

Agenda Item:

# Cabinet

20

**Dorset County Council**



Date of Meeting	5 November 2008
Officer	Director for Children’s Services
<b>Subject of Report</b>	<b>Building Schools for the Future (BSF) - Expression of Interest</b>
Executive Summary	<p>Building Schools for the Future (BSF) is the Government’s long term programme of capital investment for secondary and special schools, to transform education by providing 21<sup>st</sup> Century learning environments. Each Local Authority is allocated to one of 15 waves. Each wave represents a year in the programme. Dorset is currently positioned in Waves 13-15 of the BSF Programme.</p> <p>Along with all other local authorities allocated to Waves 7-15, Dorset has been invited to resubmit an Expression of Interest for the BSF Programme with a view to entering the programme in an earlier wave. The BSF Programme will be recast on the basis of these submissions in January 2009.</p> <p>The suggested scope of any Expression of Interest is an £80m-£100m capital programme and experience elsewhere suggests that the set up costs for such a project would be in the order of £5m-£6m. This would cover all the upfront costs, including the necessary work streams to reach the “readiness to deliver” stage and all subsequent stages to reach financial closure, including Legal, Financial, Commercial and Governance costs. Many of these will require specialist input from external advisors. However, the guidance states that no project will formally start until Partnerships for Schools (PfS) is content that the authority is ready to deliver it and that its project meets the aims and priorities that are claimed for it. This could mean that where an authority cannot provide satisfactory readiness evidence, it may lose its opportunity to enter the programme until a subsequent funding opportunity. Appendix E sets out a recent cost profile. It is an early scheme and therefore an underestimate.</p>

	<p>The preferred procurement model for the BSF scheme is a partnership with commercial backers and construction companies known as a Local Education Partnership (LEP). There is a possibility that should Bournemouth and Poole enter Wave 8 with the rest of their estate then a common LEP with Dorset could be developed. This may offer some economies of scale in the legal costs and the tendering process.</p> <p>As previously, the submission of an Expression of Interest denotes the acceptance of default models of funding and procurement for the BSF scheme. The scheme is based on a ratio of 50:35:15 for the provision of new schools, refurbished schools and some modernisation for the last sector, mostly in the form of ICT. In the case of the 50% for new build it is assumed that the funding model will be based on Private Finance Initiative (PFI). However, of late, some doubt has been raised as to the future of this particular approach to funding capital projects, given the change of the status of the banks who had previously supplied the core capital.</p> <p>The BSF scheme provides substantial sums to meet the core costs of modernising secondary schools. However, depending on the design and the proposals in the scheme, costs may outweigh the funds provided. Councils entering into this programme do so on the understanding that the funding gap between the cost and the funds provided will be met by the local authority. Finally, considerable sums are made available in the scheme for the development of improvements to ICT in schools. This part of the programme is offered on the understanding that the authority will procure a centrally managed scheme to support ICT in schools.</p> <p>The Modernising Schools Project Board met on 28 October 2008 to consider the submission of the draft expression of interest to join the BSF Programme in Wave 8. It was noted that there are considerable uncertainties in relation to the final costs of the project and that as yet, the funding model, be it PFI or not, is unclear.</p> <p>However, at this stage, the failure to submit an Expression of Interest would signify no further interest in the scheme and therefore constitute a missed opportunity. Submission at this stage does not commit the Council to incurring the costs so far set out, however it should be noted that an Expression of Interest committed to meeting the costs of the set up for the project would inevitably lead to those costs being incurred were the Expression of Interest successful. It should also be noted that council schemes to create academies or reorganise school places can now only be funded through Central Government's main capital programmes the Primary Capital Programme and the Building Schools for the Future Programme, or the Local Authority's own capital programme the Modernising Schools Project.</p>
<p>Budget/Risk Implications</p>	<p>The BSF Programme offers the opportunity to deliver educational transformation through an initial £80-100m investment programme in new or improved buildings to support the transformational objectives.</p>

