

Morrison Comprehensive School Exemplar Presentation & Tour April 10th 2014

**“The value a whole team brings to the challenges of
delivering high educational outcomes”**



Llywodraeth Cymru
Welsh Government

City and County of Swansea
Dinas a Sir Abertawe



Morrison Comprehensive School

Exemplar Event

10th April 2014

ADEILADU
ARBENIGRWYDD
YNG NGHYSRU



CONSTRUCTING
EXCELLENCE
IN WALES

Ed Evans
Director, Exemplar & Demonstration
Programme
Constructing Excellence in Wales



Morrison Project Background – Martin Nicholls/Jayne Copues

- Flagship project in Swansea’s QEd programme
- Morrison approved under T3 funding
- Successful bid based on compliance but it was also Swansea’s first “strategic rebuild of an entire school”
- First Project to be procured from the SWWRCF
- ECI was the key to the logistical problems



Site Constraints

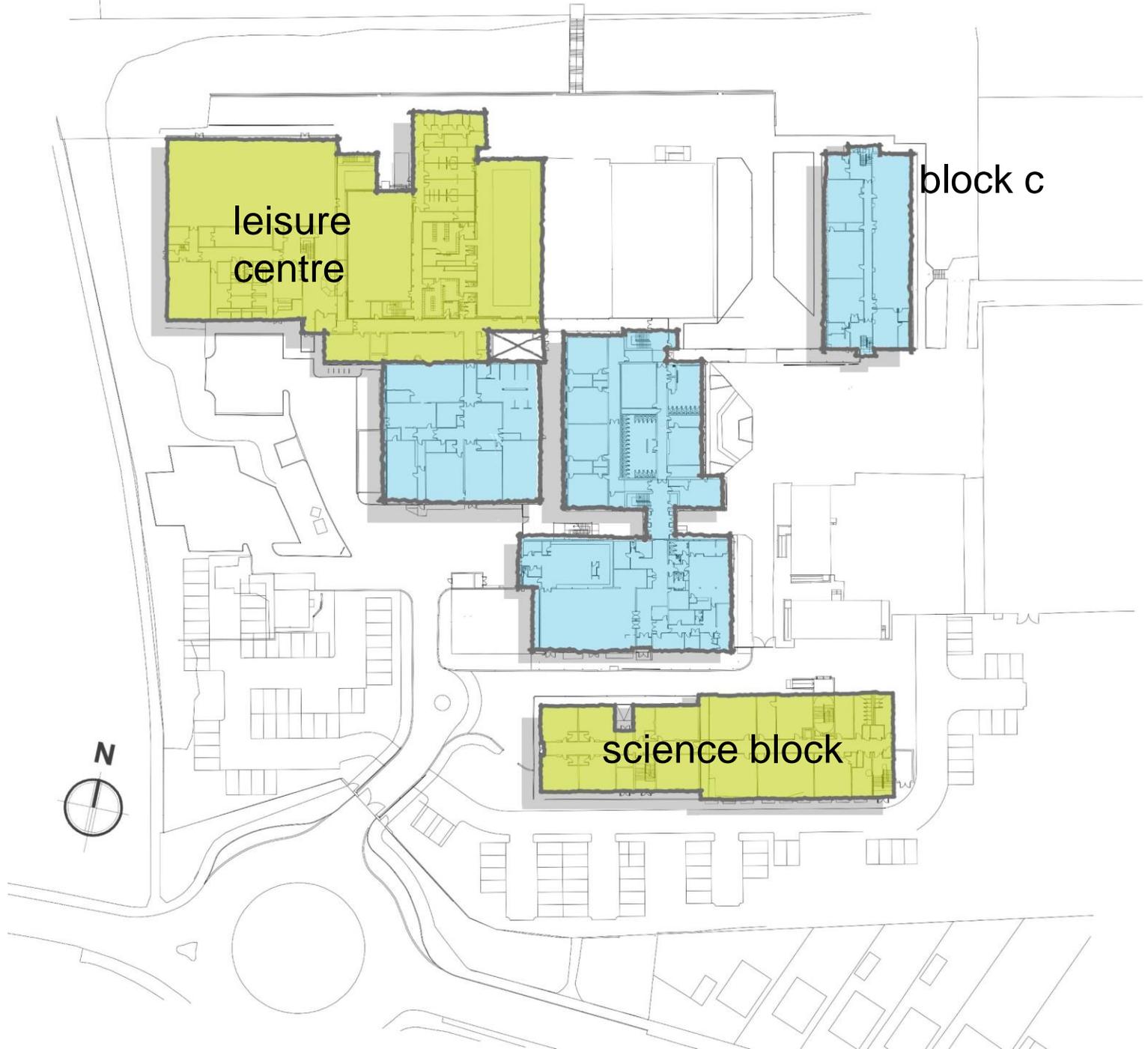
Collaborative Planning

Simon Trew (Stride Treglown)

Steve Ridout (Carillion)





