



**Strategy for Change**

**Guidance for Local Authorities in  
BSF Wave 7-9**

**Document Status: Version 10**

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### **Building Schools for the Future**

#### **Purpose of Guidance**

This Building Schools for the Future (BSF) Strategy for Change (SfC) guidance is for local authorities (LAs) entering the programme from wave 7 onwards. It is the means by which LAs clarify their education vision and strategy and replaces the SfC Guidance for wave 4-6 particularly SfC Part 1, which is no longer a formal milestone.

The rationale for this is to:-

- ensure that the local estate and educational strategies are brought together into a coherent document;
- secure a formal review of LAs' proposals at a much earlier stage than before;
- ensure that designs are transformational and determined by local educational and children's services priorities;
- ensure that these priorities remain at the forefront throughout the planning process and the potential for co-location of services on school sites is maximised;
- reduce the scope for slippage in the pre-procurement stages of BSF; and
- ensure that proposals are sufficiently radical, robust and transformational.

The SfC is the first formal component of the BSF approvals process. It is designed to capture the LA strategy for 11-19 education services and the requirements that this strategy places upon the physical school estate. In addition, to secure coherent capital investment to support the 14-19 reforms, it formally extends BSF and the SfC development to include all settings in which young people learn, including Further Education (FE). Furthermore, the SfC is expected to cover the implications of local plans for the transformation of services for children, young people and families, in particular the potential for these services to be co-located on or around schools.

LAs can only submit their Outline Business Cases (OBC) for BSF investment once they have received formal approval of their SfC.

## Strategy for Change Guidance for Wave 7-9

### **1 Introduction**

- 1.1** BSF is an ambitious and far-reaching long-term change programme. It offers LAs in England a once in a generation opportunity to transform educational provision and significantly improve educational outcomes and life chances of children, young people and families. The capital investment in new and refurbished buildings and technology is intended to act as a catalyst and enabler for change but is not itself the change. By providing 21<sup>st</sup> century facilities for learning and teaching, the talents and skills of every young person can be unlocked, so that they can achieve their best regardless of background.

As well as raising the aspirations and attainment of young people, critically BSF is about providing inspiring environments that make teachers and students feel valuable; that are appropriately resourced for a 21<sup>st</sup> century curriculum and flexible enough to enable variety in learning and teaching styles and delivery of a broad, innovative curriculum. It is also an opportunity to position the local school as a hub of its community and as a very valuable resource and focus of expertise, to energise and revitalise local areas.

- 1.2** BSF sets LAs a significant challenge. To achieve these ambitions LAs have to provide strong strategic leadership in developing, through extensive engagement, dialogue and consultation, a coherent and compelling long-term vision for education and children's services in its schools. To do so, it needs to connect the full range of national policy agendas and local priorities and bring them together as a single piece of thinking, using BSF investment as a key enabler and an opportunity for added value. This means thinking in depth about teaching, learning and children's services in the future — how they should be delivered and what services the community requires.

LAs need to have this dialogue with a wide range of stakeholders: schools and their governing bodies, its officers and members, parents, children and the community; the agencies and organisations with which it works; the voluntary sector and statutory consultees. This is a significant opportunity to construct and articulate a widely-shared long-term educational vision and strategy and to marshal support for it.

- 1.3** On the basis of this vision and strategy, the LA will be invited to construct a strategic approach to its school estate that proposes organisation and design solutions that facilitate the proposed changes, and for which capital investment will lead to new and remodelled schools that are clearly fit for purpose. The LA and its stakeholders (including districts in two tier authorities) should also consider alternative learning environments as well as schools when developing their estate strategy. It may be that statutory education could be delivered through a range of partners such as work-based learning environments, libraries, museums and arts, leisure and community centres, either co-located with schools or accessed centrally by learners across the authority. Part of the strategy should also consider how Information Communications Technology (ICT) can break down barriers to learning and access in unprecedented ways.

As transformation of outcomes will inevitably involve radical change in provision and organisation, key to the programme's success will be the LA's strategy for change management.

- 1.4** The next step in moving the BSF strategy into reality will be to translate the SfC into Education and Design Briefs for the sample schools. The Partnerships for Schools (PfS) Output Specification template provides a springboard for this work. The design briefs will be organised under the same policy heading as the SfC and will describe the physical

features that each school will need in order to deliver the policies.

## **2 Context**

**2.1** The White Paper '*Higher Standards, Better Schools for All*' and the consequent Education and Inspections Act (2006) require schools and LAs to ensure that educational opportunities are provided around the needs of each child and parent/carer. It also challenges LAs, in their new role as commissioners rather than providers, of education services, to ensure diversity of provision within a dynamic secondary system and to become the champions of pupils and parents with a duty to 'promote choice, diversity and fair access'.

**2.2** *Every Child Matters: Change for Children* (ECM) sets out the national framework for local change programmes to build services around improving outcomes for children and young people. This will be achieved through Children's Trusts, which will bring together all services for children and young people in an area. These arrangements are underpinned by the Children's Act 2004 in the 'Duty to Co-operate'. The unprecedented levels of capital investment available to LAs and schools through BSF play a crucial role in supporting this reform agenda and in transforming standards in our schools. Projects will not be approved unless Ministers are content that plans are transformational. LAs must ensure that schools can transform the learning experience of pupils and achieve a step change in educational outcomes for children and other learners.

As LAs plan their BSF strategy with schools they will be seeking to secure:

- A modern world-class curriculum and assessment that inspires and challenges all learners and prepares them for the future.
- outstanding designs fit for the 21st century
- improved standards in all schools;
- innovative, high-quality teaching and learning for all;
- equitable access to flexible and dynamic and sustainable ICT with common core provision to support curriculum delivery, joined up children's services and other public services;
- increased diversity of provision to meet parental choice and secure improved educational outcomes for all young people — including through Academies and Trust Schools where appropriate and the expansion of successful and popular schools;
- a revised estate and the removal of surplus places where necessary;
- school buildings and grounds that support the principles of sustainable development through their design, construction and operation;
- schools that are relevant and accessible to local communities; through, for example, dedicated spaces that enable other services to be delivered on the school site; and school facilities, including those for play and recreation, being opened up for the community outside core school hours; and
- extensive local collaboration and parental involvement.