	<p>Further waves of investment would be in the order of £80-100m.</p> <p>It is expected that Dorset County Council will be notified in early 2009 if the Expression of Interest for Wave 8 funding has been successful. It was noted by the Modernising Schools Project Board that this would require an initial investment of up to £1.5m in 2009-10 and each year until 2012-13 to make up the £5m-£6m set up costs.</p> <p>The Modernising Schools Project Board confirmed that submitting an Expression of Interest does not constitute a final commitment.</p> <p>In order to participate in the programme the Authority would need to commit to:-</p> <ul style="list-style-type: none"> <li>• PFI to fund new build projects on a Design, Build, Finance and Operate (DBFO) basis;</li> <li>• procuring a Local Education Partnership (LEP) or consider joining with another Authority to procure a joint LEP, to deliver the projects;</li> <li>• meeting the funding gap between funding through BSF and the actual costs of projects;</li> <li>• procuring ICT through a fully managed service;</li> <li>• committing approximately £5-6m to support the set up costs and delivery of BSF over a four year period.</li> <li>• following the submission of the Expression of Interest further financial profiling will be required before the DCSF response is received in early 2009.</li> </ul>
<p>Recommendation</p>	<p>The recommendations that follow have the support of the Modernising Schools Project Board. It is recommended the Cabinet note that an Expression of Interest is not a final commitment and approve that:-</p> <ol style="list-style-type: none"> <li>i) an Expression of Interest be submitted to DCSF for the Authority to take part in Wave 8 and in the future waves of BSF (Appendix A and D);</li> <li>ii) the prioritisation methodology for BSF and priority projects being put forward as part of that submission (Appendix B and C);</li> <li>iii) an approach is made to the current proposed joint Bournemouth/Poole LEP to consider whether there is an option for Dorset to be a co-partner or to procure its BSF programme through this LEP;</li> <li>iv) the challenge of providing £5-6m is explored within the Medium Term Financial Strategy to enable the BSF project to be progressed to the DCSF “ready to deliver” stage; and</li> <li>v) that a communications strategy is developed to manage the publicity for the scheme.</li> </ol>
<p>Reason for Recommendation</p>	<p>The BSF Programme aims to transform education for secondary and special school pupils and supports Dorset County Council’s aim to improve life chances for children and young people. It is now the only substantial source of government capital for secondary school modernisation.</p>

<p>Appendices</p>	<p>Appendix A: Draft Expression of Interest for BSF  Appendix B: BSF/MSP Prioritisation and Recommended Approach  Appendix C: Data set for the Prioritisation of Projects for BSF  Appendix D: Draft Expression of Interest, DCSF Data Sheets  Appendix E: Summary of BSF Start-up costs from a Local Authority</p>
<p>Background Papers</p>	<p>Building Schools for the Future (BSF) - Expression of Interest  (MSP Board, 28 October 2008)</p> <p>Building Schools for the Future Consultation on the Management of  Waves 7 to 15  (MSP Board, 19 June 2008)</p>
<p>Report Originator and Contact</p>	<p>Name: John Nash (Director for Children's Services)/ Kristina Wingeleth (Education Officer Funding &amp; Projects)  Tel: 01305 224166 / 01305 225284  Email: <a href="mailto:j.nash@dorsetcc.gov.uk">j.nash@dorsetcc.gov.uk</a>/<a href="mailto:k.wingeleth@dorsetcc.gov.uk">k.wingeleth@dorsetcc.gov.uk</a></p>

**LOCAL AUTHORITY EXPRESSION OF INTEREST FOR INCLUSION IN THE BUILDING  
SCHOOLS FOR THE FUTURE PROGRAMME**  
**November 2008**

<b>Local Authority Name</b>	Dorset County Council
<b>Local Authority Number</b>	835

**Contact Details**

<b>Name</b>	<b>Address</b>	<b>Telephone Number</b>	<b>e-mail address</b>
Keith Armstead	Dorset County Council Children's Services Premises Team County Hall Colliton Park Dorchester Dorset DT1 1XJ	01305 221965	k.l.armstead@dorsetcc.gov.uk

**Introduction**

Dorset County Council values all of its 178 schools and learning centres and we are rightly proud of their performance and effectiveness. Dorset's schools make up a diverse provision which consistently achieve good outcomes for children and young people and offer parents a wide range of choice in relation to categories, types and locations of schools for their children's education.

Dorset schools are organised into pyramids mainly focused on the county's market towns, with one or more Secondary or Upper school fed by a group of primary phase schools who they partner with. The Local Authority supports and facilitates effective collaboration and transition within these pyramids to secure a smooth learning journey for children from 0-19.