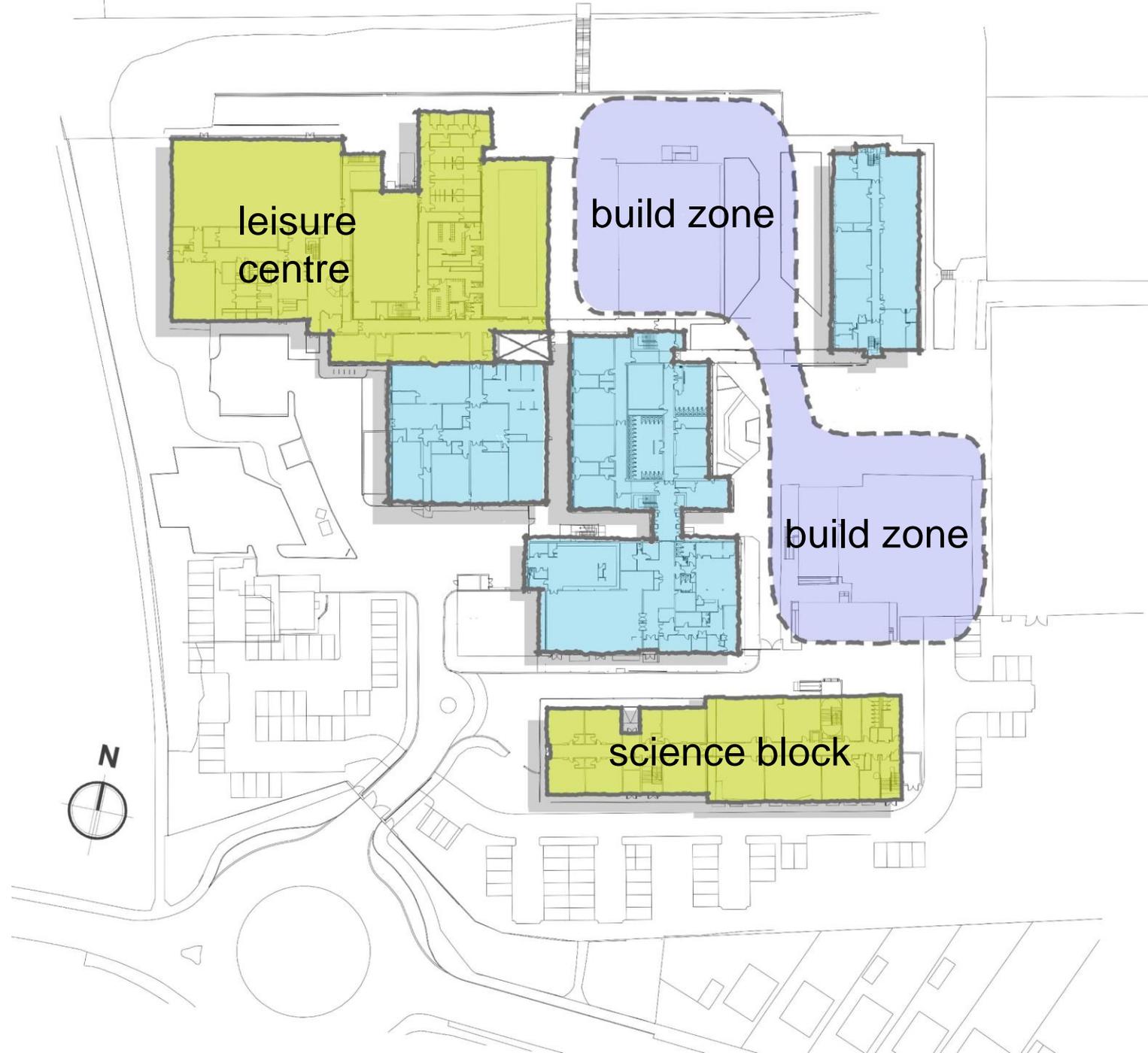


leisure
centre

block c

science block





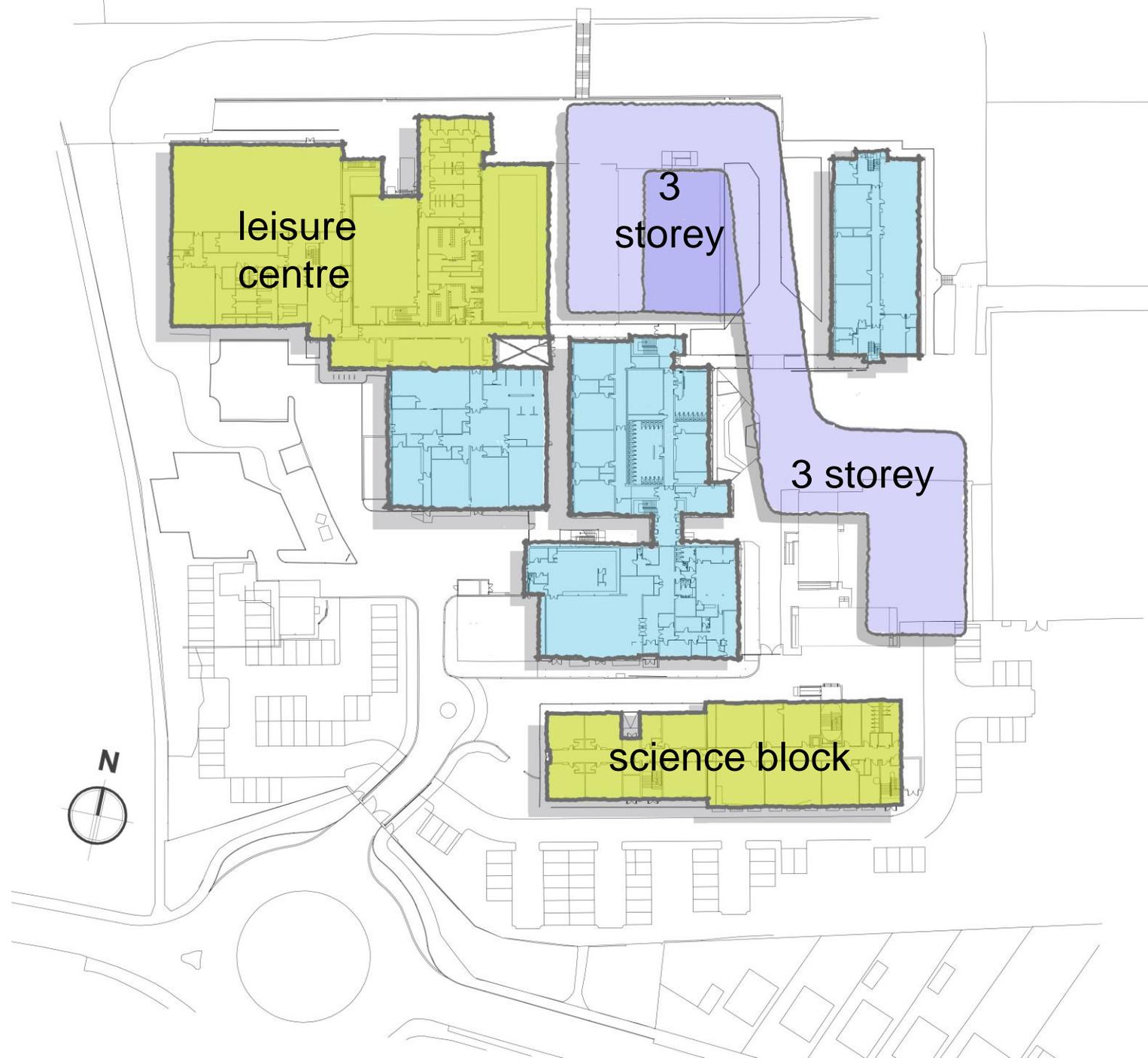
leisure
centre

build zone

