Midlands and England as a whole. This is particularly the case in terms of education, economic activity, unemployment and health. We do however note the following recent improvements:

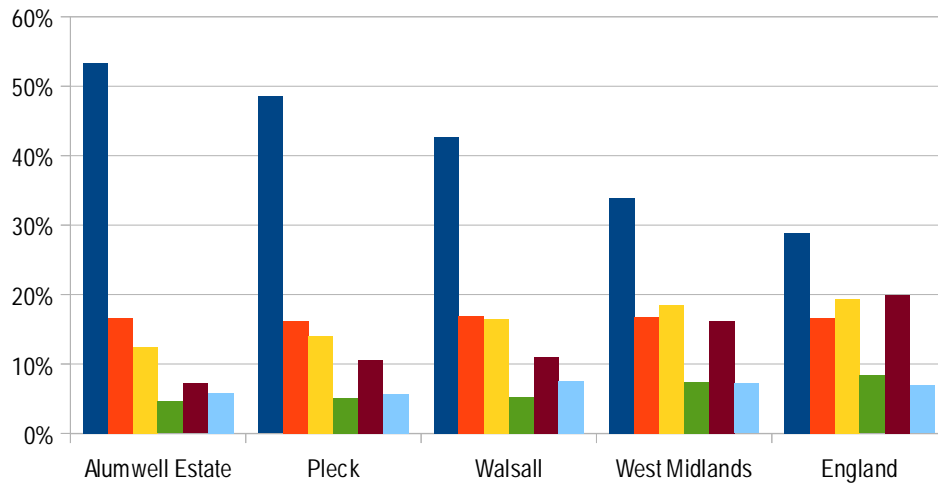
- significant reductions in anti-social behaviour in comparison with other areas
- significant improvements in the percentage of pupils achieving 5 plus A Star GCSE and equivalent grades (see [Graph 2 / Table 2](#))

7.4 Education

Graph 1 highlights qualifications on the Alumwell estate compared with Pleck, Walsall, the West Midlands and England as a whole.

Graph 1

Qualifications on the Alumwell Estate



- People aged 16-74 with: No qualifications
- People aged 16-74 with: Highest qualification attained level 1
- People aged 16-74 with: Highest qualification attained level 2
- People aged 16-74 with: Highest qualification attained level 3
- People aged 16-74 with: Highest qualification attained level 4 / 5
- People aged 16-74 with: Other qualifications / level unknown

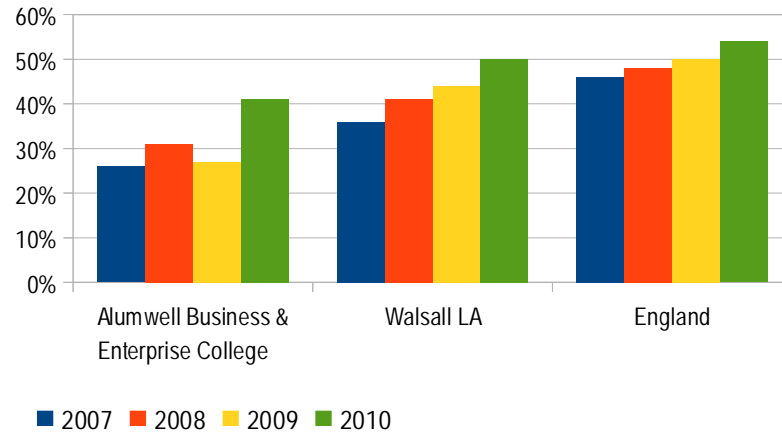
As will be noted:

- 53% of people aged 16 to 74 years have no qualifications, compared to 49% for Pleck, 43% for Walsall 34% in the West Midlands and 29% in England
- only 7% of people aged 16 to 74 years have attained level 4 / 5 qualifications, compared to 11% for Pleck and Walsall, 16% for the West Midlands and 20% in England
- only 4% of students aged 18 to 74 years who are economically active, are employed, compared to 25% in the Pleck ward, 37% in Walsall, 33% in the West Midlands and 33% in England
- 65% of full-time students aged 17 to 74 years are economically inactive compared to 64% in Pleck, 56% in Walsall, 61% in the West Midlands and 62% for England

Graph 2 highlights the number of pupils achieving C – A Star (and equivalent) including English and Maths GCSEs at Alumwell Business & Enterprise College from 2007 to 2010, compared to Walsall and England as a whole.

Graph 2

Pupils Achieving GCSE grades C – A*, 2007 to 2010, Compared with Walsall and England



As Table 2 highlights Alumwell Business & Enterprise College has seen a significant increase in the percentage of pupils achieving 5 plus C – A Star, and equivalent grades, including English and Maths (15%), compared to Walsall (14%) and England (8%); however, the overall achievement (41%) is still lower than that of Walsall (50%) and England (54%).

Table 2

Pupils Achieving GCSE grades C – A Star, 2007 to 2010, Compared with Walsall and England

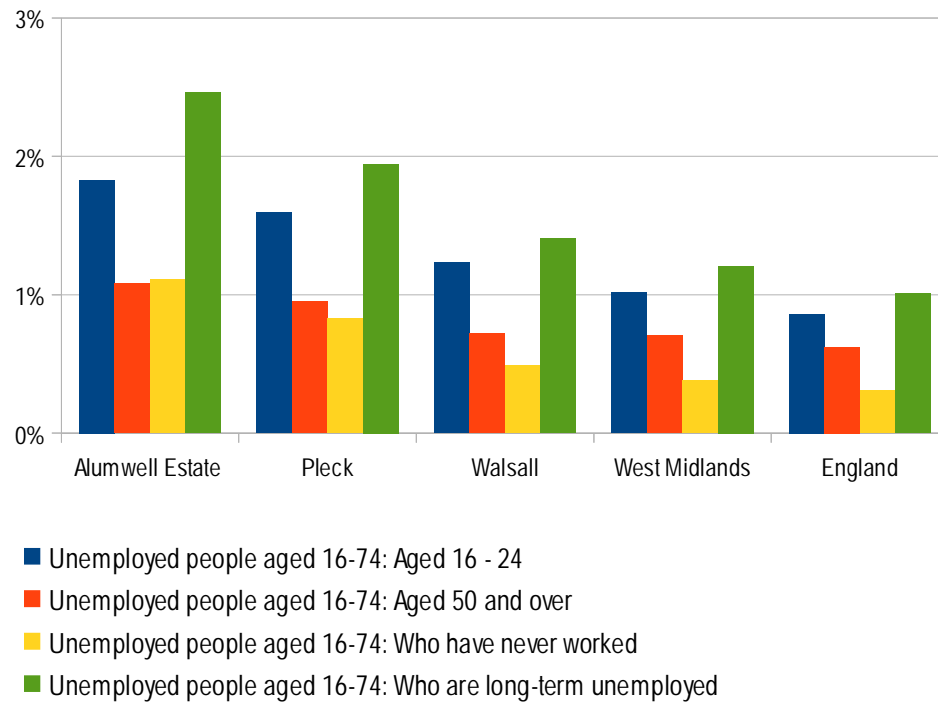
	Alumwell Business & Enterprise College	Walsall LA	England
2007	26%	36%	46%
2008	31%	41%	48%
2009	27%	44%	50%
2010	41%	50%	54%

7.5 Employment (Economic Activity)

Graph 3 highlights economic activity in the Alumwell area, compared with Pleck, Walsall, West Midlands and England as a whole.

Graph 3

Economic Activity in the Alumwell Area Compared to Pleck, Walsall, West Midlands and England



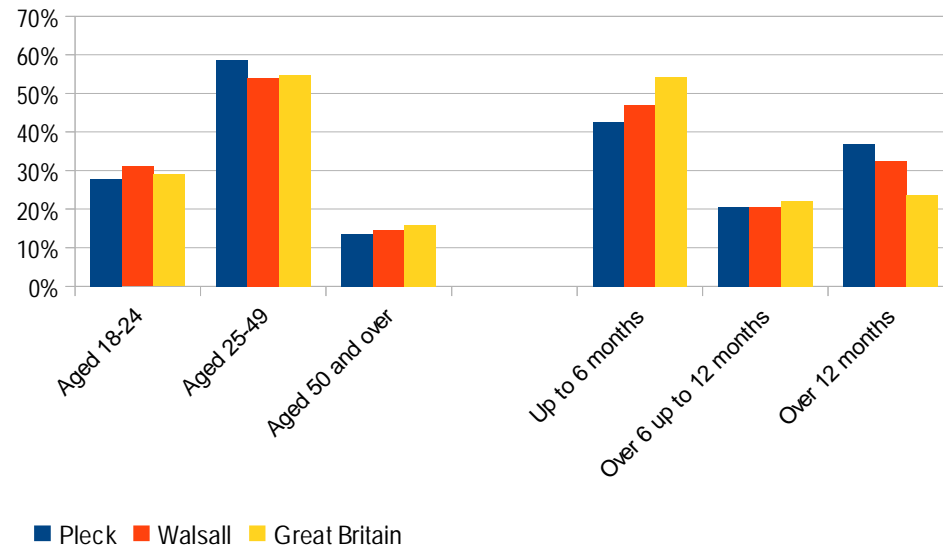
It will be noted that in the Alumwell area:

- a higher percentage of those aged 16 to 24 years are unemployed (1.8%), compared to Walsall (1.2%), the West Midlands (1.0%) and England (0.9%)
- a higher percentage of those aged 50 and over are unemployed (1.1%), compared to Walsall (0.7%), the West Midlands (0.7%) and England (0.6%)
- a higher percentage of those aged 16 to 74 have never worked (1.1%) compared to Walsall (0.5%), the West Midlands (0.4%) and England (0.3%)
- a higher percentage of those aged 16-74 are long-term unemployed (2.5%), compared to Walsall (1.4%), the West Midlands (0.2%) and England (1.0%)

7.6 Employment (Job Seekers Allowance (JCA) Claimants)

Graph 4 highlights JCA claimants from the Pleck Ward, compared to Walsall and England as a whole.

Graph 4
JCA Claimants Pleck, Walsall, England, April 2012



As Table 3 highlights claimants from age group 25 to 49 are noticeably higher at 58.6%, compared with Walsall (54.1%) and England as a whole (54.8%). It will also be noted claimants making claims over 12 months from the Alumwell Ward (36.9%), are noticeably higher than Walsall (32.5%) and England as a whole (23.8%).