The majority of Dorset's secondary aged pupils are educated in 11-16(18) secondary schools, however there are also some areas that operate a three-tier system with middle deemed secondary and upper schools. Five learning centres provide additional educational support for secondary aged pupils who are unable to attend mainstream school. The Local Authority also has five all age special schools that offer access to high quality specialist education for pupils with specific learning difficulties.

<b>DORSET SCHOOLS</b>	<b>Community</b>	<b>Foundation</b>	<b>VC</b>	<b>VA</b>	<b>Total</b>
<b>Secondary Schools (11-16)</b>	2			1	3
<b>Secondary Schools (11-18)</b>	4	4	5		13
<b>Upper Schools</b>	2		1	1	4
<b>Middle (deemed secondary)</b>	9		1	4	14
<b>All age Special Schools</b>	3	2			5
<b>Primary</b>	18	2	17	36	73
<b>First</b>	21		13	16	50
<b>Infant</b>	6				6
<b>Junior</b>	4		1		5
<b>Learning Centres</b>	5				5
<b>TOTAL</b>	<b>74</b>	<b>8</b>	<b>38</b>	<b>58</b>	<b>178</b>

## **Strategic Education Plans**

### ***Transforming Learning 0-19***

Dorset is at the early stages of developing a Transforming Learning 0-19 Strategy in partnership with schools, other providers, parents, pupils and local communities. The strategy will build upon the Dorset Primary Strategy which is already in place, and bring together the Narrowing the Gap initiatives, Sure Start, EYFS, 14-19 Agenda and the QCA Key Stage 2 & 3 'Big Picture for curriculum change' initiatives. It will also seek to transform learning in communities from the inside out by promoting community cohesion through the Rights Respecting Communities framework, developing multi-agency locality delivery of services and wider community regeneration projects based on best practice from across the UK, but which reflect Dorset's unique and rural environment.

Recognising the individual character of Dorset communities, the work will be focussed on a locality basis through the Dorset School Area Partnerships and/or at pyramid level and the Local Authority will facilitate a programme to develop partnership working between schools, settings, the wider community and the private and voluntary sectors to create a transformational, child centred 0-19 learning vision for their locality. Focussing on the skills required by learners in a changing world, the transformational vision will focus on personalised learning, improved collaboration between schools including the establishment of formal federations or trusts where necessary to boost weaker schools and embed collaborative working.

Secondary phase schools will play a key role in the development and delivery of the Transforming Learning 0-19 Strategy by acting as centres of excellence in their communities which:

- provide a curriculum modelled on skills, knowledge and attributes which supports the transformational learning journey and improved attainment
- work collaboratively within and across localities to maximise the benefits of complimentary specialisms and share best practice
- provide the 14-19 entitlement through partnership working with other schools, FE colleges and employers
- provide excellent specialist provision for pupils with specific learning and physical disabilities through improved accommodation in our special schools, in some case co-located and/or sharing facilities of mainstream secondary schools
- offer access to excellent ICT to all learners in their locality and beyond
- ease transition for learners by working more closely with Early Years providers and primary phase schools to provide enhanced educational opportunities and a full range of extended services in each locality
- provide access to multi-agency and extended services, leisure and cultural activities which meet the specific needs of each community, and based around the school site wherever possible.

There is a strong strategic partnership in place in Dorset providing direction for the Children and Young People's Partnership. This governing structure will be the context for the development of the change management programme to deliver the vision for education in 2020.

### ***Attainment and Achievement***

Dorset schools perform well against national and statistical partner averages. Over the past three years (2006-8) more than 70% of Dorset's secondary, upper and middle schools achieved above the national average (78.5% at KS2 L4 English and Maths, 46.8% at KS4 5+ A\*-C GCSEs) However, in line with national trends, pupil attainment at all Key Stages has broadly plateaued in the past four years. The key issue centres on the relatively low attainment of children and young people from socially vulnerable backgrounds. This is exemplified by Dorset's three schools currently in National Challenge, all of which are in the Authority's top 30% areas of highest deprivation and one of which has been achieving below 30% 5+ A\*-C GCSEs for the last three consecutive years. The Local Authority recognises this challenge and is putting in place a range of strategies to 'narrow the gap' between these disadvantaged children and the rest in order to achieve better outcomes for all children and young people which will be encompassed under one '0-19 Transforming Learning Strategy'. Further action to transform learning and improve attainment is needed in our national challenge schools and therefore Dorset will be proposing that two of these schools (Grange and Royal Manor) should become Academies through BSF. Discussions between these schools, the Local Authority and the OSC have already begun. Separately, plans are already in place for the Wey Valley School to form a trust with Wyvern Special School and other partners as part of an intervention strategy to bring the school out of National Challenge.