**2.3** The White Paper '*Further Education: Raising Skills, Improving Life Chances*' remitted LAs, in line with their strategic leadership role in delivering 14-19 reform, to ensure that their SfC is fully comprehensive in setting out the local facilities required to deliver the 14-19 entitlement, including the contribution of FE providers. The local Learning and Skills Council (LSC) or successor organisation and Local Strategic Partnerships (LSPs) must be fully involved in developing the SfC and will ensure that its investment plans are

informed by and consistent with the local SfC. The LSC or successor organisation will direct capital funding to implement the FE component of the 14-19 vision developed in each LA. This will mean that there is a fully integrated capital strategy that will deliver facilities for 14-19 years olds across schools and the FE system while meeting local and regional 14-19 commissioning needs.

**2.4** Published in December 2007, the Children's Plan outlines ambitious world class plans for all children and their families. It has four central themes:

- strengthened support for all families;
- increased parental involvement in children's learning;
- the next steps in the delivery of world class schools and education; and
- an increase in children's access to positive activities and play areas.

The allocation of the initial £1bn funding reflects these themes and includes funding for:

- building and/or improving 3,500 playgrounds, including in school grounds;
- 50 new youth centres;
- 20,000 free childcare places for two year olds;
- a root and branch review of the primary level curriculum; and
- greater emphasis on making schools central to their communities, often with child health services, social care and other services all on one site.

The Children's Plan also introduces the Government's intention of introducing a universal cultural offering into the lives of children and young people, with every child having access to five hours a week of quality cultural provision. LAs should also refer to the White Paper '*Twenty-First Century Schools*', published in May 2009, when considering their proposals.

**2.5** The implications for BSF are significant and include:

- enabling schools to develop as centres for learning in the community that leads on the locally determined curriculum and hubs for other services;
- the challenges of enabling joined-up funding;
- supporting the 'personalisation' agenda;
- supporting the health agenda through play-space and kitchens;
- enabling leadership and collaboration through area-wide strategy;
- the pledges that require additional space, e.g. school-based Parental Advisers and training spaces for teachers;
- ICT enabling real time, on-line progress and behaviour reports;
- ICT enabling curriculum choice focussed on the needs and interests of the learner;
- ICT enabling anywhere, anytime learning;
- emphasis on improved student behaviour;
- zero-carbon emissions for all new school buildings by 2016
- expansion of education and training to 18 year olds; and
- extra youth facilities (additional funding).

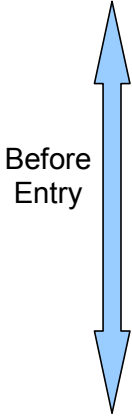
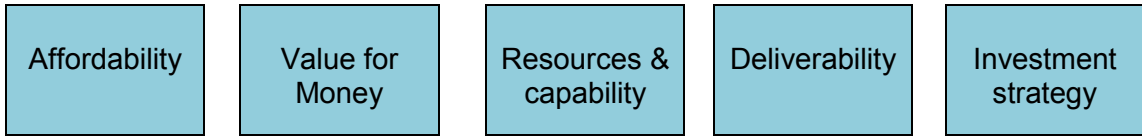
**2.6** The National Challenge is a detailed strategy to secure higher standards in all secondary schools with a specific focus to ensure that by 2011 every school will have at least 30% of its pupils achieving 5+ higher grade GCSEs, including English and Maths. £400m will be invested over the next three years, which includes funding for school improvements and structural solutions. These will include federation and Trusts and also a significant expansion of the Academy programme.

**2.7** BSF is a national programme, delivering transformation and responding to local needs. All the partners – LAs and its schools, the Department for Children, Schools and Families (DCSF), PFS and 4ps – are there to ensure that young people gain maximum benefit from BSF investment. The programme acts as a mechanism to deliver change and improve outcomes across the board. Effective change management is the key to successful implementation.

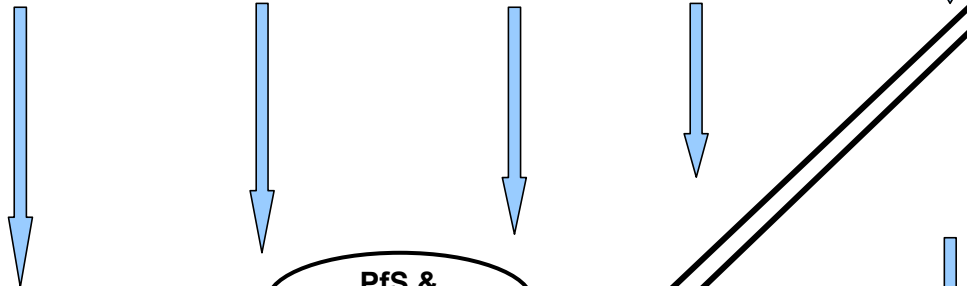
# Pre-Procurement BSF Stages

**Readiness to Deliver: are you ready to enter the programme?**

Transformational overview

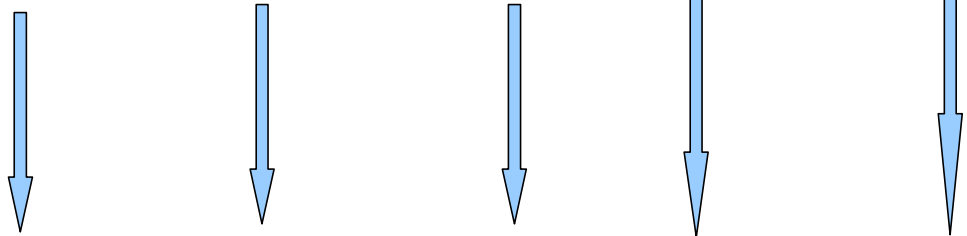


**SfC': detail and delivery**



50 weeks

**Outline Business Case**



Commence procurement

**Approval to issue OJEU notice formally to commence the procurement**

### **3 Strategy for Change - Detail and Delivery**

- 3.1** The detail LAs provide in the Readiness to Deliver (RTD) submission describes the 'What is to be done' element of their strategic planning. The SfC is the 'how it will be done' component; providing additional detail to the information already provided in the RTD and setting out a clear, robust and resourced plan for delivering the key challenges and objectives identified.
- 3.2** The SfC ties together local education and estate strategies – thus encouraging the LA to focus simultaneously on the two principal elements of the BSF programme.
- 3.3** The SfC must capture:
- how Ministerial expectations set out in the Remit for Change will be met;
  - the key objectives of local education and corporate strategies and how these will meet local needs;
  - how BSF investment in ICT and buildings will enable the LA to fulfil its role as strategic commissioner and learners champion of school places to transform outcomes for children and young people;
  - what requirements these objectives place on the school and FE estate and how BSF and LSC investment will meet those requirements; and
  - the change management strategy and plans to lead and support implementation and delivery.