Table 3
JCA Claimants Pleck, Walsall, England, April 2012

Subject	Pleck	Walsall	Great Britain
Aged 18-24	27.8%	31.1%	29.0%
Aged 25-49	58.6%	54.1%	54.8%
Aged 50 and over	13.6%	14.6%	15.9%
Up to 6 months	42.5%	46.9%	54.2%
Over 6 up to 12 months	20.6%	20.6%	22.0%
Over 12 months	36.9%	32.5%	23.8%

8.0 Places of Education

8.1 Introduction

We have taken the opportunity to highlight those places of education on the Alumwell estate, or available to directly support the education of local young people.

8.2 Local Schools

Utilising recent Ofsted reports, have researched 3 local schools:

- Alumwell Business & Enterprise College
- Alumwell Junior School
- Alumwell Infant School

8.3 Alumwell Business & Enterprise College

The school is an average sized secondary school. Over a third of its students are known to be eligible for free school meals. Approximately two thirds of students are from minority ethnic groups. The largest ethnic group is Pakistani, who account for 40% of students; the second largest ethnic group is White British, who account for just over 30% of students. Over half of all students have English as an additional language. Almost a third of students are disabled, or have special educational needs. The number of students who enter and leave the school other than in Year 7 is well above the national average.

The school meets the current floor standard, whereby the Government sets the minimum expectations for attainment and progress.

Key Ofsted findings (February 2012):

- the school is satisfactory and the sixth form is satisfactory
- attainment is low, but is showing a trend of continual improvement over recent years.
Progress in English is stronger in English than mathematics
- student's attendance is below average, but improving over time as a result of highly effective strategies that are in place
- the curriculum is satisfactory

As outlined at [Section 5.4](#), the school is due to become an E-ACT Academy (Planned September 2012).

8.4 Alumwell Junior School

A very large junior school. The proportion of pupils entitled to a free school meal is nearly twice the national average. Almost half of the pupils are from a minority ethnic group, with around a quarter of Pakistani and a tenth of Indian heritage. A very high proportion of pupils, around a third, speak English as an additional language.

The proportion of pupils with learning difficulties and / or disabilities is below average, and the school provides support with pupils with a range of physical, behavioural, social and emotional needs. There is much higher proportion of boys than girls in most year groups.

Key Ofsted findings (January 2009):

- the school is a good school
- It has a number of outstanding features, and benefits from excellent leadership and management
- highly effective self-evaluation has contributed to much rising standards
- pupils are well taught and as a result make good progress
- girls do particularly well
- standards are rising – particularly so in science
- there are sufficient opportunities for pupils to develop their skills by writing

8.5 Alumwell Infants School

The school is larger than most other infant schools. The proportion of pupils known to be eligible for free school meals is about twice the national average. A below average proportion have special educational needs and / or disabilities. Many of these pupils have special educational, social and emotional difficulty. Over half the pupils speak English as an additional language. Between them, they speak 20 different languages, with Urdu, Mirpuri and Punjabi being the most common.

Key Ofsted findings (November 2010):

- the school is a good school
- it is improving and has a number of outstanding features, which include pupils' behaviour, the excellent quality of care, guidance and support, and the robust safeguarding systems
- the school benefits from a very capable direction of the headteacher and team of staff

- Children start Reception with levels of skills and knowledge that are below those expected for their age
- they make good progress in Reception and through Years 1 and 2. By the time they leave for junior school their attainment is average
- pupils have an outstanding understanding of how to keep safe and healthy and are keen to learn
- the good curriculum benefits from the excellent partnerships the school has built with parents, carers and outside groups, which includes the local authority and other schools

8.6 Community Based Organisations

We have taken note of 2 Alumwell based community based organisations that we feel have the potential to directly support the education of young people on the Alumwell estate:

- The Church at Junction 10
- Gateway Enterprise Centre

8.7 The Church at Junction 10



Situated on the edge of the Alumwell estate, and close to the M6 Motorway since 1981, the Church at Junction 10 is a Christian organisation, and has been serving the local community since 1978.

The Church delivers direct support to the Alumwell and wider Walsall communities. Aims and objectives include a desire by key staff and the wider congregation to work in partnership with other Churches and other multi-agency partners, for the benefit of the whole community; with emphasis on:

- out-reach work
- tackling community deprivation
- supporting young people in particular
- supporting community based education
- supporting the arts

8.8 Minhaj-UI-Quran Mosque / Gateway Enterprise



Located at Woodward's Road, Alumwell, the Minhaj-UI-Quran Mosque supports local and wider Muslim community members.

The Mosque is situated on the first floor of the building, and we note innovative plans to develop an Enterprise Centre / community meeting space on the ground floor of the building – the Gateway Enterprise Centre.

The Gateway Enterprise Centre is a separate organisation to the Mosque, and has a separate constitution and Committee / Trustees, comprising of Mosque members and wider community representatives. Aims and objectives include:

- to work in partnership with other Churches and other multi-agency partners, for the benefit of the whole community – with emphasis on community integration
- facilities to be accessed by the wider Alumwell community
- to support young and old to reach their full potential; with emphasis on:
 - education
 - training
 - employment
 - leisure / community based activities

8.9 Off-Site Linkage / Walsall Myplace

We take note of Walsall Myplace, which has the potential to support the needs of 'hard to reach' young people from the Alumwell estate.

Background (Walsall Myplace Business Plan)

Walsall Myplace is described as world class, world first young people's facility in an area of need in Walsall. It provides high quality youth support activities, including positive activities, information, advice and guidance (IAG) and targeted support to meet young people's needs, raise aspirations, and help them feel good about themselves.

Other objectives include reducing anti-social behaviour and, by offering help early, contribute to young people's success in the world of work and with their communities.

Aims include:

- be an attractive and safe place for young people to go where they can get involved in a wide range of exciting activities
- enable more young people, particularly those from the most disadvantaged backgrounds, to participate in positive activities that support their personal, social and economic development
- increase the number of young people who access information, advice and support in places where they feel comfortable
- be run by a partnership between the third, public and private sectors which can deliver and operate financially sustainable facilities with and for young people
- develop real opportunities in the local community for volunteering amongst young people as well as older residents

Young people have been at the centre of the planning process. For example, the young people have determined that the Centre will be accessible to all, including those with disabilities.

Delivery

Young people and partners have identified a number of areas for the Centre to respond to that includes:

- early intervention and prevention, working closely with local primary schools and children and young people's services, the centre will develop a range of activities to engage and support young people who are at risk or vulnerable, so that their chances of success can be enhanced. This will provide a 'testing-ground' for new approaches to 'end-to-end' support during the 9-19 (25) years
- entrepreneurship by young people. Working closely with the CTC and Walsall Education Business Partnership (EBP) there will be entrepreneurial opportunities for young people in the centre. Local businesses will be engaged in the Centre, working through the CTC, the EBP and other strategic partners. Links with Wolverhampton University are also being developed

- create a centre of excellence for Positive Activities practice in the borough, developing facilities and materials to support staff training in youth work and youth professionals across IYPSS, building on its young apprenticeship scheme
- as the focal point for Positive Activities led volunteering strategy. Volunteers will be both adult and young people. Where possible they will be provided with opportunities to be accredited for their work. They will:
 - help to run sessions at the centre – supported by appropriate training
 - engage in developing and implementing inter-generational projects with the local community
 - joining short-life task groups on specific projects
 - assisting with staff selection panels

Partnership Working

Partnership working is an essential feature of the future success of the facility, and the vision is very much in line with that of the Big Society. The services at the Centre come from Walsall's Integrated Young People's Support Service (IYPSS), supported by NHS Walsall, Police and Fire Services, Joseph Leckie Community Technology College, Walsall Education Business Partnership, Walsall College, and Wolverhampton University, and voluntary or community young people's services providers. It will have an entrepreneurial focus for young people's activities and will be developed as the training hub for staff working with young people, volunteering, young apprenticeships and for developing early intervention and prevention strategies.

Outcomes

The following outcomes are listed, with objectives that include assisting in the drive towards reducing the number of young people not in employment, education or training:

1. 500 young people will feel more confident about making healthier lifestyle choices after two years of opening
2. 350 young people will feel more confident about accessing advice after 12 months of opening
3. 10 young people will feel that they have a greater influence on the running of the building after 12 months

4. 20 volunteers will feel that they have improved their skills within three years
5. 10 businesses will have provided support to the centre in the first two years of operation and a stronger relationship with local young people and the community will be evident by year three
6. as a result of engagement with the centre, a contribution to the reduction in the numbers of young people who do not enter sustainable employment, education or training each year, as specified in the Prospects / IYPSS contract

In summary, the Centre will:

- be an attractive and safe place for young people to go where they can get involved in a wide range of exciting activities
- enable more young people, particularly those from the most disadvantaged backgrounds, to participate in positive activities that support their personal, social and economic development
- increase the number of young people who access information, advice and support in places where they feel comfortable
- be run by a partnership between the third, public and private sectors, which can deliver and operate financially sustainable facilities with and for young people
- develop real opportunities in the local community for volunteering amongst young people as well as older residents

8.10 Shelly Social Enterprise Business Park Community Interest Company

We have been directed by the Fair Share Trust Panel to a FST commissioned report delivered February 2010 by Walsall Endeavours Community Interest Company into the future and sustainability of the Alumwell / Pleck Shelly site.

The report outlines that the Shelley Site is in the ward of Alumwell-Pleck in Walsall. Walsall College vacated the site and it has been anticipated for some years that there will be an alternative use for the Site and the redundant college buildings. At the time of the report, no concrete proposals had come forward. The report highlighted that if no early alternative productive use could be found for the complex the buildings would quickly fall into disrepair and become a target for vandalism etc. The longer the Site remains unoccupied, the less economical bringing the buildings back into use is likely to be.

The results of a recent resource survey, (Intelligence Walsall, May 2009), highlighted that the Alumwell lacks a larger community venue able to offer a 'resource supported' mixed use facility, that the area is short of accessible premises from which to launch community initiatives and that there is currently no focal point from which community capacity building takes place.

It was a recommendation of the report that a newly formed Alumwell-Shelley Social Enterprise Business Park CIC should actively seek out planning permission for such a project on said site.