### ***Diversity, Choice and Access - School Provision and Organisation***

Dorset currently offers a diverse provision of sizes, types and categories of secondary phase schools. However the current provision presents an unsustainable situation as there is a serious level of surplus places in Dorset schools, whilst others are full beyond capacity. In order to create the conditions that are conducive to all Dorset children and young people to achieving high standards as a result of attending successful schools, we are undertaking a rolling programme of pyramid/area reviews of school place provision in Dorset. As part of this

process, we will be seeking to create diverse, viable and appropriate secondary provision in each area, which is sustainable in the long term.

This process began with reviews in Shaftesbury and Blandford starting in 2003 and is currently continuing in the Purbeck area with proposals going to public consultation in January 2009, and therefore featuring significantly in our first BSF project. Review of the area with the next highest amount of surplus places will begin immediately following completion of the current review, and it is anticipated that outcomes of this and later reviews will form part of Dorset's later BSF projects.

#### **14-19**

Delivering the 14-19 entitlement in a rural county remains a significant challenge for Dorset. An extensive modelling exercise has researched demographics, learner take up, travel to learn, school and college specialisms and local skills shortages which has begun to establish the best way to meet demand for the new entitlement. Existing practical learning opportunities and the geography of the county resulted in six consortia being developed who have been successful structures for broadening provision and improving learner access to date, however the conclusion from the modelling has indicated a more complex approach is required. There are now eight 14-19 consortia who are currently engaged in the planning/implementation of Diploma delivery to meet the learner entitlement in 2013. Therefore as part of the Transforming Learning 0-19 Strategy, it will be necessary to develop a matrix of provision with a range of flexible partnership arrangements according to need (demand) and local circumstances (geography/distance between providers/access to specialist facilities such as colleges). In Dorset it is proposed that such a matrix will have at least three levels – local (based on existing consortia), multiple hub and single hub providers. The planning for facility development for delivering and accessing each of the seventeen Diploma lines is currently underway and a final proposal is to be presented to the 14-19 Strategic Partnership Group in January 2009.

#### **SEN and Inclusion**

Dorset County Council's Inclusion Strategy makes clear our vision for inclusion – to ensure that every child's needs are met through high quality local provision with the expectation that children in Dorset will have their learning needs met as close to their home as possible; whilst also recognising the need for diversity of provision. Dorset is in the process of renewing its vision for our special schools alongside mainstream secondary schools to create a unified system which:

- makes excellent provision, through both curricular and extra-curricular activities, including the provision of high quality 14-19 programmes
- works closely with parents and families to support their and their child's needs, including the provision of short term break (respite) support
- works closely and effectively with the full range of other services to meet the broader needs of children and young people, including the development of integrated and extended services for children and young people who are disabled
- provides and works with other providers of post-16 learning opportunities to prepare children and young people for adult life.

The accommodation in Dorset's special schools is poor and in some cases poses serious health & safety risks for staff and pupils. The Local Authority has already committed around £15m of its capital for investment in improving the special schools estate and we would look to address the most serious of the remaining priority special schools through BSF.

#### **ICT**

The Local Authority is committed to ensuring that Dorset learners are equipped to engage with the fast pace of technological advances and opportunities. In appreciation of the role that ICT will play in the future economy, we recognise the need to provide effective systems, training and support for all schools to ensure that they have 'e-maturity'. To achieve this we will work in partnership with our schools to:

- provide a reliable, robust, sustainable network infrastructure county-wide
- provide a learning platform that offers the ability to combine communication and collaboration tools, secure individual on-line working space, tools to enable teachers to manage and tailor content to user needs, pupil progress and tracking
- undertake regular self-review of ICT status in schools, through the BECTA Self Review Framework
- achieve a pupil:computer ration of 1:1, with a range of devices which allow for access both in school and elsewhere, including across the whole school site and at home
- promote opportunities for learners to use all forms of ICT in all aspects of school life and to ensure progression in the development of ICT skills

Our outline ICT vision for Dorset was agreed through consultation with schools on the Primary Strategy and will be developed further to become an essential part of the wider 0-19 Transforming Learning Strategy.