build zone

science block





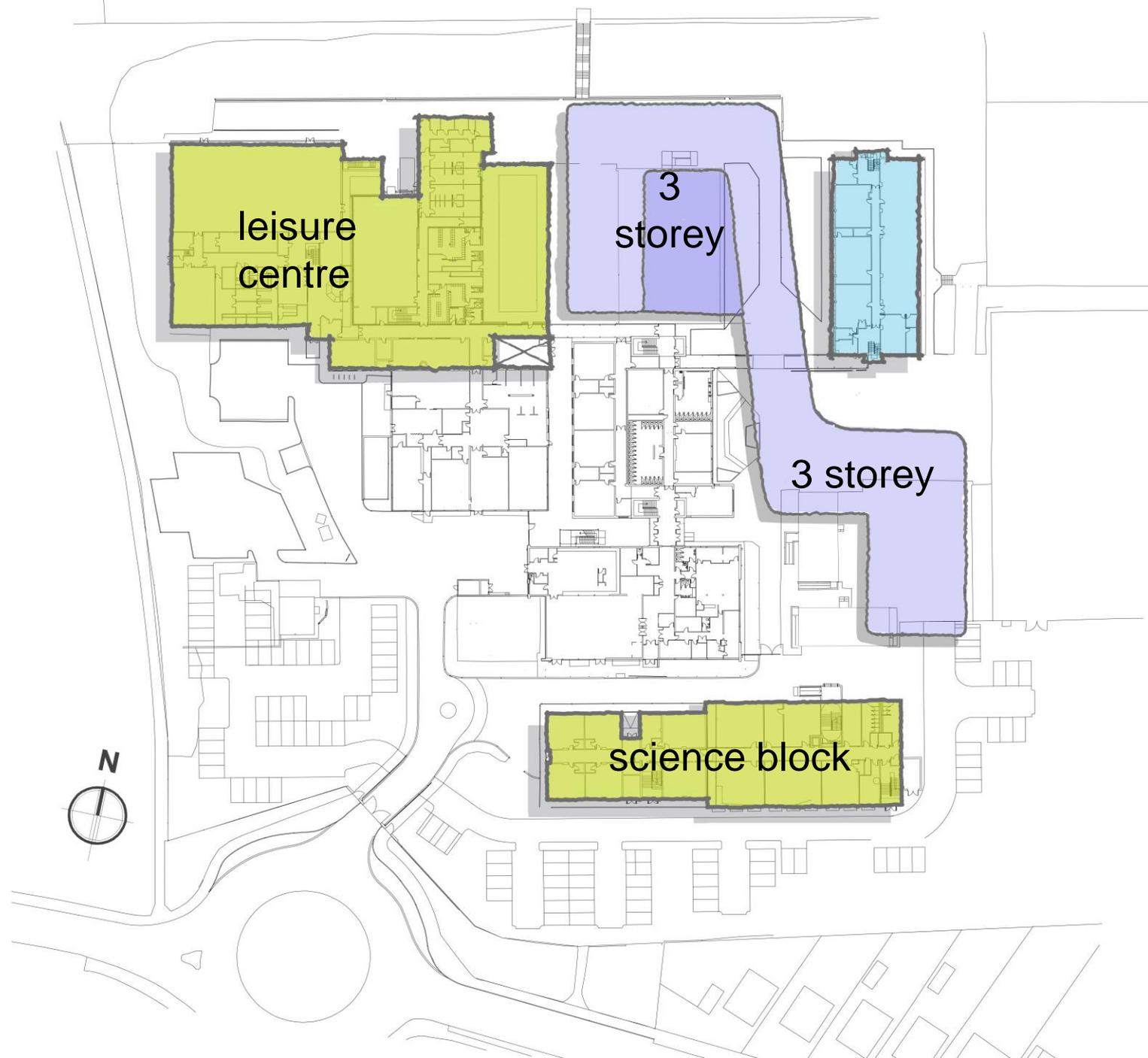
leisure
centre

3
storey

3 storey

science block





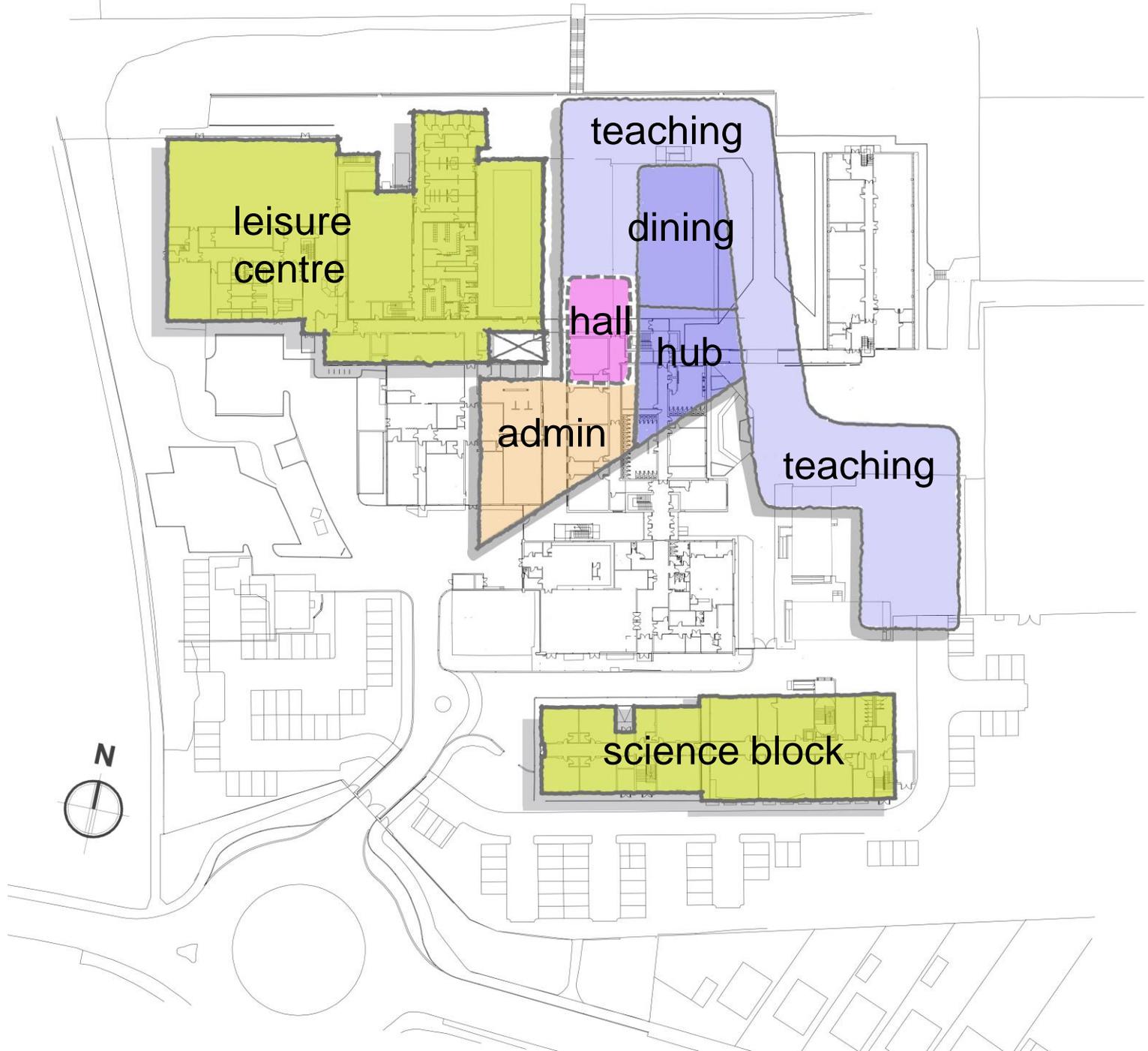
leisure
centre

3
storey

3 storey

science block

















Site Constraints

Collaborative Operations

Gary Price (Carillion)