### **4 Content**

- 4.1** The SfC should be up to 30 pages in length (excluding annexes) and have three sections:
- the Transformational overview;
  - proposals to address Key Estate Proposals and project planning; and
  - an updated RTD school chart.

**4.2** It is important that LAs do not simply repeat or refer to existing plans or strategies in completing their SfC but attempt to address and develop each point as directly and succinctly as possible ensuring it is clear how the BSF investment will bring about local transformation.

**4.3** The content requirement for the SfC is detailed in paragraphs 5.1-11.1.

**Note:** ICT should be threaded through all the relevant paragraphs of the first section. In the second section as indicated in paragraph 32 below, there is a need for a clear separate paragraph demonstrating that the LA and schools share expectations for the ICT Managed Service. Similarly, ensure that in the relevant sections the transformational implication for PE, Sport, Culture and the use of the outdoors is made explicit.

### **5 The Transformational overview**

- 5.1** Using the information already given in the RTD submission as a starting point, the first



section of the SfC should develop in greater detail how local challenges and objectives will be met, using the headings set out below:

**5.2** Where is the LA now in terms of educational outcomes, fair access and choice and meeting the needs of learners and communities?

The response to this question should give a clear explanation of the secondary estate as it is currently configured, explaining any particular weaknesses there are in its organisation. The response should also make clear what the specific local context is and what challenges the authority faces in order to raise standards for all. This should also refer to specific change management opportunities and challenges.

**5.3** What are the LA's aspirations and how will the BSF programme add value?

The response to this question will show how the capital investment available through BSF will enable the LA to address the issues highlighted by question 5.2 above, while also signposting where the LA wants to be in the future. A brief description of your strategic aspirations and overarching vision should be included. LAs should ensure that there is a clear link through from priorities to investment, and that the DCSF's remit is addressed, along with any key local themes or challenges not covered in the headings below or in the RTD submission.

This section should also provide information on the Key Performance Indicators (KPIs) and the associated proxy indicators that the LA will use to measure the improvements to education provision and outcomes as a result of their BSF programme:

- building on the headline KPIs set out in the RTD submission;
- showing the value added from improvements to the school estate, organisation and buildings/grounds design and investment in ICT;
- showing expectations of the improvements from BSF enabled and triggered through changes in policies and practices across each of the policy areas within the SfC;
- Identifying expectations of improvements to the ECM outcomes and the impact on priorities in the LA's Children and Young People's Plan (CYPP) and corporate/regeneration plans;
- Showing how plans will deliver against relevant Local Area Agreement (LAA) targets and links with the work of the Local Strategic Partnership.
- showing the impact of the change management programme put in place as part of the BSF programme;
- giving targets and timescales, reflecting those set out in the School Chart and individual schools' SfCs; and
- describing how these KPIs will be monitored and evaluated.

**5.4** How does the LA propose to ensure choice, diversity and access for all parents and pupils in local schools including robust challenge and intervention when necessary?

LAs should address the following points when answering this question:

- how the LA will ensure that there are clear processes for identifying, supporting and challenging the underperforming schools that are aligned with national programmes such as School Improvement Partners and the National Secondary Strategy; and National Challenge;
- whether structural/governance solutions for poorly performing schools been explored;

- what consideration has been given to whether schools that have consistently underperformed or have greater than 25% surplus places should be closed;
- what processes the LA has for identifying and supporting specific under-achieving, vulnerable and at risk groups and how the BSF programme will positively impact on these groups;
- what processes the LA has for identifying and supporting gifted and talented pupils and how the BSF programme will impact positively on these pupils.
- how the proposals address the need for reorganisation in order to ensure a better match between the need for places, parental aspirations and supply of places;
- what support and advice will be offered to schools to help them:
  - engage with external partners (including through Trust arrangements);
  - develop new governance arrangements; and
  - enhance collaboration with other schools through federation or Trust arrangements;
- how the proposals support diversity of provision across the area including school type (foundation, community, voluntary, Trust or Academies) Faith Schools or specialism (specialist status, training school, leading edge, full service extended school, etc.), and how the authority will engage with external partners who can contribute valuable experience and expertise as school place providers;
- whether statutory proposals are required as part of the proposals and how the statutory procedures and timescales will be managed within the BSF process.

**5.5** How will the LA ensure schools provide opportunities for learning so that every pupil is making the best possible progress?

In responding to these questions LAs should aim to demonstrate the following:

- how the LA will support schools in developing flexible approaches to learning that meet the individual needs of learners including personalised learning and thinking skills;
- how the LA will support schools to develop systems and processes of assessments that place the learner at the heart and make effective use of data to identify and address the achievement gaps that exist between different groups of pupils, and to set and review personal targets;
- how the LA will support the development of innovative approaches to learning, including how ICT will enable schools to provide greater and more flexible access to a range of learning opportunities both within and beyond the classroom;
- how schools will enable access to arts and cultural learning facilities, professionals, organisations and resources that meet the needs of learners both within the arts curriculum subjects and across the broader curriculum;
- how the LA will ensure BSF investment supports the recommendation in “*Nurturing Creativity In Young People*” (Paul Roberts); and
- how BSF investment will encourage and enable greater parental involvement in their children’s learning.

**5.6** How will the LA ensure students can access a broad and coherent 11-19 curriculum that best suits their needs and talents and the effective delivery of the 14-19 entitlement in partnership with local LSCs and local FE providers?

LAs should aim to demonstrate the following in response to this question:

- how schools will enable access to a broad and balanced 11-19 curriculum that meets

the needs of learners and is aligned to the National Secondary Strategy and developments aligned to the Qualifications and Curriculum Authority (QCA) Big Picture;

- how the specialist status of schools will be used to support the development of the curriculum including subject innovation;
- how the LA will ensure that there are coherent area-wide plans for the development of the 14-19 curriculum, including delivery of the 17 specialised Diplomas and apprenticeships, and how BSF and local LSC investment will reflect these;
- how the ICT strategy will help learners to retain their e-assets (e.g. individual learning plans and portfolios of work) between different learning platforms when they move from school to FE, 6<sup>th</sup> form, college or employment.
- how the LA's ICT strategy will support data ( e.g. assessment and attendance data ) sharing between 14-19 providers and enable learners to access their learning resources (including e- portfolios ) from a variety of locations and settings;
- how the LA will work in collaboration with the local LSC and other stakeholders to ensure that provision is sufficient to widen participation and meet the 14-19 entitlement for learners by 2013;
- how the LA will ensure that appropriate advice and guidance is available to 14-19 year olds;
- how the LA, working with its strategic partnership, will commission 16 – 19 provision effectively from 2010;
- how the LA will consult with the local FE sector to ensure that it is fully integrated into the delivery of the 14-19 curriculum and strategies to improve post-16 staying on rates and address the raising of the participation age; and
- how the LA will ensure that the BSF programme is encompassing a review and revision as necessary of FE to achieve the full offer across all provision.