Working in partnership with our ICT Framework provider, we have already developed a hybrid ICT managed service model for schools receiving capital investment through our main schools capital programme and others who wish to join. This model goes some way towards the Local Authority's vision, meets BECTA standards and as such is transferable to the BSF fully managed service model; but a cohesive strategy aligned to the wider transformational agenda and programme of change management, including necessary training and technical support to be successful in the use of ICT, needs to be developed.

### **Rationale for Local Prioritisation Decision**

The initial group of projects will address issues around the higher national priorities in terms of social and educational need including schools in or of concern in terms of the National Challenge criteria, but will also cover other local elements e.g. reorganisations.

Further follow on waves would be expected to address the County Council's next highest set(s) of priorities following the revised BSF criteria.

Based on this and in terms of the Expression of Interest the initial focus of projects will be on standards and standards/sustainability based reorganisations. The priority will be on:

- (i) Those schools where standards may be an issue and/or where schools fall into the National Challenge criteria; including proposals for the creation of Academies or Trusts where this is appropriate to drive transformation and improved achievement. This would include proposed Academies at Royal Manor and The Grange, as well as the Wey Valley School are who already looking to the formation of a Trust with neighbouring Wyvern Special School and other partners.
- (ii) Reorganisations, either underway or recently completed to address issues of long term viability, sustainability and significant surplus capacity. This will include support for the outcome of the Purbeck review currently underway and will support the final completion of outstanding works from previous reorganisations in Blandford and Shaftesbury.

Follow on projects will also need to consider the relative priority of concerns for the County Council and the BSF priorities, in particular where there are further concerns over the long term sustainability and viability of schools which may then have a long-term impact on standards (e.g. where there is currently significant and growing surplus capacity, where further reviews may need to take place and where there are also significant building needs). Because of the need to consider this on a geographical basis, it would also include other schools needs within the "same" geographical area.

For these reasons, it is proposed that a first follow on project would include all other secondary schools (including special) within East Dorset, Corfe Mullen and Christchurch.

A final follow on project is proposed for the balance of the secondary estate where BSF is appropriate, including schools in the Beaminster, Dorchester, Gillingham, Lytchett Minster, Sturminster Newton and Weymouth areas.

### **Readiness to Deliver**

Dorset County Council is expressing an interest in BSF Wave 8, in recognition that we are at the early stages of our transformational vision for education and will require at least ten months to develop this into a coherent strategy in partnership with our schools, Dioceses, parents and local communities. In terms of Dorset's priority BSF project, discussions on the Trust at Wey Valley and the potential for an Academy at The Grange are in the early stages, and there will be a significant amount of development work to be done on the vision for these schools linked the Local Authority's wider Transforming Learning 0-19 vision. Planning for a 0-19 Academy at Royal Manor has made progress in terms of visioning over the past twelve months and the project has been approved to move to the Expression of Interest stage, but a sponsor has yet to be identified. The timescale for Wave 8 would enable the Local Authority to make good progress on the proposals for all of our National Challenge schools working to a realistic programme, as well as align to the planned phased implementation of the outcomes of the Purbeck area review. The completion of the building work related to the reorganisations at Blandford and Shaftesbury Schools in Wave 8 would follow on the completion of earlier phases of construction on both sites.

In planning for Wave 8 Dorset would be able to commit the necessary resource to put a project team and governance structure in place from Spring 2009, ready for project inception in January 2010. The Local Authority currently has construction, consultant and ICT frameworks for the delivery of its capital projects, all of which will expire in 2010/11. As such, we are committed to procuring a LEP to supersede our frameworks for the delivery of our BSF project starting in Wave 8. In the first instance, Dorset would be exploring the potential to procure a LEP jointly with Bournemouth & Poole in conjunction with their Wave 6 or proposed Wave 7 BSF project. Initial discussions with Bournemouth & Poole have already taken place and there is a mutual interest and geographical logic for all three authorities to progress this option. Whilst we would otherwise be seeking inclusion in Wave 8, this could offer an opportunity to bring forward our initial project to Wave 7. As an alternative, Dorset would seek either to procure its own LEP, or potentially procure jointly with another neighbouring authority should BSF proposals and timescales align to support this option.