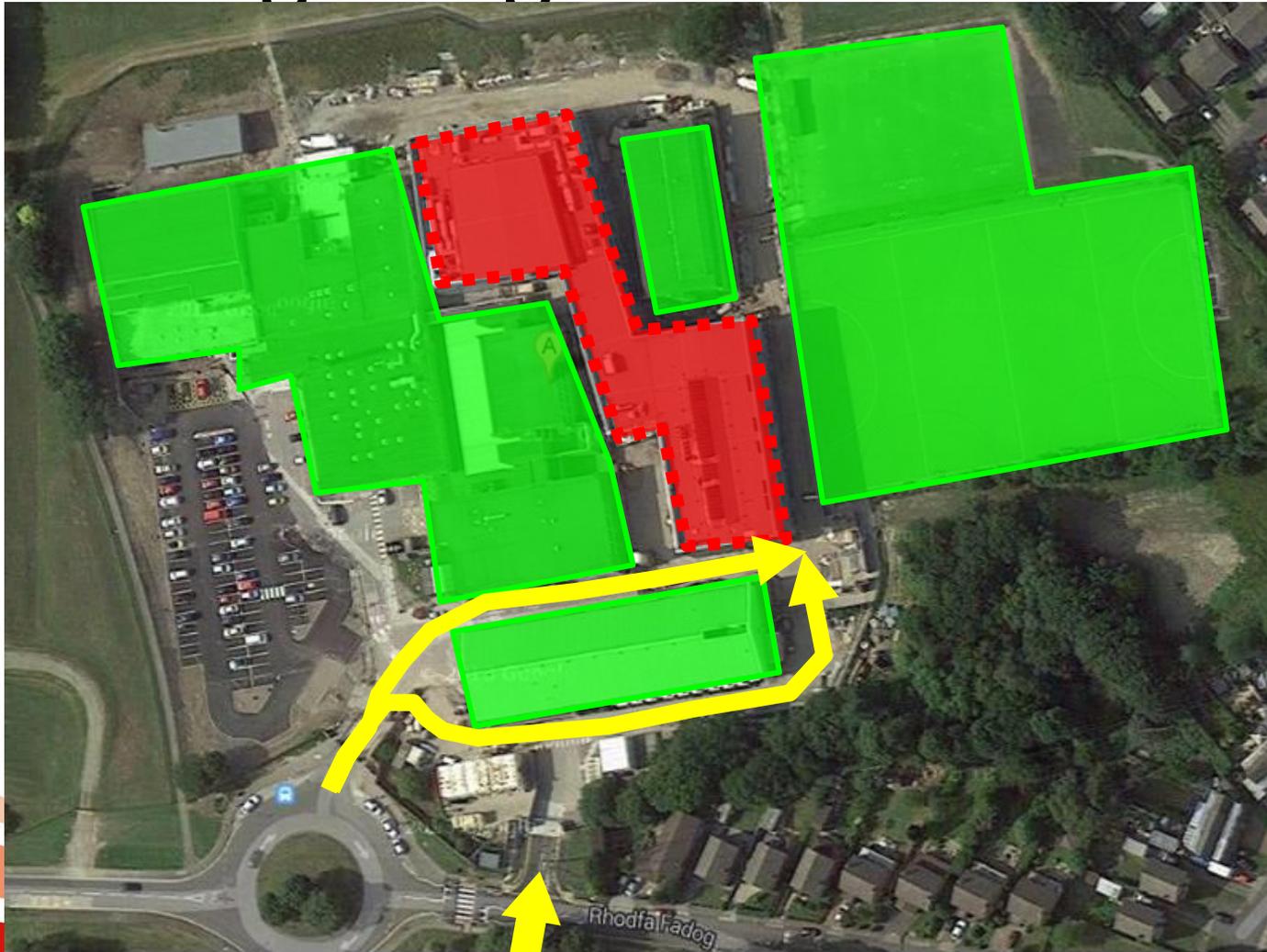


Operational Delivery

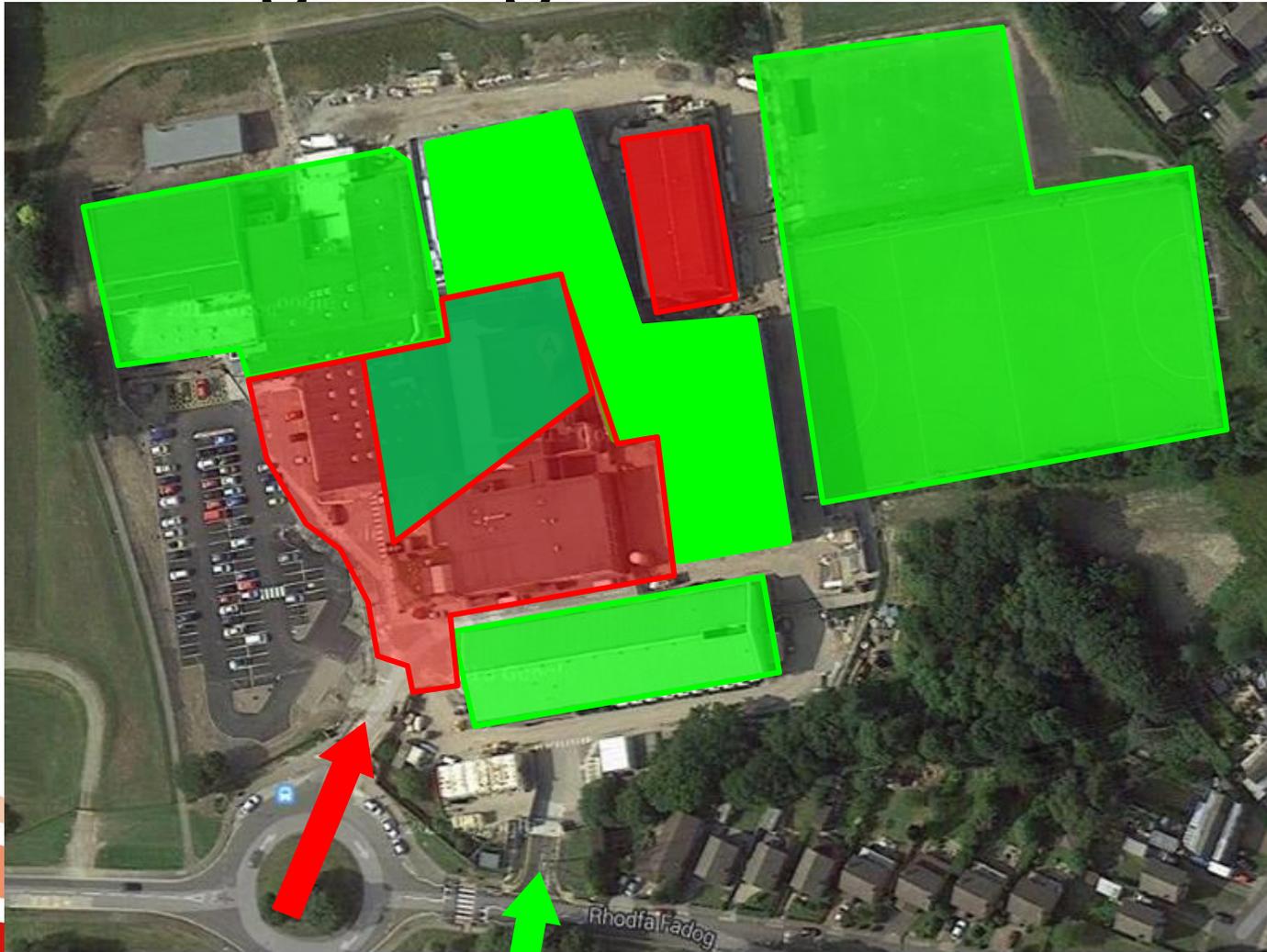
- Keep Everyone Safe
- Education – business as usual
- Maintain business continuity for Leisure
- Consult, Collaborate and Communicate
- Design with logistics in mind
- Program works around school calendar
- Deliver on time



Working in tight areas – Phase 1



Working in tight areas – Phase 2



Morrison Site – Ariel shot



Community Benefits – Phil Ryder

Technical Project Manager (CCS)

- City and County of Swansea has developed a leading community benefits standard that is now included as part of all tenders
- It targets the following areas:
 - CCS Beyond Bricks and Mortar objectives
 - Community objectives laid out in the **Welsh Government Community Benefits Measurement Tool**
 - Employment of locally based contractor
 - Maximising the investment of the pound in the local economy