Comment – to date the 'Alumwell-Shelley Social Enterprise Business Park CIC' has not been established, and we are not aware of plans to develop the site for business use as outlined in the report.

9.0 Field Research / Multi-Agency Consultation

9.1 Introduction

As outlined in the Needs Analysis report:

- there appears to be evidence of a current lack of multi-agency partner agency working / focus on the Alumwell estate, with particular regard to linkage with and supporting community based voluntary sector / faith based organisations
- representatives of organisations consulted are apparently willing to work in partnership to meet the needs and expectations of the Alumwell community

9.2 Education Responses to Partnership Working

Whilst the Stakeholder Group (see [Section 5.2](#)), or similar school / multi-agency / partnership group has not formally met since July 2009, we have noted a willingness of all schools / the E-Act Academy on the Alumwell estate to develop 'partnership working' with other schools, agencies, organisations and members of the wider Alumwell community that can assist in delivering the concept of the key objectives of Walsall Council's Draft 'New Relationship for Education in Walsall':

- create a new way of working, which embraces the changes and which offers greater local authority accountability for improving pupil performance
- develop strong professional relationships with schools and their governing bodies as they become more autonomous, but retain allegiance and strengthen engagement with both their local communities and the wider community of Walsall
- respond positively to the broader reform agenda, which creates this autonomous school system by supporting the development of clusters, collaboratives, chains and networks as 'learning communities' within and beyond Walsall as appropriate

9.3 University of Wolverhampton (Performance Hub)

We have noted an interest from the University in developing links with the Church at Junction 10 and local schools, with possibilities that include the Agenda Item listed within the Stakeholders Position Paper at [Appendix B](#) – the creation of a [satellite] 'Arts Resource Centre'. Outcomes discussed, could include:

- the local delivery of Performing Arts – supported / sponsored by the University

- enabling access to a University Performing Arts education to young people who currently would not aspire to, or have access to such an opportunity

9.4 Walsall College

The College is interested in developing links with local schools / the E-Act Academy and local voluntary / community sector organisations that could promote access for local people to further education. Examples include:

- locally delivered 'taster' courses to young people who currently would not aspire to, or have access to higher education
- accreditation of specialist courses, best delivered locally to diverse groups / individuals

9.5 Partnership Working with the Business Community

We have noted the following responses from business representatives and the local Chamber of Commerce:

- there is a lot to do if we are to get young people 'work ready'. On the whole they may have qualifications, but they do not seem to have the skills to present themselves at interviews or to enter the workplace – Business Person
- young people and their parents on the Alumwell estate seem to lack aspiration and confidence. There is a real need to break a cycle of 'no-hope' on the estate – Business Person
- we are really concerned that we will not have sufficient human resources as we fight our way through this recession. Production and manufacturing is coming back to this region and there are not enough people interested or trained in these skills – Business Person
- we are looking for young people with skills in IT and creative industries. We are willing to work with the schools to make sure they are taught the skills the market place is looking for – Business Person
- we are looking for young people to work in the Health and Social Care Sectors. These are the UK's fastest growing sectors, and there are real opportunities for jobs and career development – Business Person
- my company is really interested in working in partnership with education to lift the aspirations and skills of young people. Just let me know and I am available – Business Person

- we are extremely confident that local businesses will look forward to working in partnership and supporting community based organisations that are looking to develop the skills and abilities of young and old living on the Alumwell estate – Chamber of Commerce

10.0 Summary of Research Findings

10.1 Introduction

A key objective of this section is to summarise our findings in a format that informs and supports the objectives of the commission (see [Section 3.2](#)). Findings are based on both quantitative and qualitative research.

10.2 Building Schools for the Future (BSF)

Whilst the BSF programme did not go ahead, we feel that the initial resultant local strategies linked to the concept of a 'Learning Village' and delivery of multi-agency services delivered by the local authority, outlined in the documents, Building Schools for the Future: Strategy for Change ([Appendix A](#)), and the Position Paper ([Appendix B](#)), delivered by the Stakeholder Group were sound.

Such strategies are replicated within the Local Authority's Draft strategy, 'New Relationship for Education in Walsall', particularly within the objective:

- respond positively to the broader reform agenda, which creates this autonomous school system by supporting the development of clusters, collaboratives, chains and networks as 'learning communities' within and beyond Walsall as appropriate

10.3 Deprivation / Challenges

- the Alumwell estate remains a deprived area in terms of education and employment
- Pupils enter Reception with levels of skills and knowledge that are below those expected for their age
- a considerable number of pupils, well above national averages, are entitled to free school meals
- a considerable number of pupils at the local schools are from minority ethnic groups
- the largest ethnic group is Pakistani
- a considerable number of pupils have a range of physical, behavioural, social and emotional needs

10.4 National, Regional and Local Strategies

It is apparent that national, regional and local strategies present exciting opportunities for young people living on the Alumwell estate, in particular:

- the introduction of the E-Act Academy – a new start, and access to high quality education
- Apprenticeship programmes – opportunities to take advantage of training and employment opportunities in ‘real jobs’
- Enterprise Zone status – potential access to a wide variety of employment opportunities
- social enterprises – with opportunities to be supported in setting up new business / employment opportunities

10.5 Places of Education

We are impressed with the quality of education being delivered by local schools:

- standards of leadership within the schools is high
- there are opportunities to raise attainments

We see the introduction of the E-ACT Academy, Innovation Centre and off-site support from locations such as Walsall Myplace, as positive developments. We also note the support available from the Church at Junction 10 and the Minhaj-UI-Quran Mosque / Gateway Enterprise Centre.

10.6 Partnership Working

Whilst we have noted an apparent current lack of effective multi-agency partnership working on the Alumwell estate, we have noted a clear desire from schools, Walsall College, Wolverhampton University, community and voluntary sector organisations, the business sector, and most significantly the local authority to develop multi-agency partnerships, linked to the concept of ‘learning communities’.

10.7 The Way Forward

Based on our findings, we feel there is an urgent need to re-form the Stakeholder Group. Justification includes a clear need to drive the concept of a 'Learning Community' on the Alumwell estate:

- the area remains a significantly deprived community
- local schools face significant challenges in the education of young people
- there is a noticeable lack of multi-agency partnership working on the estate
- there are real and potential opportunities for young people to raise their aspirations on the Alumwell estate, with training linked to Apprenticeships, potential employment opportunities in a wider variety of industries and professions
- a wide variety of local organisations such as all schools, the local authority, community / voluntary sectors, businesses and the Chamber of Trade have indicated a desire to become involved in partnership working on the Alumwell estate

11.0 Recommendations

11.1 Introduction

On the basis of the findings of this report and our experience of advising multi-agency partnerships support deprived communities similar to the Alumwell estate, the following key recommendations are tendered:

1. This report should be shared with all agencies and organisations with responsibilities for supporting the education of young people and other community members living in the Alumwell community.
2. The Stakeholder Group should be urgently re-formed, and consist of senior representatives from:
 - The local authority:
 - Education
 - Youth Services
 - Regeneration
 - Local schools / E-Act Academy
 - Walsall College
 - The Church at Junction 10
 - Vine Trust
 - Minhaj-UI-Quran Mosque
 - Gateway Enterprise Centre
 - Local councillor(s)
 - The local community / parents / carers
 - Chamber of Commerce
 - Local businesses
 - Other organisations identified as having a role to play in the delivery of [Recommendation 3](#).
3. Linked to the local authority's 'Framing the Future' strategy, the concept of a 'Learning Community', should be adopted and supported by the Stakeholder Group, which should develop and deliver multi-agency strategies, aimed at extended integrated services that increase the participation of business, the community and especially of parents in the education of young people and other community members.

4. Strategies agreed by the Stakeholder Group should influence the content of the local authority's 'Framing the Future' strategy to be presented to Cabinet during October 2012.
5. The effectiveness of the Stakeholder Group should be regularly monitored and independently evaluated at 1 year and 3 year intervals.

12.0 Conclusions

12.1 Introduction

There can be no doubt that the Alumwell estate remains a deprived area, in urgent need of support from multi-agency partners.

12.2 The Way Forward

Whilst local schools are deemed good and satisfactory, they face significant challenges, and will without doubt benefit from multi-agency support if local young people are to take full advantage of opportunities available to them in terms of training, Apprenticeships and potential employment opportunities in a wide variety of industries and sectors.

We feel that the concept of a multi-agency Stakeholder Group is sound. Aims should include developing and delivering multi-agency strategies, aimed at delivering a Learning Community' on the Alumwell estate. A key objective should be delivering extended integrated services that increase the participation of business, the community and especially of parents in the education of young people and other community members.

We are therefore confident that supported by determination, focus and faith, our recommendations listed at [Section 11](#) will directly assist in supporting the educational aims and objectives of local schools / E-ACT Academy, the local authority, businesses, the Fair Share Trust, and most significantly young people and their parents / carers.

Appendix A

Building Schools for the Future: Wave 6a Strategy for Change 1



DRAFT



Walsall Council

Transforming Learning – Building Schools for the Future

Strategy for Change Part 1 (SfC1).

Version Control

Version File Name	Date	Authors	Checked by	Notes	Distribution
K Adderley draft 1	5/12/2008	KA, FB, SW, LH	KA	Produced after workshop with school HTs	All schools
K Adderley 27 Jan 09 consultation 1.GF,schools,SW,Cabinet	27/1/2009	KA, FB, SW, LH, SR, JLW, +	KA, JLW	Version produced after consultation with Gary Flanagan (PfS). Reviewed by Rob Brophy.	Project Board and Team
Walsall - strategy for change draft 10_3_2009.doc	10/3/2009	KA, FB, JLW, SR		Revised after discussions with Rob Brophy and Matt Clegg. Some more ICT changes to be added.	
Walsall - strategy for change draft 11_3_2009.doc	11/3.2009	KA FB JLW SR KA KK		Revision of above	Project Board
Walsall - strategy for change draft 12_3_2009.doc	12/3/2009			Amendment to 2.5	
Walsall - strategy for change draft 16_3_2009.doc	16/3/2009			SW amendments added. This version is for the editing team.	Editing team
Walsall - strategy for change draft version 3.0 30_3_2009.doc	30/3/2009			Minor amendments from K Whittlestone	
Walsall – strategy for change draft version 3.1 2 4 2009	02/04/09	KA JW LH SW		Draft for circulation	All HTs Programme Board, Programme Team, PfS, Critical Friends and wider stakeholders

Walsall: Strategy for Change Part 1

Section 1

The table in Appendix 1 and the chart in Appendix 2 shows the characteristics and profile of the schools in Wave 6a (pre and post BSF investment).