**5.7** To what extent is the LA ensuring effective integration of education and other services to support delivery of the ECM agenda and other relevant corporate priorities?

LAs should address the following points when answering this question:

- how the plans support the LA's priorities in their CYPP and their Local Area Agreement.
- what arrangements are in place, both within the LA's Children's Services and with its external partners (including PCTs), to ensure that BSF developments enable joined-up planning, funding and delivery of integrated services for children, young people and families, particularly through the co-location of services on school sites and the wider development of facilities in the community that will help drive up outcomes for all;
- what arrangements are in place to ensure that BSF supports relevant corporate priorities (e.g. neighbourhood renewal and regeneration), as well as the new duty placed on schools to promote community cohesion;
- how the proposals take account of the faith based needs of the local community;
- how the proposal will support the development and delivery of a broad and diverse cultural offer for children and young people (both within and outside of normal school hours) and maximise the potential of offering arts and cultural facilities for community use.;
- how the LA will ensure that the plans for extended school and community use provision are based on a realistic audit and assessment of need, taking into account

- the views of children, parents and the wider community, including the PE and Sport and Culture stakeholder groups and Districts/Boroughs;
- what progress is being made in joining up available funding streams (e.g. Sport England, Football Foundation Play, pathfinders), to maximise the potential of offering sports, play and cultural and catering/dining facilities for community use;
  - how the proposals will support schools in achieving and sustaining the Arts/Sports mark standard, and offering the Arts award to young people.
  - how the LA will take advantage of the opportunities that ICT brings for data standardisation and interoperability of systems to provide real benefits for all stakeholders;
  - how the proposals will support schools in achieving and sustaining the Healthy Schools Standard, including the opportunity of up to five hours of sport a week (both within and without normal school hours) and providing high quality spaces for active play and recreation; and improved kitchen and dining facilities that enable more pupils to regularly eat healthy school food including free school meals;
  - how school sites can support local play strategies and maximise the potential for offering play and recreation facilities for community use; and
  - how the proposals demonstrate that the LA has considered a multi-agency approach to education delivery, with different partners, such as cultural organisations, delivering learning and providing facilities and resources for learning that meet the needs of learners and communities; and

**5.8** How does the LA plan to improve inclusion and remove barriers to achievement and progress for all?

LAs should address the following points in their response to this question:

- how the proposals will ensure improved achievement for underperforming groups and for those who are at risk or vulnerable;
- how the proposals will address issues of social exclusion and promote social inclusion.
- how ICT will engage and support the learning needs of all learners, such as gifted and talented or disaffected young people and those with special educational needs.
- how the proposals will help improve attendance and behaviour while also reducing bullying;
- how the proposals will ensure the safety and security of the school community and support local crime reduction strategies.
- How proposals will contribute to the development of pupil leadership and opportunities for children and young people to make a positive contribution.

**5.9** How does the LA plan to champion the needs of all pupils with Special Education Needs (SEN)?

LAs should address the following points in their response to this question:

- how the SEN strategy will improve provision progress and outcomes for children with special educational needs, including the use of specially resourced provision;
- how ICT will help learners with learning difficulties in mainstream schools and also

- provide access to learning for hard to reach groups, such as travellers and school girl mothers;
- how BSF will improve disabled access to buildings and grounds, and enable inclusion of children with SEN;
- what consultations have taken place or are planned on any proposed changes to SEN provision;
- how Pupil Referral Unit (PRU) provision will be improved to ensure access to a wider, broad-based and balanced curriculum; and
- how the expertise in special schools will be used to support mainstream schools.

*In accordance with the new SEN Improvement Test (see: [www.dcsf.gov.uk/schoolorg/guidance](http://www.dcsf.gov.uk/schoolorg/guidance)), when responding to points 1-3 LAs should show how any proposed new provision is likely to lead to improvements in the standard, quality and/or range of educational provision for children with SEN.*

**5.10** What is the LA's approach to leadership and the development of a robust change management strategy for achieving transformation through BSF (including Continuous Professional Development (CPD) and Workforce Reform)?

LAs should provide any relevant additional information to that already provided in their RTD submission, with particular regard to the following:

- how the LA will ensure robust plans are put in place for sustainable leadership and governance across the authority and within schools, including support and training for school leaders and governors.
- How the LA will support the development of school SfCs and ensure that a change management programme will be put in place to prepare all staff (in schools and the authority) to implement new policies and teaching/learning practices and curriculum development.
- how the LA will provide training and development opportunities for school staff to support them in delivering new methods of teaching, learning and curriculum including learning outside the classroom that encompasses ICT, the 14-19 entitlement, personalised learning, ECM etc;
- how the proposals address the opportunities and issues arising from workforce remodelling in 21<sup>st</sup> century schools
- how the LA will support individual school management teams to maintain and improve standards during a major building programme; and
- how the LA will support change management for non-school education providers, such as library, Arts or museum professionals, to ensure integrated service delivery.
- How the LA will plan for the contributions of the LEP to the change programme and work with the national agencies to maximise their contributions.
- How the LA will resource, monitor and evaluate the impact of the change management programme

**5.11** How will the LA harness the opportunity of BSF to drive down carbon emissions from schools and promote sustainable behaviours among pupils and their communities?