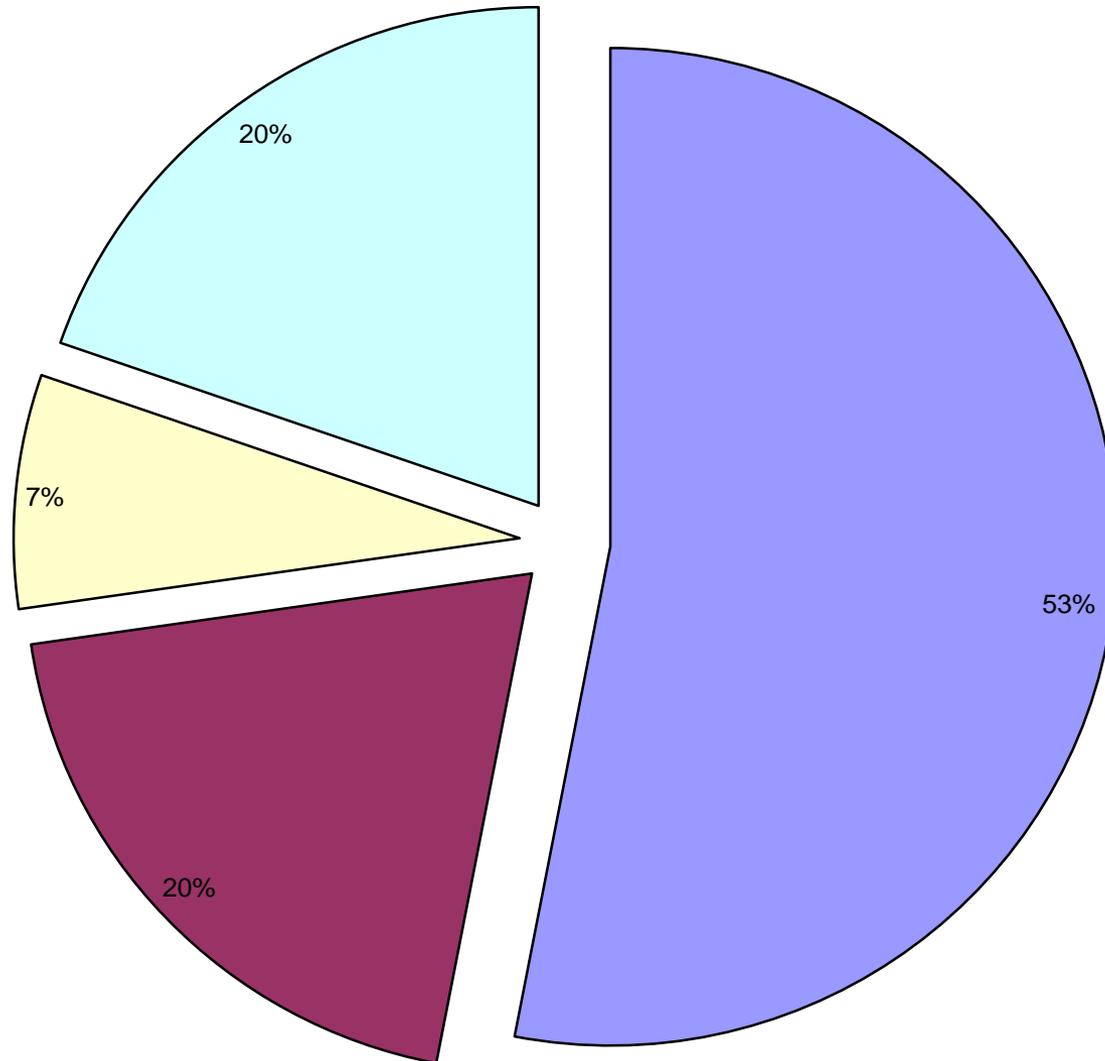


Summary of Swansea's Targets:

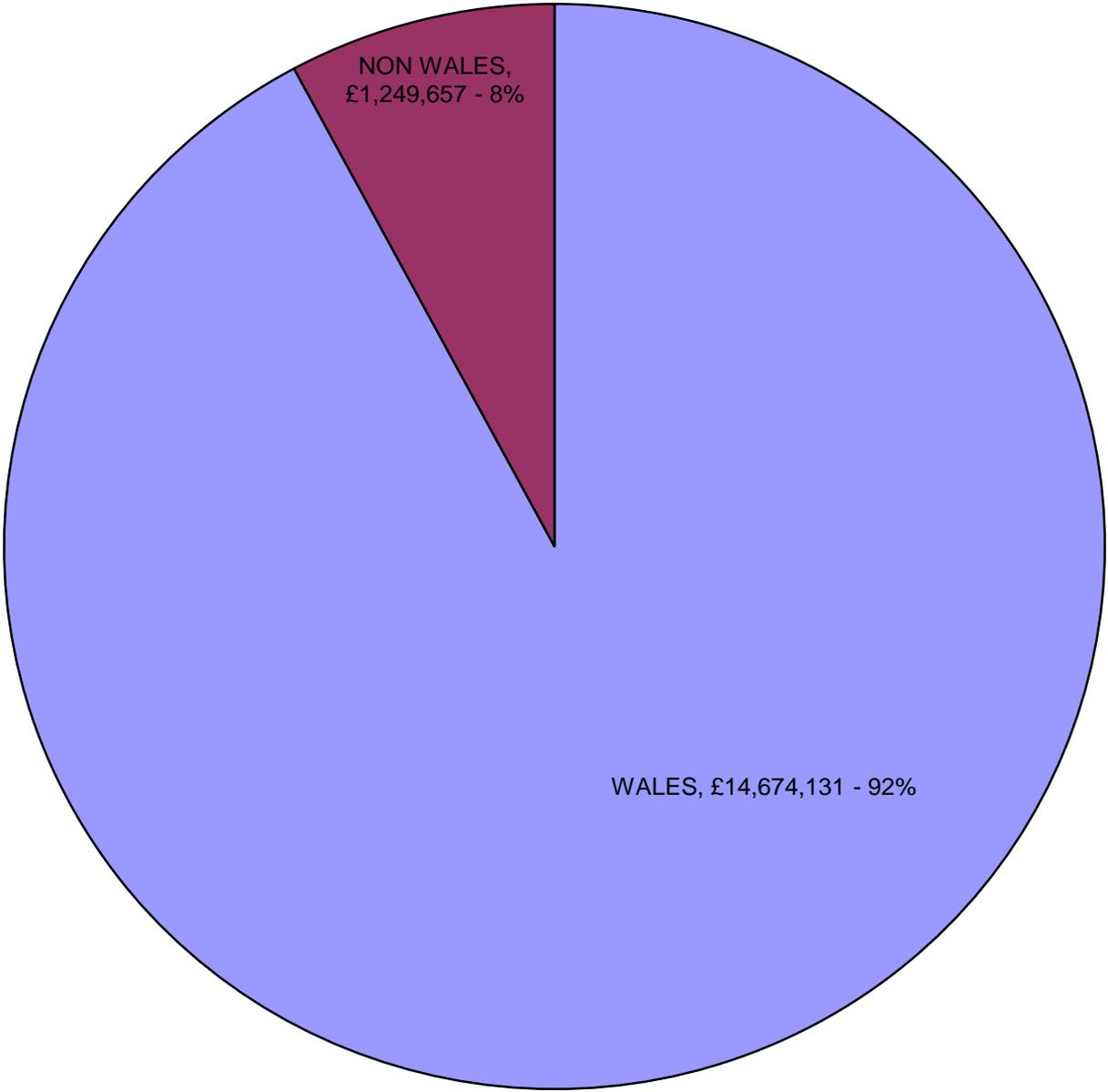
DEFINITION	TARGET	CURRENT FORECAST
% of contract spent on suppliers based in Wales	80%	92.14%
Welsh local multiplier (as per WCBMT)	£1.70	£1.83
Targeted Recruitment & Training: - Short term unemployment reduction - Long term unemployment reduction - New apprentices and work placements	832 person weeks	865 person weeks