Section 2 Introduction

Walsall Council is a Metropolitan Borough in the West Midlands, one of four local authorities which make up the Black Country. It is accessible from a wide area, with the M6, M5, M42 and M6-Toll all being close by. Birmingham city centre is nine miles away. The borough's population is 252,500, of which 13.6% of residents are from Black and minority ethnic groups, a proportion that rises to 21.2% for children and young people aged under 25. By 2026 19% of our population will be from black and minority ethnic communities and we will have fewer young people 0-19 and more people aged 60+ and 75+.

On the Income Deprivation Affecting Children Index, Walsall ranked 49th out of 354 local authorities in 2007- nearly one third of our children live in poverty. Unemployment is currently 3.4%. The west and centre of the borough have inner-city characteristics: poor housing, higher unemployment, high concentrations of social deprivation and a poor environment, much of the eastern part is relatively affluent.

There is a range of early years settings in the borough, 86 primary schools and 19 secondary schools, including 2 academies. There are seven community special schools and eight community nursery schools, three pupil referral units, 11 designated children's centres and two family centres. Post-16 education and training is provided by Walsall College, nine work-based training providers contracted through the Learning and Skills Council (LSC), and the 19 secondary schools, each of which has a sixth form. Entry to Employment provision is through LSC contracts.

The 2008 Joint Area Review (JAR) found our service management good with strong partnership and good leadership. The wide ranging involvement and consultation in late 2007 that supported the third of our Children and Young People's Plans shows our community knows what it wants and is ready to embrace the changes that will take place. The 2007 Audit Commission Survey of Schools demonstrated a massive improvement in the confidence of Walsall schools in the quality of services provided by or through the Council. The Annual Performance Assessment (APA) for 2008 judged the overall effectiveness of Children's Services in Walsall as good (3), with good being the judgement in all areas except achieving economic well being (adequate 2). Walsall needs to improve the percentage of young people attaining level 2 and 3 qualifications and to reduce the numbers of young people who are not in education employment and training.

In 2002, the Secretary of State for Education and Skills directed that all education services should be outsourced. The council was directed into a contract with Serco Ltd which served as the Council's education department. The contract ended in July 2008 and the Council having chosen to undertake a comprehensive tendering process to select an external partner to provide education and associated services within the children and young people's service, awarded the contract to Serco. The new partnership is fundamentally different with the council taking strategic leadership and education services being fully integrated within Children's Services. The success of the partnership, from intervention to partner of choice, is shown in the strong improvement in attainment and value added measures. (e.g. 5A*-C En/Ma from 29.0% to 40.6% between 2003 and 2008, KS2 to KS4 CVA from 975.9 to 992.4 from 2004 to 2008). The targets for the future are even more challenging.

Our priorities

- Improve outcomes at the end of Key Stage 4 including GCSE results (JAR). We aim to have narrowed the gap on the national figure for 5A*-C En/Ma from 11.7% (2007) to at least under 5% by 2012 with a challenge target of less than 2.5%

08/04/2009

- Increase level 2 and 3 qualifications by age 19 and the proportions of young people who remain in learning after the age of 16 through broadening the KS4 and post 16 offer and enhancing information advice and guidance in KS4 and KS5
- Encouraging healthy lifestyles
- Promoting mental health, well being and enjoyment of life and school
- Early intervention to ensure safety
- Promote social inclusion and reduce child poverty
- Value and support our young people
- Organisation priorities – workforce development; deliver transformational leadership; redesign young peoples integrated services; strengthen Children’s Trust and Children’s Area Partnerships.

Walsall, as commissioner of local services, has taken a lead role in championing the coordination of local strategies. Our activities are grounded on impacting on the needs and aspirations of the local community and also support an effective contribution to national and local priorities.

2.1 Where is the local authority now in terms of educational outcomes, diversity of provision, fair access and choice and sustainable development?

BSF, including its relationship to PCP, will be the vehicle to transform learning in all schools across the borough. Our key areas of development include:

- A joined up strategy and approach to access to learning across the borough
- The imaginative use of e learning and modern technologies as exemplified by the Virtual School pilot
- Our strategy for the support of Looked After Children
- Our delivery of academic and vocational learning, recognising and utilising the diverse learning styles of our pupils
- Transform the pedagogy and practice of teachers and other professionals who work with our children and young people capitalising on available technologies and
- Our approach to inclusion as shown by our review of specialist SEN provision and the development of inclusive resourced provision within our mainstream schools

The 0 -19 Learning Framework underpins our strategy. The four themes for transformation and learning are:

- Narrowing attainment gaps by improving learning and teaching and raising standards achieved in schools;
- Providing a curriculum that is personalised to the needs of individuals;
- Improving leadership and management at all levels across all learning settings; and
- Through a multi-agency strategy, provide a range of extended and integrated services to children and young people.

The opportunity to enhance and extend the progress made by children and young people will be through BSF. Our aims include: no schools below the floor target and all phases performing above national average.

Current performance is as follows:

- At Key Stage One Reading 84%, Writing 77%, Maths 89% and Science 85% for Level 2+
- At Key Stage Two English 80% (+2%), Maths 79% (+4%), Science 87% , English and Maths combined 72% (5th most improved authority in maths and 15th most improved in English) for Level 4+
- At Key Stage Three English 71%, Maths 72% and Science 66% for Level 5+
- At Key Stage Four 59% 5+ A*-C (+8%), 41% 5+ A*-C (+5%) including English and Maths, 91% 5 A*-G (+4%)
- Based on 2008 figures at 5+A*-C including English and Maths there are six schools below 30%
- 3013 of Walsall 17 year olds are in education and training and 10.2% are NEET.

BSF arrangements will give strength to locality working through the CAPs (Children Area Partnerships) which has enabled schools to work collaboratively across communities and identify and address local need and foster community cohesion. Schools are actively working together to continue to develop extended services for their school and local community. School leaders and service providers have utilised what is available to deliver extended services, BSF will bring fresh opportunities.

We aim to create flexible, dynamic and innovative learning communities which promote excellence and embrace diversity meeting the needs of the individual learner. We believe each learner should have their own learning journey which will last them throughout their life. Walsall learners should be able to access appropriate high quality learning resources and environments, developing skills and being encouraged to take risks and extend the boundaries of their learning in a landscape of opportunity. Families and communities should value and encourage the learning of all those in their midst.

To achieve this, the secondary provision will provide curriculum fit for purpose enabling young people to access a variety of quality learning pathways, both academic and vocational, encompassing the 14-19 strategy. A focus on quality teaching and learning within the improved environments will help young people achieve their potential and pursue relevant paths to careers. Attainment will continue to rise alongside expectations and aspirations. Communities will have new found expectations and the value of life long learning recognised and pursued. Visioning work with Headteachers and partner agencies and our successful entry into Wave 6A, has enabled us to develop a strategic blueprint for the development of learning partnerships based on geographical areas. Collaboration with the Wolverhampton University and Walsall College will be crucial to how this moves forward and this approach will be underpinned by our 14 – 19 agenda.

Where feasible every opportunity will be taken to maximise the potential of co-location of services to enhance the role of the school in the community. The design, fabric and accessibility of our buildings of the future will ensure that communities feel welcome and value education, realise the role of school as the hub of the community and see it as a facility which can support and address the needs of the community at large. This will bring additionality and enhance existing provision.

Our targets through BSF aim for schools to reach top quartile performance based on prior attainment and that overall outcomes post BSF are in line with those nationally. This will be achieved by structural solutions needed to address the under performance experienced by schools and the opportunity to re focus on curriculum design and pedagogy. We will ensure that the additionality that BSF brings to the borough is maximised to transform learning for all children, young people and their families. The approach will dovetail into the regeneration and sustainable community strategies which underpin our vision.

2.2 What added value will BSF investment provide to local educational outcomes – within and beyond the school day including how learning will be transformed because of BSF?

BSF will act as a catalyst for change across all aspects of school life and enhance our capability to deliver the five outcomes of the ECM agenda. BSF will support our shared endeavours with schools to:

- Reappraise what learning might look like. Schools aim to support learners to be independent, critical and creative thinkers who are able to be selective in their learning styles appropriately supporting personalisation.
- Create learning communities that are at the heart of their local communities through offering extended services for at least 50 weeks of the year with hours appropriate to the needs of communities. Integrated services will increase the participation of the community and especially of parents in the life of the school. They will also support enhanced learning opportunities for parents and the wider community as a Walsall priority for raising aspirations in order to directly impact on schools standards.
- Improve choice and access for pupils and their parents by rebuilding or remodelling schools in the areas of greatest social, economic and educational need against our criteria; by ensuring

that performance improves in all schools. We will do this by maximising their opportunities and through learning communities minimising the effects of transition and reducing external barriers to learning. A family would experience a seamless transition across the phases of their education with access to services that will remove barriers to learning including the reduction in child poverty.

Schools work in strong partnerships with each other, local authority, and wider partners to deliver improvement. Through BSF, more stimulating and flexible learning environments will engage learners addressing the needs of currently underperforming schools and vulnerable groups.

Walsall schools will enjoy high speed broadband connectivity (fibre optic corridor currently being developed through the Walsall Regeneration Company) and develop the access to a huge amount of digital educational content. A more sophisticated ICT network will support the concept of one community by the creation of networked learning from pre-school to voluntary agencies.

The ICT network will add value and be designed to utilise technologies like wireless networking to allow anytime, anywhere access to learning materials and management information that supports the learner. It will provide learning spaces for pupils and deliver customisable portfolios for the resources, content and information that they require. Learners will be able to collaborate at local and area levels across the networked learning community and in between local learning communities.

The Local Authority and its schools are excited by the prospect of the far reaching changes that will emanate from BSF investment. Schools, collaborating as part of the 14-19 Strategic partnership will share the benefits of these facilities and specialisms, improving personalisation and choice. There will be Improved SEN facilities, support and DDA access in mainstream schools. Cross phase transition will be enhanced through the intelligent link to PCP.