DRAFT

## REPORT

### Modernising Schools Project Board 28 October 2008

#### BSF/MSP Prioritisation and Recommended Approach

1. As set out in previous reports to the Board, there are clear differences in approach between the MSP prioritisation methodology and the criteria to be applied under BSF. For MSP, the prioritisation methodology, as most recently set out in the report to the Board on the Primary Capital Programme, focuses primarily on buildings related issues, using a combination of data on condition and suitability (40%/40%) with a small (20%) factor based on deprivation using the latest DCSF Tax Credit indices.
2. For the purpose of this report, the data has been manually “updated” to:
  - reflect the position of some of the schools, e.g. Lytchett Minster, Budmouth, Blandford, QE etc. as they are expected to be once the current major capital projects which are either in design or build are complete
  - Only compare BSF eligible schools against each other
  - Indicate the amount of priority building condition work as anticipated at 2012.
3. Further adjustments have been made to reflect an initial Officer view on the relative position of the Special schools through an analysis of condition and deprivation data, although this needs further verification. The revised MSP prioritisation on this basis is set out in Appendix B.
4. Under BSF, whilst the criteria have been widened to cover a number of other areas and, at a local level now cover; social and educational need, building need, school reorganisations, sustainable communities and contribution to regeneration/service integration, it is also clear that, in terms of the national picture, priority will still be given to the issues around social and educational need.
5. Separately, there is also now an opportunity to submit an initial group of projects which need not be geographically coherent, although follow on projects will more likely be geographically based.
6. In all cases the projects must, as set out in the previous report and presentation, aim for educational transformation and be part of an overarching strategy for change.
7. Hence, the initial group of projects will be expected to address issues around the higher national priorities in terms of social and educational need including schools in or of concern in terms of the National Challenge criteria, but may also cover other elements e.g. reorganisations.
8. Further follow on waves would be expected to address the County Council's next highest set(s) of priorities following the revised criteria.

9. Based on this, and in terms of the Expression of Interest, it is recommended that the initial focus of projects should be on standards and reorganisations. The priority would be on:
  - (iii) Those schools where standards may be an issue and/or where schools may fall into the National Challenge criteria; including consideration of the creation of Academies or Trusts where this may be appropriate. This would include Royal Manor and The Grange as potential Academies and the Wey Valley School who are already looking to the formation of a Trust with Wyvern school and other partners.
  - (iv) Reorganisations, either underway or recently completed. This would include support for the outcome of the Purbeck review and support the final completion of the previous reorganisations in Blandford and Shaftesbury.
10. Follow on projects would also need to consider the relative priority of concerns for the County Council and the BSF priorities, in particular where there are concerns over the long term sustainability of schools and systems which may have a long-term impact on standards (e.g. where there is currently significant and growing surplus capacity, where further reviews may need to take place and where there are also significant building needs). Because of the need to consider this on a geographical basis, it would also suggest a requirement to consider other schools needs within the “same” geographical area.
11. For these reasons, it is recommended that a first follow on project would include all secondary schools (including special) within the East Dorset, Corfe Mullen and Christchurch areas.
12. A final follow on project is recommended for the balance of the secondary estate, including those schools in the Beaminster, Dorchester, Gillingham, Lytchett Minster, Sturminster Newton and Weymouth areas.
13. When compared with the MSP prioritisation, whilst there are some individual differences, there is still a close correlation between the MSP and the BSF recommendations set out above.
14. However, there are some anomalies, namely Woodroffe School, Yewstock School and The Gryphon School. Assuming a continuation of the MSP programme in some form it is recommended that the needs of these three schools be met through a combination of the MSP and other funding sources where appropriate. For the most urgent needs at Yewstock, it is recommended that an initial allocation be made of a significant proportion of the current TCF funds for SEN/14-19 to support the most urgent needs and improvements to provision for LLLD and post 16 students. The MSP would then need to support the balance of the costs at Yewstock and the needs at Woodroffe and The Gryphon Schools.