Number of SC's per location & % of SC's per location



Total spend of SC's per location & % of spend per location



The Welsh Pound Forecast

- Contract value = £20m
- Revenue to Welsh based businesses = £14.67m
- Income to people living in Wales = £2.8m
- Overall investment in the Welsh & UK economy = £36.6m
- Contribution to SMEs based in Wales = £9.2m
- Welsh local multiplier = £1.83



Maximising training for local people

Through BB&M, trainees have been sourced from:

- The **long term unemployed** (Swansea Workways Programme)
- **College starters** that need help getting a placement
- **Existing apprentices** that have been made redundant
- **Construction Youth Trust** (Unemployed people wanting to enter construction)



New Entry Apprentices/Trainees

- Apprentice Bricklayer
- Apprentice Carpenter
- Apprentice Plumber
- Trainee Engineer
- Apprentice Electrician
- Trainee Site Supervisor



People Behind the Numbers

Josh went to school at Morriston Comprehensive and after leaving took a course with Prince's Youth Trust.

After a number of short term jobs in labouring he undertook a trainee site supervisor place with a sub contractor on site and is now looking for an apprenticeship.



Additional “added value” Community Benefits

There have also been other areas (not just in Morriston) where the project team have managed to maximise investment.....



Pupil Voice site visits.....



Seaview Primary – before...



Seaview Primary – After.....



Ivor Goodsite Visits to Morriston Feeder Primary Schools.....



Swansea wide “litter pick” for sustainability week.....



Pupil Consultation – Geraint Flowers Project Manager (CCS)

- The Project Team have conducted “in depth” and ongoing consultation with the end users:
- Much of the consultation was very successful
- There were also significant “lessons learned”
- We have asked a panel of 6 pupils to join us to talk about the consultation



Consultation Successes.....



Pupil Consultation:

Lockers

Sustainable features

Improvement
to external
areas

Flexible space

Water fountains

Better
classrooms

Social areas in the building

Better
ICT

Wider corridors



Staff feedback:

Central spaces should be used for a range of reasons/opportunities and as much as possible

Appropriate storage

Natural light - A view outside of landscaped areas;

Large circulation space

Flexible space

Community use should be encouraged

Flexible dining area

Staff work rooms

Areas for pupils to go in bad weather

Variety of external areas including seating



Community Feedback:

Community access to vocational rooms

Improved entrance and access arrangements

Football pitches – Make them operational

Better parking

Community use of facilities

Multi use school hall

Specific community room

Consideration in construction

A nice looking building



Pupils – What do they think?

We are joined by:

- Rhys George
- Thomas Diamond
- Ellie Hawker
- Charlotte Walters



Consultation – Lessons Learned

- Project Team conducted detailed consultation with 6th form on study area & common room
- We were not able to offer everything that was requested but feedback was provided on the things that could not be offered
- A letter of complaint was received from the 6th form in late 2013



Sixth Form Consultation Process Feedback

- **Winter 2012 – Summer 2013** – Initial consultation meetings regarding sixth form area facilities
- **Summer 2013** – Meetings to address Sixth Form negative feedback
- **Spring 2014** – Consultation process review to prepare for Exemplar presentation

Communication

1. Delayed items with no explanation
2. No consultation with pupils, teachers or parents regarding unisex toilets. Not mentioned in Initial Consultation Document (July 2011)
3. Sixth Form students were not contacted directly regarding consultation outcomes

“We are not lower school pupils”

1. No budget guidelines
2. Sixth Form students said unisex toilets wouldn't be welcomed & objected to them at the first instance
3. “Unisex toilets are working in Cefn Hengoed” however Cefn Hengoed is not a 11-19 school

We respect the fact that the Project Manager and Carillion took the time to consult us despite the points we have raised. On the whole, we do believe that this project has generally been a success thus far.

Project Team – Response

- The project team acknowledge that there were some shortcomings in the specific 6th form consultation process i.e. they were not engaged early enough to have influence on the “unisex toilet” issue
- Despite this, here were lots of successes:
 - Split of common room to library and IT areas
 - Addition of kitchen area
 - Soft furniture
- **It is therefore the opinion of the project team that the consultation process was still very much a worth while exercise and the team will learn from the issues highlighted by the pupils**



What were the Lessons Learned?

- 6th form stakeholders require a different engagement strategy
- They have a greater influence than 11-16 pupils because of their maturity and ability to articulate complex arguments
- They need their own specific communication strategy
- Finally – well done for presenting your arguments here today.....



Project Based Curriculum Outcomes

Geraint Flowers

- The project team worked with the school to identify areas of the curriculum where the project team could enrich learning opportunities
- The Welsh Baccalaureate was identified as an area where “learning through doing” would be beneficial
- As a result the project team decided to run a “construction taster week”

Wednesday 10th July:

Geraint Flowers - Client Project Management

Steve Ridout – Design

James Young – Planning

Emma Cooper – Health & Safety

Thursday 11th July:

Jason Carter – Rope Access

Craig Kellaway - Carpentry

**Gary Price - Project
Management**

Carys Price - Engineering



The results were very successful.....



Design Technology

- Bats have been identified as living in the old school blocks
- There is a requirement to install bat boxes around the new building
- The school technology department have agreed to run a project to make the boxes



And here they are.....