BSF investment is planned to provide spaces designed to support and promote different models of learning. The design of schools will be curriculum driven, reflecting the strengths and specialisms. They will be flexible in design allowing painless adaptation down the years in line with changing demands and delivery patterns. Schools envision buildings that support higher standards of behaviour through more suitable and safer social areas. Schools will be places where young people can experience a greater sense of ownership of their schools so that attendance and engagement improve. They will be places designed and operating as centres of their communities, open longer, at weekends and holidays and will have enhanced facilities so that they can offer an increased amount and variety of high quality activities including sport and the arts. Borough residents will have guaranteed community access to all sport, leisure, recreation, culture and community facilities. There will be opportunities for PE & ICT through the investment, from the delivery of a single integrated smart card system to teaching and video feedback, increasing participation, promoting the health agenda and linking physical activity to other parts of the curriculum.

2.3 How does the local authority propose to increase choice diversity and access for all parents and pupils in its schools? e.g. engaging with new external partners, new governance arrangements, developing greater competition in provision, expanding successful and popular schools, linking strong schools with weak schools, providing greater access to school facilities, etc

Given the scale of housing-led regeneration developments in Walsall over the next 10 to 15 years, we predict that additional school places will be required and it is planned to provide these through a combination of school expansion and the opening of an additional primary school. We have already expanded several popular schools in response to parental preference and through our BSF programme we plan to create additional places at three popular, oversubscribed secondary schools. Where academy proposals are under consideration, we will take the opportunity to evaluate the possibility of an all-age academy; such a development would build on existing arrangements where a nursery school was relocated and incorporated into an academy building.

Our challenge is to maintain and accelerate further improvement in the quality and effectiveness of educational provision whilst extending and broadening the services available to communities through our schools.

A broad pattern of provision currently exists in the secondary sector in Walsall:

<ul style="list-style-type: none"> • 17 secondary schools and 2 academies <ul style="list-style-type: none"> ○ 8 schools are community ○ 5 schools are voluntary aided (1 CE & 2 RC, 2 non-denominational) ○ 4 foundation schools
<ul style="list-style-type: none"> • the 2 non-denominational VA schools are single-sex grammar schools (1 boys & 1 girls)
<ul style="list-style-type: none"> • 4 special schools with secondary age pupils
<ul style="list-style-type: none"> • 3 Pupil Referral Units

With the expectation of strengthening governance arrangements and considering the school estate two schools are currently investigating Trust Status and a Learning Community being explored at the Alumwell campus, potentially providing 0-19 education in partnership with the PCT.

In addition, the Authority promotes the federations of schools in order to improve the capacity to deliver high quality education to their pupils. There already exists a successful federation between Frank F Harrison Engineering College and Hatherton Primary School. Schools, colleges and HE are working in a 14 -19 Strategic Partnership across the borough. Our 14-19 strategy will produce more access and choice across the borough through both our collaborative model and modern apprenticeship developments. A young person in Walsall will be able to access a range of learning pathways and curriculum opportunities within learning partnerships to meet their individual needs.

Walsall manages admission arrangements for all its schools and in 2007 over 76% of parents were successful in achieving their first choice of secondary school. Walsall supports the development of inclusive education and is committed to responding to the needs of individual children through access to specialist provision whilst taking account of parental preference. Currently 2.7% of pupils in mainstream secondary schools are supported at School Action Plus.

There is a broad mix of school types in Walsall and we plan to increase this diversity further through BSF with the development of trust and National Challenge trust schools. The new Shelfield academy opened in January 2009, we are working to establish a further academy, and we are exploring the possibility of establishing a specialist 14-19 academy.

2.4 How will the local authority (LA) ensure robust challenge to schools including strategies for early intervention in the case of underperformance or failing schools, and ensure BSF investment plays a part in addressing underperformance?

Walsall is one of four LAs benefiting from a share in the £25 million investment, within the Black Country Challenge.

In Walsall, ICT will help to develop early analysis of the results in SATs and in examinations on a range of indicators including Key Stage 2-4 value-added and achieving at least 2 levels of progress across each key stage are used to identify the schools where underperformance is greatest, schools that are improving, and schools who have good or better achievement. Proportionate and targeted support and early intervention is then planned for the schools, including additional School Improvement Partner (SIP) days, Black Country Challenge Adviser (BCCA) support, and mutual support from across the sub-region from local leaders of education and targeted programmes to address systemic issues.

In the underperforming schools a Raising Attainment Plan is developed which is monitored through regular Partnership Impact Review Group meetings at school level involving the BCCA, SIP, Chair of Governors (CoG), the Headteacher (HT) and a senior LA officer. Impact at pupil level is assessed and actions taken where necessary to accelerate progress. Bids for additional support from the BCC funds to meet the specific needs of these schools are made. We have established a Challenge Board, chaired by the DCS which monitors the progress in National Challenge schools and agrees further timely intervention where progress is insufficient. This Board has representatives of key strategic partners for school improvement.

Plans have been developed within the Black Country Challenge to include:

- Intensive support for underperforming schools
- A Black Country leadership strategy led by school leaders for school leaders

- A tailored package of support to reduce under aspiration and under achievement
- An analysis of the key issues across the Black County
- Local solutions to local problems
- Sharing of good practice using the underpinning ICT solution
- Co-ordinated support from agencies including LA SIPs, the national strategies, NCSL, the BCCAs.
- Monitoring and evaluation of impact against the objectives to raise attainment of underperforming individuals and groups of pupils (eg Boys literacy)

BSF and PCP resources will be used to extend and enhance our school improvement strategy. This will secure accelerated performance against raised targets for school performance, powering our educational transformation activities including curriculum development and more flexible pedagogy this will release the potential of young learners linked into a coherent 14-19 strategy.

Where schools are failing to meet the needs of pupils, structural solutions to meet the needs of the local community will be investigated including the development of academies, federations, trusts and the development of shared 14-19 specialist facilities. Collaborative leadership between good or outstanding headteachers and those in our most challenging schools will be brokered.

Transformation will focus on improved teaching, learning, leadership and management through developing the pedagogy and practice of a range of providers to engage learners as co-creators of learning and in self and peer assessment. Data will be collected centrally to provide early identification of trends and this information can then be shared across the authority to promote and support action plans. Good and next practice will be used to inform improvement and external agencies will be commissioned or engaged to accelerate improvement drawing on the expertise of specialist schools. The engagement of school leaders including governors in visioning the borough's educational provision and in addressing the needs of children and young people collaboratively will enable us to develop this transformational educational landscape. It will enable children and young people to develop functional skills and to learn through a range of pathways and to develop the skills and aptitudes to be flexible learners, able to problem solve, work independently and in teams, with the self-esteem and self-belief to persist when the going gets tough.

Targeted capital investment will enable us to provide enhanced ICT, applied and vocational learning opportunities which will be used to excite and make relevant the learning of all pupils in a variety of venues, contexts and through a range of experiences. This will help to raise aspirations and challenge the range of learners to achieve and engage in education, training and employment. The BSF programme will provide shared specialist facilities and to equalise opportunity for groups of children who are underperforming and to align learning, including progression into further and higher education, with the local market information and opportunities for employment, linked to plans for regeneration for this borough.

BSF will support early intervention through improving the:

- Coherence between phases of learning, developing pace and effective transition
- Mutual support between schools, settings and partner organisations
- Understanding of standards and levels to inform challenging target-setting and timely interventions
- Raising attainment plans in vulnerable schools, with headteachers and the local authority holding each other to account within Review Group meetings, succession planning and leadership development
- Accountability of governors
- Identification of underachieving individuals and groups and starting to work with communities and through phases to build capacity, within children area partnerships (CAPs)
- Expectations of what can be achieved in a short time
- Use of pupil and parent participation
- Partnership with other agencies to address social, health and economic barriers to learning
- Staff development to improve skills of teachers and other staff working within schools

- Quality of provision and curriculum development to make learning exciting, relevant and attuned to the interests of pupils and the needs of the community

2.5 How will the local authority deliver personalised learning to ensure every pupil is fully stretched and can access a broad curriculum that best suits their needs and talents?

Walsall's approach to personalisation critically recognises the need to deliver a clear 'step-change' in pedagogy and practice that supports and promotes individual learning, achievement and well-being for all pupils. The key elements in delivering this 'step-change' are:

- Creating the conditions for flexible, interactive and creative approaches to learning with the objective of enabling pupils to take greater responsibility for their learning and develop their independence by offering anytime, anywhere access to materials, communication and collaboration tools;
- Building on assessment for learning by providing learners with ICT enabled access to data about their attainment, attendance and behaviour to strengthen personal target setting with the involvement of pupils, teachers and parents. All will have secure online access to progress reports and be able to contribute to a dialogue about individual learning;
- Developing the workforce so that teachers and other adults working with children and young people can effectively support pupils by creating personalised learning programmes based on high quality, structured support materials which can be used in working independently, when collaborating in peer learning groups, through guided work with adults and outside the classroom;
- Personalisation will actively support our drive for regeneration through localities and play a key part in our Children's Area Partnerships as part of the Children's Trust arrangements. By placing schools at the heart of their communities they will involve the wider community through digital access to 'lifelong' learning opportunities. Parents will have access to their own development opportunities and have clear pathways to be involved and to contribute to pupils' learning, raising aspirations across the community.

