

Targeted Capital bids October 2003

N.B. Each section has a text limit of 1,200 characters, including spaces.

STOCKTON HEATH

Overall aim

To provide modern, suitable and sufficient accommodation for this popular school. To replace three ageing buildings with a capacity of 333 as against a PAN of 60, with one modern 2fe facility on the same site, providing for 21st century standards.

Brief project description

The construction of a new two form of entry primary school on the existing site and demolition of the existing three buildings on completion. The rooms in the existing main building, which dates from 1911, have high windows and ceilings, but very small floor areas. The two HORSAs date from 1950 and are time expired. The new school building will replace these and eradicate all H&S and condition problems. It will have a full 420 mainstream places, plus 10 places within the SEN Enhanced Provision Unit, all with facilities such as small group teaching areas and wet/practical areas which provide for modern teaching. Additional learning resources will include a library and networked ICT facilities. Staff accommodation will be sufficient and varied to enable workforce reform. By consolidating accommodation into one building, outdoor provision on this restricted site will be improved.

Government Priorities

GP1 Support for schools causing concern 0%

GP2 Curriculum improvement 60%

This school is implementing the Primary Strategy "Excellence and Enjoyment" and is one of the LEA's participating schools for the Primary Leadership Programme. The current accommodation does not lend itself to the delivery of a broad, balanced curriculum, particularly art, DT and practical activities. The school is partnered with Advanced Skills Teachers at the local high school to provide MFL opportunities. The current shortage of space hinders these opportunities within school. Musical instrument instruction takes place in halls and rooms with poor acoustic insulation, often shared by other groups of children working. This will increase by 75%. This school has recently appointed an excellent foundations stage/key stage 1 leader, who is on the Fast Track programme. The role involves introducing the foundation stage curriculum. Existing accommodation limits the potential opportunities to implement this, particularly when trying to provide play based learning areas within the classrooms.

Access to and provision for outdoor play is significantly underdeveloped and will remain so without great investment. This was highlighted by Ofsted in 1998 and remains so.

GP3 Standards-focused re-organisation 15%

This school has a net capacity of 333 as against PAN of 60, giving a shortage of 87 places. There are 25% surplus places (i.e. shortfall) based on NOR Jan 2003. A 2fe

primary school, it does have 14 class bases but few are greater than 41m² and some are smaller still. There is a drastic shortage of space throughout, which causes severe difficulties in curriculum delivery and management. Inadequate storage and lack of wet/practical areas or small group teaching rooms makes delivery of the full curriculum a challenge. Staff facilities are equally inadequate, impeding implementation of workforce reform.

This school is in the south of the borough where provision overall is tight. The option of reducing the PAN to allow a school population which fits the buildings has been explored and rejected, as additional places do not exist elsewhere.

The school is extremely popular and ranks above national average at KS1 and KS2 in all subjects. Free school meal benchmark comparisons in 2002 gave the school grade C at level 4+ in all subjects. Also in 2002 the school, when compared with schools in similar contexts, was graded E at all subjects regarding prior attainment analysis.

GP4 SEN

25%

A two storey Victorian building with two other separate buildings, access to the upper floor is by stairs only, and movement between the buildings is not easy for anyone with mobility problems. A new unified school building with a lift to the upper floor will be fully accessible and will include disabled washroom facilities for pupils and visitors.

The school includes an 8 place SEN Enhanced Provision Unit which will be replaced within the new building with more spacious accommodation, including quiet room, small group teaching room and better staff facilities. Improved provision will allow greater dissemination of best practice from SEN teachers to all staff.

Tackling low attainment in mainstream pupils with SEN is problematic as there are no facilities for one-to-one or small group teaching. These activities take place within small class bases or corridors with constant distraction. Discrete small group teaching spaces will enable improved learning.

GP5 Innovative use of school building

0%

Wider benefits

School workforce reform

A new building will provide a secure environment for staff and pupils with controlled but welcoming entrance and good administrative accommodation (currently on upper floor). The headteacher's office will be spacious and well located. The staffroom will allow a pleasant, uncluttered area for relaxation and will include space for working in non-contact time and a well planned resource area, allowing teaching and non-teaching staff to work more effectively. A separate reprographics room will enhance this space. A meeting room/deputy head's room will provide for meetings with parents and outside agencies, and allow additional workspace.

Teachers will work in classrooms better suited to modern teaching methods, with wet/practical areas to facilitate delivery of the full curriculum and discrete teaching spaces to allow concentration on small groups.

A unified building will improve health, safety and welfare for all on site.

Reconfiguration of outdoor spaces will remove the need for supervision of danger spots and 20 additional parking spaces will relieve the current difficult situation, with on street parking causing neighbours to protest.

Supporting wider inclusion agenda

Although only five pupils in the mainstream school have Statements, 61 are identified as having SEN. Dedicated spaces for additional support, one-to-one or small group teaching, will reduce distraction and provide for effective teaching.

An 8 place primary SEN Enhanced Provision Unit is included within the school, which will be expanded to 10 places within the new building with more spacious and appropriate accommodation.

The school operates a fully inclusive ethos and is a winter base for several Traveller children.

Centralisation of resources will improve curriculum areas and staff's ability to access appropriate SEN materials.

Additional classroom and corridor space will reduce incidents of aggression caused by the proximity of pupils to each other, particularly from pupils on the autism spectrum. It will also be better for pupils with sensory impairment or who use wheelchairs, standing frames, etc, requiring a wide turning circle.

As stated under GP4, the upper floor is inaccessible to wheelchair users. The new building will include a lift to provide full access and disabled facilities for pupils and adults and will increase the school's desirability for community use.

Addressing pupil behaviour and attendance

Cramped classroom spaces and lack of alternative teaching areas can lead to frustration and aggression. More space allows children to spread out, obviating bumping and nudging which can cause incidents.

Improvements to the outdoor environment, will mean that children have more opportunity to run off steam, to play creatively, or to sit quietly, as they may choose, during their free time. Well designed, consolidated outdoor spaces will eradicate areas where supervision is difficult, and prevent bullying.

A room for meetings with parents and outside agencies will facilitate a joined up approach to tackling behavioural problems in individual pupils.

The school has a travelling community and associated attendance issues. Travelling children are withdrawn for small group and one-to-one teaching to address individual needs. This often takes place inappropriately in corridors incurring associated distractions.

A bright new building which makes a visible statement of the Authority's commitment to the school community is bound to improve morale in children and staff. Children who feel valued are less likely to exhibit the negative tendencies which result in behavioural problems and truancy.

AMP Priority

The 25% shortage of accommodation is so severe as to identify this as an AMP sufficiency priority. No other primary in Warrington has similar difficulties. This has led to the Authority carrying out a full option appraisal at this school, confirming complete replacement as the most cost effective solution.

The poor size of teaching spaces and shortage of teaching accommodation outside of the classrooms has identified this school as a high priority under suitability too. It ranks second of all Warrington schools in our 'medal table' of A-D suitability grades. With £346,392 of priority 1 condition work identified within the next five years and £321,493 priority 1-3 work due now, this is a school with significant condition problems. Having had considerable investment some years ago, the HORSAs huts are

in reasonable condition, considering their age, but cannot be expected to last *ad infinitum*.

The school has two halls which are undersized at 134m² including circulation space (114m² usable space). Delivery of performing arts, PE and group worship will be improved by new large hall.

Neither hall is suitable for community use. School intends to increase community use by 50% in new building.