English Creative Writing

- Year 7 have a high number of “more able and talented” pupils in English Language
- The project team worked with the English department to identify a way in which we could assist in helping them achieve their targets
- We agreed on a creative writing exercise which would allow the pupils back into one of their own buildings which had not yet been demolished
- The purpose was to
 - creatively describe the old environment
 - Use ICT skills to put the completed work into a presentation/media show



How the building will be used to achieve “real” curriculum outcomes

Wayne Newton (Head)



Benefit	Measures	Targets	How will the building support the achievement of the target??
Raising standards	Key Stage 4 performance. L2including EM Level1 Capped points scores Key stage 3 English Maths Core subject indicator School Band Literacy and numeracy results	Results increase in line with FFT model B predictions Summer 2014 Relative position within family of schools improves to reflect position in the family for all indicators. Median position Summer 2014 School moves from band 4/5 December 2014	Subject areas appropriately co-located to achieve cross curricular fertilisation (Previously difficult for teachers to meet because of fragmented layout of buildings) Building zones easy for pupils to navigate therefore less wasted time between lessons Now able to arrange appropriate pastoral areas for additional mentor support Encouraging independent and group learning in larger social areas where homework can be completed (Hub/Dining hall/LRC) Largest Special Teaching Facility in Swansea. Enables comprehensive integration with main stream classes.



Benefit	Measures	Targets	How will the building support the achievement of the target??
Improvement in pupil and staff well being	Attendance Exclusions Reported incidents of bullying	Attendance increases and moves from quartile 4 2014 to median position 2015 Exclusion rates decrease No of bullying. Fewer incidents of disruptive behaviour 2015	<p>Appropriate access to outdoor areas that did not exist before. – “town square” gives and appropriate external area to socialise. Ball stop fencing gives full access to pitch areas</p> <p>New dining area allows for improved delivery of the Healthy Schools agenda</p> <p>Unisex toilets contribute to a reduction in bullying and vandalism. Also enhance respect amongst pupils</p> <p>Open corridor spaces allow for ease of visibility and monitoring</p> <p>CCTV system increases security and contributes to pupils safety</p> <p>The consultation process with pupils has validated the role of the pupil management groups (pupil council/eco team etc) New management groups have been established to deal with the operation of the new social spaces (Hub/LRC)</p> <p>Inclusion room reduces the need for exclusions and minimises disruption for the rest of the pupils in other classes</p> <p>All staff have their own dedicated bespoke work areas</p>



Benefit	Measures	Targets	How will the building support the achievement of the target??
Enhanced transition processes and opportunities	Vocational provision	<p>Pupils remain in school post 16 for vocational provision at level 3 for courses they have started at levels 1 and 2</p> <p>All y6 partner primary schools engage in a range of curriculum opportunities on site</p>	<p>Provision of vocational classes has increased choice across the curriculum (Hairdressing/Construction/Catering). This enables The school can offer courses at a highest level which promotes post 16 retention</p> <p>Revenue savings from delivering courses on site that do not require transportation costs</p> <p>Pupils to experience vocational courses who would otherwise feel intimidated if they had to move offsite to unfamiliar environments in larger institutions</p> <p>The provision of appropriate capacity and space in the school building offers enhanced transition from primary to secondary (cluster group)</p>



Benefit	Measures	Targets	How will the building support the achievement of the target??
Reducing NEETs	Post 16 intake Retention rates	Pupils continue post16 in school with vocational subjects now offered at level 3	<p>The provision of appropriate specialist areas for vocational provision promotes greater retention for courses such as hairdressing, construction, engineering and creative media into post 16.</p> <p>Provision on vocational areas promotes social and emotional well being</p>



Benefit	Measures	Targets	How will the building support the achievement of the target??
Increased provision for skills	ICT capability Literacy and numeracy results	An increase in ict engagement for all pupils December 2014 Visual display areas for literacy and numeracy posters/ prompts to support pupils with developing their literacy and numeracy skills in communal and teaching areas.	Appropriate provision for visual displays and text boards in social and classroom areas will contribute toward the improvement of literacy and numeracy. (previous asbestos walls couldn't have a pin put in)



Benefit	Measures	Targets	How will the building support the achievement of the target??
<p>Increased opportunities for FSM learners</p>	<p>Healthy Schools provision</p> <p>Learning mentors</p>	<p>School achieves Healthy Schools Award.</p> <p>Cashless tills used by all pupils</p> <p>Breakfast club numbers increase.</p> <p>Capacity for family learning increases.</p> <p>Higher number of parents/ carers engage with the school and work along side their children</p>	<p>Provision of standalone dining area with cashless tills which anonymises the FSM pupils and removes stigma and discrimination</p> <p>Enables achievement of healthy schools award</p> <p>Appropriate space for breakfast club which takes advantage of PDG grant to address the national priority for reducing the impact of poverty on educational attainment</p> <p>Appropriate rooms for the family learning programme which provides key skills for parents of disadvantaged learners. This encourages parents to work together with their children to learn</p>



Benefit	Measures	Targets	How will the building support the achievement of the target??
Increased Community Engagement	Community use	<p>Community groups begin to use the designated room</p> <p>Community groups access a range of provision</p>	<p>Provision of community room</p> <p>Zoning of building allows access to buildings communal areas by key community groups</p> <p>Community use of building will be communicated through the Morriston Communities First partnership – Raises the profile of the school in the community</p> <p>More efficient use of public buildings</p>



Benefit	Measures	Targets	How will the building support the achievement of the target??
Improved learner experience	Learner voice	<p>Notes of school council meetings provide evidence that suggestions from pupils have been listened to. From 2013</p> <p>Pupils work with a greater degree of independence using the range of learning spaces in the building.</p> <p>Music provision allows pupils to progress at their own rate.</p>	<p>The consultation process with pupils has validated the role of the pupil management groups (pupil council/eco team etc) New management groups have been established to deal with the operation of the new social spaces (Hub/LRC). Engendering confidence and self belief</p> <p>Project team increased the level of self confidence in pupils through the engagement and consultation process. Allowing pupils experiences they would otherwise not have had</p> <p>Differentiation in music – range of suites allows for more able and talented to learn independently in close proximity to everyone else</p> <p>New environment enables 21st century pedagogy (old school did not)</p>



Q & A.....