Buildings will deliver flexible learning space as a design principle incorporating easily reconfigured areas, spaces for collaborative learning and individualised learning. This will enable creative and cross-curricular teaching and the capacity to integrate learning themes to bring learning to life. Buildings will provide personalised access to individual learning pathways beyond the school day and to drive extended services development:

- BSF will enable greater flexibilities and permeability in boundaries between education sectors including between school and universities, schools and business and through transitions between phases within schools;
- The new flexibilities of the key stage 3 curriculum will enable schools to offer more personalised programmes to younger learners, with end of key stage assessments occurring at a point of learner readiness, allowing an early start on key stage 4 or level 2 learning;
- We will meet the 14-19 curriculum entitlement in 2013 through the development of our young people's support strategy to ensure that every young person receives the right support, information, advice and guidance to become expert learners. Walsall's learners will choose from all four pathways and will be able to select a blend of high quality offers to meet their own individual interests and aspirations and to secure their economic wellbeing;
- We will develop a general route that is flexible enough to allow a learner to access programmes offered by our HE partners and will continue work in partnership with employers to ensure that our diploma route for applied and for vocational learning is rooted in real workplace experience and will produce the right skills set for successful employment;
- We will provide learners with ICT enabled access to data about their attainment, attendance and behaviour to strengthen personal target setting with the involvement of pupils, teachers and parents. All will have secure online access to progress reports and be able to contribute to a dialogue about individual learning;
- Young learners will be able to extend their own curriculum by taking courses through distance learning with a college or another school – for example with a specialist school able to provide advanced learning in its specialism to learners in other schools;

- Teachers and other adults working with children and young people will support pupils as expert mentors or coaches, co-creating personalised learning programmes based on high quality, structured support materials which can be used in working independently, when collaborating in peer learning groups, through guided work with adults and outside the classroom;
- Technology will support all these developments and enable a 'virtual' campus sharing knowledge and resources across the whole of Walsall and its learners.

Competencies based curriculum development will be strengthened by transitional curriculum planning across phases to sustain, embed and extend learning and to maximise the opportunities of capital investment through both PCP and BSF.

2.6 How will the local authority ensure the effective delivery of the 14-19 entitlement in partnership with local LSC teams and FE providers?

Realising our vision involves taking a joined up approach to capital planning, linking BSF to the Primary Capital Programme and investment in FE, community learning, libraries, sport and leisure facilities. We acknowledge and celebrate an effective and developing relationship with Walsall College. The College is already engaged with schools across the borough in enhanced provision for our young people which we see as a catalyst for change and improved provision. BSF investment will lever a radical transformation of ICT systems

The Walsall 14-19 Partnership includes

- Nineteen secondary schools including two academies, all with post 16 provision,
- Three special schools,
- Nine training providers,
- Walsall College
- Wolverhampton University
- Connexions
- Learning and Skills Council
- Education Business Partnership and employers.

Strategic management and governance of the 14-19 Partnership is being rationalised. Sub-regional planning with neighbouring Local Authorities is well established through the Black County Challenge. A strategic group is in place to focus on the effective transition of the local Learning and Skills Council. A 14-19 Team responsible for leadership, management, systems and processes, has already put important building blocks in place. BSF will accelerate the delivery of a Borough wide entitlement linked to Walsall's Children and Young People's Plan, the Sustainable Community Plan and regeneration priorities.

The development of local 'Learning Villages' within a borough wide networked learning community will enhance provision by increasing access to work based engagement programmes, apprenticeships, vocational and applied options including Diplomas, to complement the more familiar GCSE, AS and A level courses; demand for the International Baccalaureate is being investigated with a very positive response from schools. We will use BSF to support the co-ordinated development of second specialisms.

This diverse but sustainable network of specialist provision will ensure that learners across the ability range have access to the full entitlement when it becomes mandatory in 2013. By sharing expertise and experience the distinct strengths of each provider will contribute to the overall range and depth of provision in Walsall, building capacity without overloading individual institution's contribution to improving outcomes.

Protocols and shared approaches to curriculum planning and development, teaching, learning and quality assurance, resource deployment, transition planning and continuous professional development are being developed. In addition to specialist expertise, all providers will deliver elements of the core provision and pastoral support to encourage the personal development of young people, particularly those individual learners with special needs and groups vulnerable to underachievement.

2.7 To what extent is the local authority ensuring effective integration of education and other services through Every Child Matters?

Walsall has developed a clear vision for Every Child Matters through a Borough wide 'Change for Children' (C4C) programme based on wide consultation with key stakeholders. Ambitions are shared and articulated well through the Children & Young People's Plan. Joint commissioning through Walsall's Children's Trust has a sound base and is developing well with a number of pooled or aligned budgets. Significant progress in outcomes has been achieved including reductions in teenage conception rates, the number of children looked after, waiting times for CAMHS and KS4 attainment.

Education services in Walsall are critically engaged within the Children's Trust as schools are identified at the centre of their communities through the implementation of locality based Children's Area Partnerships (CAPs). CAPs bring key agendas together promoting an integrated approach around the extended schools offer, children's centres, health and prevention, provision for young people and targeted youth support. The partnerships will be reinforced as local strategic platforms for the delivery of CYPP outcomes through improved service integration achieved by co-location as a key outcome of BSF.

All the schools named in the data table offer full core extended services - this means they offer a varied menu of activities including Sports and Arts and a Safe Place to be 8am-6pm during term-time and flexibly during the holidays, swift and easy access to targeted and specialist services, community access to school facilities, parenting support including family learning, transition information sessions, parenting programmes and locally and nationally available sources of information. This is offered in accordance with local demand, which is determined by local statistics and consultation conducted by the cluster of schools. Joseph Leckie work closely with all the schools in their cluster offering a wide range of services and co-ordination. Pool Hayes Work closely with the Community Association based on the same site who oversee the cluster development plans. Alumwell work within the Alumwell cluster overseeing the cluster funding. Shire Oak work closely with the schools in the Brownhills Cluster and in particular with the Community Association who act as the cluster co-ordinator. Streetly do not have a cluster co-ordinator, the fund holding school is Lindens Primary School.

BSF will extend the facilities available to young people, their families and the community within and beyond the school day. We will extend community access to recreation, learning, support and guidance and ensure that school buildings enable effective multi-agency working through improved design and access. Building on Walsall's ambition, BSF will extend improvements to the availability of targeted support by driving forward the integration of front line, multi-agency services. Central to developing this core offer is a vision for Young People's Information Centres (YPIC) offering easily available information, advice and guidance across the full range of outcomes, integrating provision from agency partners including youth, health, the 3rd sector and community safety agencies. Building design principles will lever opportunities for integration and accessibility of co-located services to deliver aspirations for significant improvements in seamless service provision for families across agencies.

By aligning capital programmes and our transformation agenda, significantly enhanced by the provision of both PCP and BSF, we will seek to deliver a diverse borough wide approach developing extended schools, 'all-through' schools and the possibility of 'learning villages' that will provide a range of integrated and community services across key transitions from early childhood to adult life. Schools sites will be developed to include community health facilities, family support and therapy services, sports, leisure, recreation and culture opportunities and lifelong learning facilities. As regeneration and driving community aspiration remain critical to our vision for Walsall, we will ensure that our buildings reflect a culture of commercial and social enterprise, linking strongly into our personalisation and vocational 14-19 developments, by exploring provision for on-site learning and enterprise in partnership with local businesses, University and FE providers and with individual entrepreneurs. Improved accommodation will be enhanced through ICT developments and a range of digital solutions which will be embedded to meet community needs. Our change management strategy will ensure community understanding and ownership of these opportunities.

2.8 How does the local authority intend to champion the needs of all pupils, including those with SEN, underperforming groups and those who are vulnerable or at risk?

Our recent Joint Area Review recognised good multi-agency partnership with services working well together to ensure early identification and intervention especially for those with the most complex needs.

The majority of children with SEN/LDD in Walsall are educated in mainstream settings and a review of specialist provision initiated in 2004 has been pursued vigorously leading to rationalisation and extension to the continuum of provision. This review has seen the closure of a single all-age school for physically disabled children and the opening of a new build, co-located 11 – 19 school for children with severe and complex learning needs. A failing ESD school has been closed with the opening of separate secondary and primary provision. Two of our special schools are recognised by Ofsted as outstanding. Additionally resourced provision has been opened in four secondary and nine primary schools to extend the continuum of provision for children with sensory needs, specialised learning needs, speech language and communication and physical disabilities. One additionally resourced provision operates as a nurture group for vulnerable child in KS1. The continuum of provision has been formalised since 2007 through an SEN Outreach programme that includes special schools, additional resourced provision and local authority Inclusion support services which has been a regional model of good practice through leadership of the first wave of DSCF SEN Hubs.

Much has been achieved in Walsall over the past five years through a critical focus on SEN, underperforming groups and those who are vulnerable or at risk through the strategic outsourced partnership that has supported local transformation. BSF investment will build on this strong platform, securing and extending the transformation in Walsall's capacity to deliver flexibility through increasingly integrated working made possible by a clear strategy to improve accessibility across mainstream provision. This will include completion of the SEN specialist provision review of current MLD special school arrangements, develop clear links to the extended schools programme and build on the existing Disability Access in Education Strategy to support improvements. In strengthening the broad continuum of provision we will pursue greater alignment in strategy and provision for those who are disengaged and at risk of exclusion. We will build on the provision of Walsall's three Pupil Referral Units by maximising opportunities for co-location of provision in parallel with future developments in Behaviour Partnerships currently operating across our secondary schools.

BSF will support a continually improving approach to access and entitlement in learning across the Borough. In sustaining our Virtual School strategy for the support of Children in Care we will seek to extend the concept and its delivery mechanisms to include other vulnerable groups with a particular focus on Pakistani, Bangladeshi, white working class boys and others eligible for free school meals, as well as taking account of the changing demographics within the Borough as newly migrating groups settle in Walsall. Our vision takes a strategically integrated approach to a wide view of inclusion for our vulnerable groups embracing the challenges of community cohesion and safety, including the prevention of violent extremism. Driving interagency collaboration through CAF and Contact Point, the alignment of our Children's Area Partnerships within the BSF framework for service integration will support the strategic locality based approach to integrated service delivery.

2.9 What change management strategy is in place and will be developed to achieve the local authority's BSF vision (including continuous professional development and workforce reform in schools)?

Our immediate priorities for change are;

- Workforce development, especially around curriculum development and pedagogy, extended services and community engagement
- Personalisation of learning ensuring that physical space promotes this
- Localisation and integration of services using schools as key centres for a range of service delivery

Senior leaders from all schools will have attended the National College for School Leadership's Building Schools for the Future Leadership Programme which supports school leaders and local authority teams to maximize the potential of the programme.

We are being clear with schools and wider partners that transformation begins ahead of the capital programme: we wish to move new schools into new buildings, not old schools into new buildings. The change management activity will encourage schools and partners to actively engage with programmes that will challenge traditional ways of thinking in ways that are not hindered by traditional notions and space and technology. The key driver will be high quality professional development, which enables all teachers and wider children's services staff to make rapid improvements in service delivery measured against clear outcomes.