LAs should consider the following points in their response to this question:

- how carbon emissions arising from schools' direct use of heat, power and transport will be reduced (when addressing carbon emissions arising from the use of heat and

power in new school buildings, LAs should refer to [www.teachernet.gov.uk/carbontargets](http://www.teachernet.gov.uk/carbontargets) for details of the DCSF's current targets and means for demonstrating how this will be achieved);

- how BSF investment will help minimise the effects of emerging extreme weather conditions, such as flooding (the UK Climate Impacts Programme have developed tools for this purpose, see <http://www.ukcip.org.uk/>);
- how BSF will enable schools to showcase good sustainability practices in energy, water, waste, travel, food and procurement in buildings and grounds to their pupils, staff and communities;
- how BSF will improve the teaching of sustainable development through the provision of innovative learning environments, inside and outdoors;
- how BSF will promote children's physical and psychological well being by ensuring grounds provide good quality green space for play and learning;
- how BSF will add value to environmental improvement and regeneration efforts in the local area to improve local environmental quality and quality of life and
- how the ICT investment will be environmentally, financially and socially sustainable.

## **6 Addressing Key Estate Proposals and Project Planning**

This section should set out how BSF investment will be used to address the estate priorities already identified in the RTD submission

The core components of this section are:

- Investment Strategy
- Deliverability
- Affordability
- Resources and Capability
- Benefits Realisation

## **7 Investment Strategy**

**7.1** The default option for delivery of BSF projects is the Local Education Partnership (LEP) model. The LA should confirm member level acceptance of the LEP model and a commitment to comply with the standardised approach, including the following standard BSF procurement and contractual terms:

- template Official Journal of the European Communities (OJEU) notice, Pre-Qualification Questionnaire (PQQ), descriptive document, Invitation to Participate in Dialogue (ITPD), Invitation to Submit Final Bids (ITSFB) documentation;
- template output specification for Private Funding Initiative (PFI), Design & Build and ICT;
- the Strategic Partnering Agreement;
- the Shareholders' Agreement;

- the PFI contract;
- the Design & Build contract ( lump sum and target cost options);
- the Management Services Agreement;
- The Funders Direct Agreement;
- the ICT contract;
- voluntary aided (VA) or other back-to-back agreements (where required); and
- the Academies Development Agreement.

**7.2** LAs should explore joint procurement with FE capital projects at an early stage, ensuring local LSC and where appropriate FE representation on the LEP as formal partners. It is the Government's expectation that opportunities for joint procurement will be actively pursued. To support LAs and colleges, PFS and the LSC will identify models of good practice and publish further guidance in due course.

LAs should give consideration to enabling the LEP to carry out projects for other LAs and give appropriate consideration to the scope of the OJEU notices in terms of value, naming contracting authorities and services to be delivered under it. Additionally, the LA should consider a wide range of services being delivered through the LEP, particularly co-location.

**7.3** The LA should provide a rationale for their chosen approach towards the provision of an ICT managed service, including:

- how ICT will drive and enable effective educational transformation;
- an outline of how the LA will manage the transition from current ICT arrangements to a new managed service;
- an assessment of the minimum requirements for flexibility of the new service.
- an outline of how the new ICT provision will be scalable and flexible for future investment, (e.g. integrating subsequent schools into the ICT provision);
- the implementation of ICT at various stages of the programme including Transfer of Undertakings (Protection of Employment) (TUPE), where for example staff transfer or deployment of early / initial services;
- an explanation of the interface arrangement and how the proposed ICT provision fits within the wider LA and community context (e.g. where appropriate outline existing corporate provision and other relevant contracts such as for the learning platform or wide area network (WAN); and
- how the ICT arrangements will facilitate better partnership working between schools and relevant third sector organisations, such as museums, libraries and arts organisations.

**7.4** The LA should provide a rationale for their chosen approach towards the provision of a robust estate management strategy for its design and build schools with regard to Facilities Management (FM) and lifecycle maintenance, including , how it will avoid the “ two tier “ estate problems if some of the school estate FM is maintained under (Private Funding Initiative (PFI).

**7.5** The LA should outline how it proposes to deal with existing contractual arrangements that may impact on the BSF procurement and exclusivity of the LEP (for example what it plans to do with regard to existing PFI, ICT and FM framework arrangements.

## **8 Deliverability**

### **8.1** This section should outline:

- an assessment of the condition, sufficiency and suitability of the secondary school estate, including school grounds in the wave, based on existing Asset Management Plan (AMP) data and/or desk-top calculations, and a high level assessment of the FE estate in relation to 14-19 delivery based on local LSC data;
- an assessment of the number of 11-16 and 11-19 pupils (in mainstream secondary, special schools and PRUs) that will be expected for each school in 10 years time, particularly within the context of raising the participation age. These numbers are put into the Funding Allocation Model (FAM) and any assumptions within them regarding the impact of cross-border movement and new housing will be scrutinised by PfS. Outline planning permission must have been granted for projected pupil growth from housing to be taken into account;
- proposals to develop plans into sequential phases of grouped schools based upon appropriate prioritisation in accordance with the DCSF's criteria of educational and social need (based on GCSE results and eligibility levels for free school meals);
- the strategy for avoiding schools being "blighted" by the phased programme of BSF investment;
- the demand from communities for the schools to provide the necessary facilities for more joined-up delivery of services for children, young people and families and how this will be funded.
- the LA should also consider alternative learning environments as well as schools when developing their estate strategy. It may be that statutory education could be delivered through a range of partners such as work based learning environments, libraries, museums, arts centres, leisure/community centres, either co-located with schools or accessed centrally by learners across the authority;
- plans for sustaining schools until BSF funding becomes available;
- any investment the LA may provide prior to BSF;
- school amalgamation and closures;
- assessment and consideration of TUPE issues relevant to staff and services to be provided under the programme and confirmation of undertaking statutory consultation with regard to this;
- minimising decant requirements;
- land sale risks; and
- converging ICT investment with a phased building programme.

### **8.2** Initial project proposals should be prepared for each school within the wave demonstrating the scope of works on each site, and any issues specific to the site's location in relation to the suitability sufficiency and condition of the grounds for learning outside the classroom. This will inform a preferred estate strategy which will show:

- co-location plans;
- any title issues relating to schools included the in programme and how these will be dealt with;
- potential disposals, site acquisitions, amalgamations, new schools etc (including any statutory consents to disposals of playing fields under section 77, or obligations under



section 106) in addition to confirming whether any capital receipts will arise from disposals and how these will be used;

- consideration of grouping projects into sample schemes and subsequent phases within the wave;
- consideration and assessment of interface and risk issues with existing PFI, FM, ICT, framework arrangements that may impact on the BSF programme and how this would be managed;
- consideration of how estate proposals with regard to sport and culture will be implemented and whether these will fit with and reflect existing facilities and community requirements;
- summary of feasibility work/surveys/planning enquiries that have been carried out in relation to the proposed sample schools and other sites in the BSF programme and how any issues revealed by such work/surveys will be dealt with to mitigate impact on programme;
- indicative costs of the proposals for each school as approved by the LA's technical advisors; and
- consideration of significant risks likely to impact on costs.