**Building Schools for the Future Project Scope - initial project for local authorities yet to join the programme**

Local Authority	Dorset (835)
Contact email address	<a href="mailto:k.l.armstead@dorsetcc.gov.uk">k.l.armstead@dorsetcc.gov.uk</a>

**Top priority project**

DCSF number	School Name	Current school type - Sept 2008	% GCSE A* to C inc Eng Maths (2008)	Current number of pupils on roll			Current capacity		Current surplus %	Projected number of pupils on roll			Projected capacity			Projected special resource provision NOR	Investment Proposals under BSF	Proposed school type post BSF
				Aged 0-10 Sept 2008	Aged 11-16 Sept 2008	Post-16 Sept 2008	Current capacity (age 11-16) Sept 2008	Current capacity (post-16) Sept 2008		Aged 0-10 Sept 2018	Aged 11-16 Sept 2018	Post-16 Sept 2018	Projected capacity (age 11-16) - 2018	Projected capacity (post-16) - 2018	Projected surplus %			
4178	The Grange School	Community	25%		589	81	600	81	1.6%		563	117	600	100	2.9%		70%+ new build on existing site	Academy
4188	Royal Manor Arts College	Community	28%		719		750		4.1%		625		750		16.7%			Academy
4187	The Wey Valley School and Sports College	Community	30%		1036		1050		1.3%		937		1050		10.8%		0%-20% new build	Community
4024	The Purbeck School	Community	50%		903	234	990	234	7.1%		1322	225	1500	300	14.1%		20%-50% new build	Community
4510	The Blandford School	Voluntary controlled	51%		968	188	1050	188	5.0%		1002	169	1050	300	13.3%		0%-20% new build	Voluntary controlled
4511	Shaftesbury School	Voluntary controlled	48%		760	238	900	238	12.3%		839	244	900	200	1.5%		0%-20% new build	Voluntary controlled
				<b>0</b>	<b>4995</b>	<b>741</b>	<b>5340</b>	<b>741</b>	<b>5.7%</b>	<b>0</b>	<b>5288</b>	<b>755</b>	<b>5850</b>	<b>900</b>	<b>10.5%</b>	<b>0</b>		

Explanatory notes:

School priority	The top five priority schools in your authority yet to benefit from BSF	Current capacity (post-16)	The current capacity at the school for post-16 pupils
DCSF number	The official DCSF number for each school	Projected number on roll (aged 0-10)	The projected number of pupils aged 0-10 on roll at all-through schools in 2018.
School name	The current name of the school	Projected number on roll (aged 11-16)	The projected number of pupils aged 11-16 on roll at the school in 2018.
Current school type	The type of school	Projected number on roll (aged post-16)	The projected number of pupils aged 16 and above on roll at the school in 2018.
%GCSE A* to C	The % of pupils achieving at least 5 A* to C GCSEs, including English and Maths in 2008	Projected capacity (aged 11-16)	The projected capacity at the school for pupils aged 11-16 in 2018
Current number on roll (aged 0-10)	The current number of pupils aged 0-10 on roll at all-through schools.	Projected capacity (post-16)	The projected capacity at the school for post-16 pupils in 2018
Current number on roll (aged 11-16)	The current number of pupils aged 11-16 on roll at the school.	Projected special resource provision	The projected number of places required in a special resource unit at the mainstream school in 2018
Current number on roll (aged post-16)	The current number of pupils aged 16 and above on roll at the school.	Investment proposals under BSF	Your investment proposals, including amount of new build
Current capacity (aged 11-16)	The current capacity at the school for pupils aged 11-16	Proposed school type post-BSF	The proposed type of school following BSF investment