The Change Management strategy is based on transforming the existing planning and management by coordinating a 'whole system' change approach that uses the BSF capital development as a catalyst. This will mean that the change plan is 'populated' by our existing structures and processes;

- Children's Trust Workforce Development Group
- Schools Workforce Development Team
- Next Practice Stakeholder Board
- 14-19 Strategic Partnership
- 0-19 Learning Framework
- Black Country Challenge
- Black Country Leadership strategy
- Children's Area Partnerships
- Multi-agency disability steering group
- School Transformation teams

Our change management strategy sits within our Change for Children (C4C) programme as part of our embedded Children's Trust arrangements. A strategic workforce development group is led by an Assistant Director and directly involves schools working with key partners and agencies e.g. Health, Probation, and Housing. Community leadership with the support of NCSL is being developed through our leadership succession programme 'Building Leaders of the Future', which includes emergent leaders training and development. Our change management strategy will ensure community understanding and ownership as training programmes will engage both professional and community organisations together.

Our change management strategy is built upon strong strategic management foundations:

- Our transformation of the Education services contract from imposed contractor to equal partner and fully integrated management team and cultures
- Our Children's Trust Commissioning Framework that incorporates World Class Commissioning competences
- Our robust & proven Trust Performance Management and corrective action processes
- Our corporate transformation programme
- Our Change for Children programme that delivered the Children's Trust
- Our Integrated Service delivery model and Children's Area Partnerships
- Our workforce remodelling and Children's Trust Integrated Children's Workforce Strategy
- Our involvement in development of the Strategic Service Delivery Plan for LIFTCO

Our experience shows that major change requires a coherent strategy that makes clear our vision and mission together with detailed outcome improvements - described as what children and their families will *experience* differently in 3 years time and how we will change to deliver. Our current Children's and Young Peoples Plan also includes our 3 year strategic 'route-map'.

2.10 How will the local authority harness the opportunity of BSF to drive down carbon emissions and promote sustainable behaviours among schools and their communities?

The capital investment in the building fabric will provide a significant opportunity to reduce emissions from new and refurbished buildings. The principle aim will be to minimise energy consumption by using high levels of insulation, new heating technology and intelligent lighting schemes. The Council is increasing the quantity of energy it purchases from sustainable sources. It is intended that buildings communicate the energy efficiency methods to enable the buildings themselves to be used as educational tools for pupils.

The council has signed up to:

- The Nottingham Declaration on Climate Change
- Developed a Climate Change Strategy and Action Plan
- Developed a Sustainable Schools Travel Plan 2008-2011, which is currently out for consultation

Alternative technology will be used to deliver cooling, heat and power. At a school site level effective use will be made of planting schemes to provide shading to people and buildings, there will be site waste management plans, sustainable drainage schemes and the recycling of rainwater. The buildings will become a tool for learning. The layout of buildings will maximize use opportunities and therefore minimise space requirements thereby reducing construction requirements. Learning through landscape and the use of nature in managing climate change will also be an important factor. The programme will aim for BREEAM 'excellent'. The travel to school plan will aim to minimise carbon emissions in transportation by making schools readily accessible by non vehicle means. The building managers/provider will be given energy performance targets. The carbon footprint of the school will be benchmarked and cover all activities including the sourcing of supplies and the carbon emissions from that activity, that will include food miles and identifying food from environmentally friendly sources.

Early dialogue will take place with bodies such as the Environment agency to ensure new buildings do not impact on flooding in the surrounding areas or on the school site. Sustainable drainage schemes will be used to minimise water run off from the site, and where possible water will be recycled for use in the building. The design of the building itself will anticipate increasing wind speeds, greater rainfall, and solar gain, to minimise building damage and the need for energy consuming environmental controls.

Each school is at the centre of its community and the opportunity to lead by example in the design and management of the buildings and landscape will be key to developing the approach in the regeneration of the Borough, supporting Sustainable Schools activity. Some of these regeneration activities will be taking place in parallel to school development and these will be adopting a similar approach to sustainable development. This link to the wider regeneration activity provides Walsall with a unique and significant opportunity to improve the quality of life in the Borough.

Recognising that the construction industry is the single largest user of material resources in the UK economy, Walsall will work with WRAP to ensure its BSF programme follows industry best practice will firstly explore the potential of using recycled material, secondly minimising waste and thirdly where waste is generated in construction that is recycled appropriately. Contractor's performance in all 3 of these areas will be monitored and the potential for incentives will be explored. In addition contractors and suppliers will need to demonstrate at bidding stage their environmental policies in all of their operations.

Part 3 Proposals for the schools estate and further education provision

3.1 Key priorities for the school estate in terms of location, size and cost including a summary rationale for prioritisation of school projects in this wave, and, where relevant, how they relate to complementary FE proposals

The schools have been identified following an extensive evaluation of a wide range of criteria with particular emphasis being given to National Challenge schools, schools serving communities with

high levels of deprivation, building condition and suitability, scheme deliverability and affordability. The proposed schemes offer an opportunity to make rapid progress and to secure educational transformation as quickly as possible. For example, phase 1 of the rebuild of Joseph Leckie is under construction and a master plan for the redevelopment of the whole site has been agreed. The completion of these schemes will follow on from the completion of a replacement building for Walsall College of Arts and Technology which opens in September 2009. The key priorities for the school estate are the renewal and/or refurbishment of the following five schools: Alumwell, Joseph Leckie, Pool Hayes, Shire Oak and The Streetly. At the next stage of the BSF process, once technical consultants have been engaged, school specific solutions will be developed to determine the extent of new build or refurbishment.

3.2 An overview of pupil place requirements and planning projections consistent with DCSF requirements and the local LSC's revenue funding predictions

Careful analysis of the projected demand for school places in 2018/19 indicates that there will be a need for additional school places as a result of increases in the birth rate, a significant level of residential developments in the borough, increased staying-on rates, and the raising of the participation age. Some realignment of capacity is proposed in order to ensure that school places are provided in the areas where they are required and are in line with parental preferences.

3.3 Headline strategic vision for ICT

A key enabler for the transformation of integrated teaching, learning and services to schools, our ICT strategy supports BSF by reinforcing the connection between the learning experience and ICT innovation working together to deliver measurable educational success.

The key aims of the ICT Strategy are:-

To deliver innovative and exciting ways of learning and provide rich content for teachers and pupils, together with the opportunity for the wider community to access life long learning.

To enable infrastructure to support the personalisation agenda for 14-19 year olds by enabling 'joined up teaching provision and extended learning opportunities'. It will offer flexibility for pupils to access learning resources any time, anywhere via the most appropriate technology. Learning platforms will provide a central portal for quality content blended with different teaching styles such as face to face, video conferencing, simulations and interactive learning.

To ensure that the ICT provision for BSF will enable attendance, attainment and behaviour to be registered electronically. Pupils will move to the appropriate teaching location for their personalised learning experience where they will have access to their secure on-line work, environment. Teachers will help pupils adapt their personal learning programmes, allowing pupils to take more responsibility for their own learning and parents to engage with and support their children's learning.

To use ICT across the curriculum, leading to environmental benefits from a reduction in the use of paper and the ability to free teachers time up to be able to teach.

To provide teachers with access to learning materials to support continuous professional development at all levels.

To deliver accessibility and address the Digital Divide. Through our continuing work with private sector and multi agency partners we will promote and develop our regeneration of the borough taking advantage of a collaborative network. This will address issues of accessibility, inclusion, equality and the digital divide within the borough.

Through partnership working, ensure that the network will continue to support the requirements for teaching and learning in the future. Working with major suppliers and the Black Country Partnership we will explore opportunities to gain technology benefits for pupils and families who do not have access to a PC or the internet.

To work smarter with our information to manage the information generated from attendance, coursework and attainment. This will facilitate early intervention and tailoring of individual pupil's improvement strategies. The use of email and pupil information systems will engage parents and allow them to access their child's progress.

To monitor and track pupils' progress and ensure submitted work can be retained for future reference and management and statistical information can be generated automatically therefore transforming the 'back office' by streamlining the administration workload.

To deliver improved information management to enable us to provide integrated services by closer working and information sharing with partners such as the Police, PCT, Health and Social Care and the use of CAF, ICS and Contact Point.

To ensure learning materials within the learning platform is be maintained and updated through the use of best of breed content management facilities.

To deliver cost effectiveness and quality services via a managed ICT service. The strategy will be delivered through a managed service via the LEP, based on agreed service levels, using best of breed technical solutions and developing a partnership with the provider.

To secure the most appropriate managed ICT service within a framework which balances equity and value for money with the need for schools to express their individuality.

To explore opportunities for cost savings in terms of voice and data convergence with our telephony systems, video conferencing and on-demand streaming capabilities are available.

To ensure our school sites are accessible and fully utilised. With a common network and connectivity, these sites must become more versatile locations for agile working and other council services will be sited at a school location e.g. leisure facilities, integrated services and opportunities for locality service provision.

3.4 Access and links into the ECM agenda

BSF will enhance Walsall's integrated service delivery approach to ensure improved outcomes as identified against the priorities in the Children & Young People's Plan which will be driven through the Children's Area Partnerships (CAPs) which place schools at the centre of the communities they serve. The ECM agenda will fundamentally underpin all estate development by giving focussed consideration to the flexible use of accommodation and, consistent with the National Children's Plan (2007), consider all opportunities for the co-location of services which can support the area based partnership vision made explicit through the CAPs programme.

Children's enjoyment of learning and achievement rely on learning centres and extended services that are able to offer safe environments within which children and young people can develop and explore the relationships that will promote confidence and success. Where significant re-building and alteration takes place design will deliver solutions for effective movement as well as 'openness' of spaces to allow effective monitoring and support.

Schools already provide a range of extended services to their pupils and the wider community.. Informal collaboration arrangements are successfully in place but this can be maximised through the delivery of BSF. Other service providers will be encouraged to provide services through the school infrastructure meeting the needs of the community. This will not only promote life long learning but give young people and their families access to services and quality information and guidance. Such services would include health clinics, Young people Information Centres, Job Centres.