**8.3** In addition, the following documents should be submitted as annexes to the SfC:

- a summary of the options appraisal carried out prior to selecting the preferred proposals;
- drawings showing the planned scope of works for each school in the wave and; and
- an updated school's chart.

**8.4** The LA should demonstrate that it has consulted extensively on its BSF proposals and taken into account local priorities, strategic concerns and interests. In addition to ensuring that all relevant departments of the LA are fully involved in the development of BSF plans, (e.g. Environment and Planning, economic development and regeneration, Culture, Leisure and Sport, Finance, etc.) these consultations should include:

- elected members
- school communities (pupils, staff, parents / carers and governors);
- VA governing bodies and dioceses (or equivalent faith organisations);
- local LSC and FE providers and the LSP;
- key local partners in the delivery of children's services (e.g. PCTs, social care, play service, police and school catering providers etc);
- local businesses and employers;
- local government (for two-tier authorities);
- neighbouring LAs;
- Sport England and the PE & Sport and Culture stakeholder group (including any other statutory consultees for any planning consents that may be required for any of the sites in the programme );
- where there is to be a competition for a new school, LAs must have ideally completed statutory consultation and published a proposal notice before submitting the SfC.

## **9 Affordability**

**9.1** The costs of the project proposals for each school in the wave, including the assumptions used, need to be checked against the indicative funding allocation for the whole wave. This section should outline:

- where co-located, non-school facilities are planned and evidence of alternative funding sources;
- the extent to which ICT will be funded, (covering both capital and revenue) including an indication of funding sources and formal agreements and commitments (including commitment from schools);
- how FM/lifecycle maintenance will be funded, including an indication of funding sources and formal agreements and commitments (including commitment from schools) and how risks relating to the sufficiency of funding will be dealt with; and
- how appropriate budgets for the development of school grounds will be allocated and protected within the overall budget.

**9.2** The completed Funding Allocation Model (FAM), reflecting the scope of works for each school in the wave should be submitted to PfS prior to submitting the SfC. The SfC should include the outcome of the affordability/option analysis for the whole wave presented in the form of a phasing table, which can be prepared by extracting the data sheet named "FAM summary" from the funding allocation model.

**9.3** Evidence that the overall affordability of the wave has been considered and approved in principle at member level should be included as an appendix to the SfC.

## **10 Resources and Capability**

**10.1** This section should provide a strategic overview of:

- the LA's commitment to high-quality design of buildings and grounds, (including the level of resources allocated to ensure this is delivered); and ensuring that specialised facilities are fit for purpose, e.g. theatre, performance space, sports spaces;
- the indicative project plan through to financial close and delivery of non-sample schools;
- the project team budget and resource approvals;
- the capacity of the LA and the commitment of stakeholders to deliver the project;
- external adviser strategy;
- project governance, management structures, roles and responsibilities;
- risk management strategy;
- change management plans and leadership, communications strategy and procedures;
- how the BSF investment programme links within public arts policy (including section 106); and
- integration of BSF with other projects such as the primary Capital programme and regeneration projects and how this will be managed and any interfaces.

## **11 Benefits Realisation**

**11.1** The LA should demonstrate that it has considered, with stakeholders, the true value of the BSF investment and that these are reflected in the KPIs. This should include consideration of:

- the value the programme brings to the local area;
- how regeneration schemes will be incorporated;
- opportunities for local employment;
- the involvement and community of private and third sector partners;
- training and development opportunities for students, staff and the communities (including the prospect of apprenticeships and how this will be reflected as KPIs as part of the transformational overview) ;
- how capacity in the area will be developed;
- the value the LEP will bring to the work of the council and opportunities for responding to local need; and
- The role the LEP can undertake in ensuring educational transformation.

## **12 Approval of the SfC**

**12.1** Following endorsement by PfS, the full SfC will be circulated to all DCSF policy teams for assessment in accordance with their stated priorities (see details for each key policy area in Appendix 1). PfS and the DCSF will also check that a LA's submission is in line with the previously submitted RTD and that there are no significant departures from the overall strategy.

**12.2** If PfS or the DCSF feels there are significant weaknesses in the SfC' the LA will be advised where further work is needed and a new submission date will be agreed. If the LA meets all or most requirements well or very well they will receive final approval for their SfC. We do not anticipate the need to seek further Ministerial approval unless Ministers specifically request it.

## **13 Advice, Support and Challenge**

**13.1** Advice, support and challenge will be available to help LAs prepare their SfC through the PfS website and from the PfS multi-disciplinary team comprising of Education Directors, Project Directors, Education ICT Advisors, PE and Sport and Culture Advisers and Design Managers. LAs will receive support and challenge from the Schools Capital Division and the office of the Schools Commissioner. In addition, procurement support is available from 4ps, the local government project procurement specialists. Alongside this there will be opportunities to network with and learn from the experiences of LAs in earlier waves.

**13.2** At the formal launch of a project a submission date for the SfC will be agreed. If it becomes apparent that this milestone cannot be met the LA will need to request formally that a later date will be set and have this agreed with PfS. If there is continual slippage it is possible that an LA may be formally removed from the programme for a length of time whilst remedial action is underway.

## **14 LAs in Earlier Waves**

- 14.1** Some LAs with a large school estate appear in more than one wave. Authorities with projects in Waves 1-6 have prepared an Education Vision and Strategic Business Case (SBC) or a SfC to secure approval for BSF investment.
- 14.2** Those authorities eligible to appear in a subsequent wave should review and where necessary revise their existing Education Visions SBCs or SfC's to meet the requirements of the new guidance SfC.

## **Appendix 1**

### **Policy sections**

#### **15 Introduction**

**15.1** Guidance follows relating to the following policy areas:

- School organisation – mainstream schools
- Trust schools
- Academies
- Secondary underperformance
- National Challenge
- Specialist school provision
- Children's Services/Children's Trusts
- Extended schools and community provision
- 11-19 curriculum
- SEN and disability
- Behaviour and attendance
- Healthy schools and school food
- School grounds and learning outside the classroom
- PE and school sport provision
- Play and Recreation provision
- Culture and cultural learning
- ICT provision
- Change management (including workforce Reform and CPD)
- Sustainable Development

**15.2** The DCSF will evaluate the LA SfC' against the guidance provided by each policy team.

**15.3** A summary assessment and commentary will be provided to all LAs on their submissions. Where areas for further development are identified, the summary assessment and commentary will make clear what the LA must do to meet SfC requirements. DCSF comments and assessments will be passed directly to the LA Chief Executive as well as to the PfS team.