Building Schools for the Future Project Scope - for follow-on projects																		
Local Authority		Dorset (835)																
Contact email address		<a href="mailto:k.larmstead@dorsetcc.gov.uk">k.larmstead@dorsetcc.gov.uk</a>																
First priority follow-on project																		
DCSF number	School Name	Current school type - Sept 2008	% GCSE A* to C inc Eng. Maths (2008)	Current number of pupils on roll			Current capacity		Current surplus %	Projected number of pupils on roll			Projected capacity		Projected surplus %	Projected special resource provision NOR	Investment Proposals under BSF	Proposed school type post BSF
				Aged 0-10 Sept 2008	Aged 11-16 Sept 2008	Post-16 Sept 2008	Current capacity (age 11-16) Sept 2008	Current capacity (post-16) Sept 2008		Aged 0-10 Sept 2018	Aged 11-16 Sept 2018	Post-16 Sept 2018	Projected capacity (age 11-16) 2018	Projected capacity (post-16) 2018				
4033	West Moors Middle	Community	N/A	164	129		192		32.8%	167	140		150		6.7%			
4022	Ferndown Upper School	Community	35%		810	303	960	303	35.9%		638	209	675	200	3.2%			
5950	Beaucroft Foundation School	Foundation special	N/A	56	76											100% new build on new site	Foundation special	
5406	Highcliffe School	Foundation	64%		1144	206	1080	206	11.0%		1120	246	1050	300	-1.2%	20% 50% new build	Foundation	
4034	Lockyer's Middle School	Community	N/A	218	235		264		11.0%	205	225		240		6.3%			
4177	Twynham School	Community	54%		1208	229	1200	229	-0.6%		1202	546	1200	300	-16.5%	50%-70% new build	Community	
4020	Cranborne Middle School	Community	N/A	212	200		210		4.8%	214	188		240		21.7%			
4604	St Michael's CE VA Middle School	Voluntary aided	N/A	292	275		280		1.8%	279	306		300		-2.0%			
4184	Ferndown Middle School	Community	N/A	322	306		320		4.4%	296	260		300		13.3%			
4614	Emmanuel CE VA Middle School	Voluntary aided	N/A	154	221		300		26.3%	258	234		270		13.3%			
				1418	4604	738	4806	738	7.9%	1419	4313	1001	4425	800	-1.7%	0		

Page 1

Second priority follow-on project																		
DCSF number	School Name	Current school type - Sept 2008	% GCSE A* to C inc Eng. Maths (2008)	Current number of pupils on roll			Current capacity		Current surplus %	Projected number of pupils on roll			Projected capacity		Projected surplus %	Projected special resource provision NOR	Investment Proposals under BSF	Proposed school type post BSF
				Aged 0-10 Sept 2008	Aged 11-16 Sept 2008	Post-16 Sept 2008	Current capacity (age 11-16) Sept 2008	Current capacity (post-16) Sept 2008		Aged 0-10 Sept 2018	Aged 11-16 Sept 2018	Post-16 Sept 2018	Projected capacity (age 11-16) - 2018	Projected capacity (post-16) - 2018				
4802	St Mary's CE Middle School	Voluntary aided	N/A	245	235		240		2.1%	238	244		240		-1.7%			
4505	Beaminstor Technology College	Voluntary controlled	47%		619	93	630	93	1.5%		591	79	600	100	4.3%		0%-20% new build	Voluntary controlled
4503	Gillingham School	Voluntary controlled	58%		1343	410	1350	410	0.4%		1523	485	1500	500	-0.4%		20%-50% new build	Voluntary controlled
4179	Sturminster Newton High School	Community	48%		592		600		1.3%		509		600		15.2%		0%-20% new build	Community
5402	Budmouth Technology College	Foundation	59%		1260	270	1260	270	0.0%		1241	293	1200	300	-2.3%		20%-50% new build	Foundation
4606	St Osmund's CE VA Middle School	Voluntary aided	N/A	310	312		300		-4.0%	303	308		300		-2.7%			
5953	Westfield Technology College	Foundation special	N/A	83	97	2											20%-50% new build	Foundation special
4031	Dorchester Middle School	Community	N/A	311	304		300		-1.3%	297	298		300		0.7%			
4615	The Thomas Hardye School	Voluntary aided	75%		1366	827	1350	827	-0.7%		1388	840	1440	800	0.5%			
4801	All Saints VE School	Voluntary aided	54%		915		900		-1.7%		880		900		2.2%		0%-20% new build	Voluntary aided
1105	The Compass Centre	Pupil Referral Unit			101						100							Pupil Referral Unit
1101	Dorchester Learning Centre	Pupil Referral Unit			62						60							Pupil Referral Unit
1102	Sherborne Learning Centre	Pupil Referral Unit			42						40							Pupil Referral Unit
				949	7248	1602	6930	1600	-453.1%	838	7182	1697	7080	1700	-422.3%	0		