Building design principles will lever opportunities for integration and accessibility of co-located services. Central to developing the core-offer is a vision for Young People's Information Centres (YPIC). Through partnership working and aligning the BSF process with Walsall Council's Leisure Centre Strategy we will create the potential for the BSF schools to become community sports, leisure and recreation venues and allow pupils and the wider community access to a continuum of lifelong participation around a community hub venue in their local area. Additionality will be achieved through links into extended service provision that engages the community and offers family support through the extended schools programme exemplified by arrangements for community learning, community resources such as library or pharmacy facilities and sports or PAYP opportunities.

The development of integrated multi-agency support models which are co-located in school provision can be built on a YPIC core as appropriate to reflect area need. There will be a range of provider models from fully integrated and co-located teams to more straightforwardly convened multi-agency referral panels. Where local integration delivery models are particularly strong and area needs clearly identify specific solutions it is envisaged that existing resources will be diverted to local arrangements based in full service extended provision arrangements. BSF consultations have indicated aspirations for the development of learning villages which could have a range of enhanced provision such as a health and social care centres, targeted youth support, joint facilities for police, community safety and youth offending services.

Through its commissioning of Education Services to Serco PLC, Walsall has already started a journey on restructuring services and particularly those supporting extended opportunities for alternative provision to keep particularly vulnerable children and young people on the path to success. A review of Pupil Referral Unit provision will align centrally retained PRUs within the continuum of provision being developed within School Behaviour and Attendance partnerships with co-location opportunities and increased direct commissioning by schools being enabled through BSF.

All the schools offer full core extended services - this means they offer a varied menu of activities including Sports and Arts and a Safe Place to be 8am-6pm during term-time and flexibly during the holidays, swift and easy access to targeted and specialist services, community access to school facilities, parenting support including family learning, transition information sessions, parenting programmes and locally and nationally available sources of information. This is offered in accordance with local demand, which is determined by local statistics and consultation conducted by the cluster of schools.

3.5 Existing and planned consultations – mechanism to draw school level development planning and the engagement of FE providers into the BSF process

Consultation with schools, officers and elected members took place in prior to the submission of the authority's original BSF Readiness to Deliver proposals in early 2008. We have engaged with secondary school head teachers and the principal of Walsall College of Arts and Technology to determine the mechanisms which will most effectively draw school-level development planning and the engagement of FE providers into the BSF process. Regular progress reports to key stakeholders through existing meetings, partnership forums, Local Neighbourhood Partnerships and corporate communication channels will give priority to providing timely information and advice so that partners can plan their input to the BSF process at appropriate points to achieve maximum impact.

In addition stakeholders will have access to:

- an accessible dedicated web site
- regular briefings and bulletins
- workshops and involvement of providers, children, young people, parents, carers, officers, members and advisors including locality events, Schools forums and governing body meetings, young people's forums etc
- a media campaign aimed at highlighting the benefits of BSF within the context of community regeneration.
- A dedicated officer is consulting with and supporting the five schools in developing their targets, priorities and strategies for change.

The commitment to target resources to support BSF communications at a local level and to support consultation with stakeholders throughout the project, will raise and maintain the profile of the BSF programme and achieve high quality outcomes.

Where required, statutory consultations will be completed before Outline Business Case (OBC) and if possible before completion of Strategy for Change 2 (SfC2).

3.6 Headline KPIs for the local authority around diversity, choice, access and education outcomes

KPIs

Area for Assessment		KPIs	Targets for BSF	
			Current Outcome (2008)	Target 2018
Enjoy and Achieve	Narrowing Gaps	Achievement of 5 or more A*-C grades at GCSE or equivalent including English and Maths NI75	40.6%	At National Average
		Achievement of 2 or more A*-C grades in Science GCSEs or equivalent. NI 84	40.6%	At National Average
		Children in care achieving 5 A*-C GCSEs (or equivalent) at Key Stage 4 (including English and Maths) NI 101	10%	Gap narrowed on LA average
		Reduction in number of schools where fewer than 30% of pupils achieve 5 or more A*-C grades at GCSE and equivalent inc En/Ma. NI 78	6	No school below the floor target
		Key Stage 4 GCSE 5A*-C Inc En/Ma attainment for Black and minority ethnic groups. NI 108	37%	Gap narrowed on LA average
	Personalised Learning	Improved and innovative approaches to teaching/ learning, including through improved use of ICT	Baseline to be established through surveys.	Survey 3years after BSF investment shows greater variety and impact
		More flexible and adaptable learning spaces		Monitoring and Inspection data shows greater variety of learning approaches after BSF investment
		Improved progress made by year 7 pupils in their first year after transfer to secondary schools		Assessment data and pupil tracking shows year on year improvement accelerates after BSF investment.
	SEN and Inclusion	SEN/non-SEN gap – achieving 5A*-C inc En/Ma	-37%	Gap closed. In line with national out-turns
	Choice, Diversity and Access	% of schools providing access to extended services. NI88	54%	100%
Attend and Enjoy School	Secondary school persistent absence rate. NI87	7.1%	At National Average	
	The effectiveness of the support to improve building management and development in schools - Audit Commission 3.30	4 th Quartile	1 st Quartile	
Being Healthy, Staying Safe and Making a Positive Contribution	Healthy Lifestyle	Children and Young People's participation in high quality PE and Sport. NI57		
Economic Well Being	Developing enterprising behaviour	Take up of 14-19 diplomas. NI90	tba	Take up in line with or above national take up.
		Participation of 17 years olds in education or training. NI91		Gap closing after BSF investment at faster rate.
Change Management	People	CPD and workforce reform embedded in school's transformation strategies		Analysis shows cpd and wfr integrated into change strategies.
Programme Management	People	% secondary schools with 25% or more surplus places (APA3090D)	0%	0%
Environmental		% of required energy supply through on site renewable sources and/or connect to a decentralised, renewable or low carbon energy source.	?	10%?

Area for Assessment		KPIs	Targets for BSF	
			Current Outcome (2008)	Target 2018
		Developments to support the achievement of carbon neutrality by 2040 (2016???)	?	?

Our attainment targets for 2018 are very challenging yet realistic and have been agreed with schools. They have been calculated by looking at the LA higher band KPIs agreed with our partner Serco, which aim to narrow the gap on national norms by the end of the contract. Using BSF, we aim to close this gap at a faster rate. This has been used to estimate a local authority improvement rate. For each individual school, this improvement rate is applied to the highest current Fisher Family Trust predictors.

3.7 Project governance and project management

The main elements of our governance model are:

- Cabinet
- Cross Party Member Consultation Group
- Programme Board
- Programme Team
- Stakeholder Group
- PE, Sport & Physical Activity Stakeholder group
- Individual school arrangements

Member Steering Group comprises representatives from each political party and will meet on a six weekly cycle to review progress and keep an overview of the BSF project. The Council sees BSF as a corporate priority and the Council's Chief Executive undertakes the role of Programme Sponsor. The Executive Director for Regeneration will act as Programme Owner. The Programme Board has been operational since November 2008 and meets on a six weekly basis. The Board is accountable to the wider Council, schools and appropriate government bodies for the delivery of the BSF project by monitoring progress and risks

The Council has established a Programme Team which has been in place since July 2008. The Programme Team is managed by the Project Director reporting to the Programme Board and will include education, technical, financial, procurement, communication and ICT officers. The first phase of appointments to the Programme Team is in place and the team will be supplemented by the appointment of the financial, legal and technical advisers. The programme management arrangements include a number of work packages: WP1 Education Capital Programme Secondary/PCP, WP2 Regeneration/Property/Integration, WP3 Education, WP4 Commercial Services, WP5 Academies and WP6 ICT.

The Council's has established a Transforming Learning Stakeholder Group which has named itself 3Is (Innovation, Information and Influence). This includes headteachers, partner agencies including health, business, community, representatives from the local strategic partnership, trade union/professional association and Government Office representatives. The voice of Children and Young People will be heard through the Children's Trust Partnership Forum representative with the establishment of a shadow young people's forum.

At individual school level Transformation Teams will be established with members drawn from across the school staffing body to engage with the programme team.

Appendix B

ALUMWELL / JUNCTION 10 EDUCATIONAL CAMPUS
Stakeholders Group
Draft Position Paper July 2009.

Introduction

In response to the Walsall Council's 'Transforming Learning Plan' (TLP) for Alumwell, a stakeholder group has been formed in support of a coherent vision for an 'Alumwell/ J10- Education Campus'.

Statement 1.

"The Stake holder Group commends the TLP's aspiration to create learning communities that are at the heart of their local communities',¹ and that through offering extended integrated services it will increase the participation of the community, and especially of parents in the life of the school."

Statement 2.

"The approach of a fully integrated 'Educational Campus' across the whole Junction10 / Alumwell footprint will support enhanced learning opportunities and raise aspirations."

Stakeholder Members

- Alumwell Junior School
- Alumwell Infants School
- The Vine Trust.
- The Church at Junction 10.
- Alumwell Business & Enterprise College
- Performance Through People

Stakeholders have long standing interest in the locality.

Key Agenda items:

- A1. The refurbishment of the Alumwell Business and Enterprise College via the BSF programme.
- A2. The establishment of complimentary, co-located community facilities, across the J10 / Alumwell footprint
- A3. The creation of an 'Arts Resource Centre' (ARC) involving the church, Junior / Infant schools and Wolverhampton University.
- A4. The establishment of a Health training resource centre that is designed to link into the national school curriculum for health and social care'.²
- A5. The need for synergy and coherence between the 'Tempus 10' Development and the 'Educational Campus'

¹ Transforming Learning – Building Schools for the Future-Strategy for Change Part 1 (SfC1). P4. Para 2.2

² (Similar to 'HealthTec' Wolverhampton as modeled by Wolverhampton City Primary Care Trust).

Next Key Steps

- Q1. What are the site and building funding requirements etc to establish a HealthTech training facility?
- Q2. In view of Oakus'- (the Tempus 10 developers) current planning application, is there now sufficient scope/ viable alternatives to influence their plans, in line with the ' Educational Campus' concept?
- Q3. Articulation of a common 'ALUMWELL / JUNCTION 10 EDUCATIONAL CAMPUS' vision for the area.

widerimpact

Independent Analysis. Strategic Reviews

Unit 103
Staffordshire University
Business Village Stoke
72 Leek Road
Stoke on Trent ST4 2AR
Tel: 0845 165 0491
Fax: 0845 165 0442
Email: enquiries@widerimpact.com
Web: www.widerimpact.com



Scan QR Code to visit website