#### **16 School Organisation – mainstream schools**

**16.1** In order for a BSF proposal to be supported by the DCSF, LAs will need to show how the capital funding allocation will enhance choice and diversity of local provision; respond to the needs and aspirations of parents; and contribute to raising standards.

LAs should therefore address the following points when developing their SfC:

- to what extent the BSF proposals reflect a strategic review of existing provision, i.e. taking a fresh look at what is needed; looking at demographics, standards, diversity, parental preferences and demand for places (particularly the level of surplus places) together with the condition of existing buildings;
- to what extent the proposals respond to the needs and aspirations of parents – for example to expand a successful and popular school, federate two schools (e.g. a strong and a weak school), or establish a new school to raise standards or meet parental demand for a particular type of education (e.g. faith provision) etc. The proposals should show how the LA will address the impact on any neighbouring schools;
- has the LA planned for the statutory processes that may be required to implement changes in school organisation (including any new school competitions), showing how these fit with BSF planning;
- to what extent has the LA planned the necessary consultation with stakeholders who may be affected by proposals? Such consultation should involve schools, families and teachers, local Dioceses or national faith groups, any trust or foundation, the Learning and Skills Council, Early Years Development and Child Care Partnership, and neighbouring authorities;
- has the LA taken measures to promote diversity – both in terms of the balance of types of school, including specialist schools, Trust schools, Academies and the diversity of providers, as well as federation arrangements between schools;
- has the LA taken account of the legal requirement to advertise any proposed new secondary schools and invite other promoters to put forward proposals? Has it established the capacity to run such competitions?

## **17 Commentary**

- 17.1** The Education Act 1996 places a duty on LAs to ensure that sufficient school places exist to meet the needs of the population and to promote high standards. The Education and Inspections Act 2006 amends the 1996 Act to require LAs to promote diversity and increase opportunities for parental choice when planning the supply of school places. LAs should also engage with parents and pupils to find out their needs and aspirations when assessing local need to inform their school place planning. In undertaking their planning, they are expected to take robust measures to remove surplus places as well as identify the need for any new places and ensure that school places are where parents want them and offer the kind of provision parents want. School organisation should feature in each authority's CYPP, and should be driven by improvement in outcomes for children and young people. Changes to the pattern of school places are made through the statutory proposals process involving five stages: consultation, publication, representation, decision and implementation.
- 17.2** The Government's strategy is set out in the White Paper '*Higher Standards, Better Schools for All*' (October 2005) and the Education and Inspections Act 2006. The White Paper places an increased emphasis on the LA's strategic leadership and championing role in commissioning, and empowering the front line; supporting schools and also holding them to account. It also makes clear that the Government wants every child to

achieve its full potential. All pupils should have access to a good school that will meet their needs. LAs will have to consider how best to secure high standards but it will not be acceptable to retain a poor status quo where parents demand new or improved provision.

- 17.3** LAs should be responsive to the needs of parents, looking to promote diversity and create greater opportunity for independent promoters. They should act in a manner consistent with their role as commissioners, rather than direct providers, of education. Ministers also want to see every school develop a distinctive character and ethos; encourage schools to become self-governing; and ensure successful and popular schools can expand where there is a clear demand from parents.
- 17.4** The LA role in commissioning school places has four main strands of activity:
- (i) establishing the demand for school places, using robust demographic data to establish where, when and for which age group school places will be needed in the future, and engaging with pupils and parents, as the users of the school system, to establish what their needs and aspirations are;
  - (ii) planning the organisation of school places in consultation with Children’s Trust partners, Dioceses and other stakeholders;
  - (iii) implementing your plans, and ensuring sustainable delivery, including brokering partnerships between schools and potential providers (e.g. sponsors, Trust partners); and
  - (iv) supporting and challenging schools, for example, encouraging the sharing of good practice, and holding schools to account for their performance.
- 17.5** Under the 2006 Act LAs must hold competitions, inviting proposals, whenever statutory proposals are required for a new school. Competitions will not be required where a school is to be re-built on its current site or relocated, or where the Secretary of State gives consent to the publication of proposals without a competition. The Secretary of State expects to give consent only in exceptional circumstances. When considering applications for consent the Secretary of State will look for evidence that the proposals will deliver the outcomes expected from a competition – i.e. that they will add to diversity, improve opportunities for parental choice and raise standards.
- 17.6** LAs are responsible for deciding proposals for new schools where they do not have an interest in the proposals. Otherwise proposals are decided by the Schools Adjudicator.
- 17.7** For more information on the statutory framework within which school place planning is conducted and places reorganised, along with detailed guidance on school competition timescales and requirements within BSF, see [www.dcf.gov.uk/schoolorg](http://www.dcf.gov.uk/schoolorg)

## **18 Trust schools**

- 18.1** Trust schools are a way for schools to harness the energy and experience of external partners to support the school’s leadership and direction, improving standards and broadening opportunities..In any Trust School proposals, the DCSF will want to see:
- the nature of the proposed relationship between the school and Trust partners and the potential value the Trust will add;

- that a range of potential partners have been considered, for example from Higher Education (HE), FE, charitable organisations and business;
- that the LA has considered all schools' individual needs not a 'one size fits all' approach. A part of this is the National Challenge programme which will help to ensure that every school is a good school. Where schools are not performing to their fullest potential, it is for LAs to develop robust, and sometimes radical, solutions to address poor performance. In these instances, LAs will be expected to seriously consider structural interventions, including Trust schools, which can sustain improvement over time. One such vehicle for delivering improvement is the "National Challenge Trust school", a LA commissioned Trust model.

## **19 Commentary**

- 19.1** Trust schools are foundation schools supported by a charity – referred to as a Trust — which shares their vision, knows their community, will support their continuing improvement and will appoint governors to strengthen leadership. Trusts can provide the basis for developing existing partnerships and making them more sustainable, as well as for developing new partnerships.
- 19.2** There are many potential models. A Trust could support an individual school, a group of local schools, or a network of schools spread across the country. Trusts could be formed by a single organisation or by several partners bringing different ideas and experience to support the school(s). The Trust and Foundation Schools Partnership (TFSP), which provides advice and support to aspiring Trust schools on behalf of the DCSF, is able to provide assistance with identifying potential partners.
- 19.3** Through establishing a sustainable relationship with external partners, schools are able to put longer term plans in place, often building on existing mentoring schemes, assistance with vocational provision, curriculum specific support, teacher development, etc.

## **20 Academies**

- 20.1** The following questions are posed in order to help LAs ensure they have properly considered Academies within their SfC'.
- to what extent has the LA objectively and proactively considered Academies as an alternative option where it proposes to rebuild poorly-performing maintained schools;
  - where a LA is proposing to rebuild or substantially refurbish a poorly-performing maintained school, and is not proposing an Academy, has the authority explained why an Academy is not being proposed, and demonstrated that an equally strong alternative and innovative strategy is in place for raising standards at the school;
  - if a LA has not considered an Academy when proposing a new school in an area of deprivation, what has been the rationale;
  - has there been early clarification of the options for Academies with the DCSF; and



- how does the LA policy ensure that Academies, including their specialisms, are positive contributors to the local networks of educational provision?

## **21 Commentary**

**21.1** Academies need to be considered as part of the diversity audit (detailed in the School Organisation section above). However, given that Academies are one of the prime elements in the drive to raise standards; this separate section specifies how Academies should be considered further.

**21.2** Academies – and new or reformed schools including Academy features – should form a key part of BSF plans, whether this is for the replacement or improvement of failing/weaker schools; schools where standards have been unacceptably low for a lengthy period (perhaps despite LA intervention); or the creation of new schools. The government will expect LAs to provide a proper and objective evaluation of Academy options: such reform is critical to demonstrate the expected impact on education standards of large-scale capital investment.

**21.3** The DCSF's five-year strategy states:

*“The government will not stand by and allow local authorities to sustain failure by refusing to engage with Academies where they can meet parental demand for good school places. Where necessary we will use existing powers – and seek any additional powers necessary – to hold local authorities to their responsibilities.”*

**21.4** The DCSF would expect to see proposals for the establishment of an Academy where a LA is proposing to rebuild or substantially refurbish a poorly-performing maintained school in a deprived area. Deprivation is defined as the bottom 20% of wards nationally using multiple indices of deprivation. Such Academy proposals may be direct replacement or amalgamation with another school if this is the best method of addressing falling rolls.

**21.5** LAs should therefore consider the scope for establishing Academies as part of their strategic plans to increase diversity in secondary provision and improve education opportunities. Plans containing bold innovation in the use of Academies – and aspects of their sponsorship and governance arrangements – commensurate with the challenge to raise standards in their area, will be more likely to raise standards, and therefore more likely to progress quickly through project development to the final approval of funding.

**21.6** LAs are encouraged to engage directly with potential Academy sponsors as part of the BSF preparation and evaluation. The DCSF can help identify sponsors (third-party private or voluntary sector) for potential Academy projects.

## **22 Secondary Underperformance**

**22.1** BSF proposals must have a fundamental focus on secondary school standards, with clear plans for good and improved outcomes for pupils, particularly at Key Stage 3 and Key Stage 4. The DCSF will look for the following:

- a clear analysis and appraisal of current and planned secondary provision,

focussing on the strengths and weaknesses of schools — this should include an analysis of the schools' contextual value added results;

- decisive plans for the LA's weakest schools, particularly those in special measures, or under an Ofsted "Notice to Improve", but also those below, or close to the National Floor Targets (30% 5 A\*-C including English and Maths; 50% Level 5 in English, Maths and Science at Key Stage 3). These plans may include rationalisation of provision, designed to reduce in overall numbers the proportion of very weak schools within the authority;
- evidence that the LA has considered the scope for closures, and imaginative plans for replacement schools where these are essential, including consideration of Academy status, the scope for takeovers and amalgamation of its weakest schools and linking weak schools with strong schools through federation or Trust arrangements; and
- BSF plans may provide an opportunity to bring in additional capacity for the weakest schools, including through federations, which may be closely linked to Trusts. In bringing forward rationalisation plans, LAs will obviously need to consider the demographic trends and the popularity or otherwise of each school.

## **23 Commentary**

- 23.1** The DCSF does not expect to see weak and failing schools, with a long history of failure, replaced as "like for like" community schools.
- 23.2** LAs will need to appraise the prospects for "coasting" schools, (generally described as schools where reasonable numbers of pupils achieve five or more good GCSEs, including English and Maths, but their progress from KS2 to KS4 is unimpressive).
- 23.3** LAs should be prepared to expand strong well-managed schools, where appropriate, in order to increase the volume of good school places across the authority.
- 23.4** The overall BSF vision should link clearly to the LA's long-term targets and objectives, which should be designed to maximise attainment and to ensure that all schools remain clear of Ofsted failure categories.

## **24 National Challenge**

- 24.1** National Challenge is a detailed strategy to secure higher standards in all secondary schools, with a specific focus to ensure that by 2011 every school will have at least 30% of its pupils achieving 5+ A\*-C GCSE grades, including both English and Maths.
- 24.2** LAs have provided plans for all schools achieving below the floor target, or deemed at risk of dropping below the floor. The plans set out how they intend to transform the schools performance, or accelerate current improvements.
- 24.3** Lower risk schools will need less intensive support, while higher risk schools – those furthest from the floor target or on poor performance trends – may need more extensive packages, including structural solutions.

**24.4** Structural solutions will include federations and Trusts. We have introduced National Challenge Trusts in which a school unable to raise its results will close and reopen as a Trust school. The National Challenge will also include a significant expansion of the existing Academy programme.

## **25 Commentary**

**25.1** The National Challenge was announced in June 2008. Its objective is to ensure that there will be no school where fewer than 30% of young people achieve at least five GCSEs at grades A\*-C, including English and mathematics, by 2011.

**25.2** It is based on an approach we know works – the London Challenge. This has provided bespoke support for schools facing some of the most significant challenges and has resulted in dramatic improvements in standards since 2003.

**25.3** The National Challenge involves substantial investment, with £400 million available until 2011 to support schools in raising GCSE attainment and sustaining those improvements.

## **26 Specialist School Provision**

**26.1** In order for a BSF proposal to be supported by the DCSF, LAs will need to demonstrate how their strategic planning for specialist schools supports the standards agenda. LAs can help co-ordinate strategic discussions about the balance of specialisms across their areas, advise individual schools about the diversity of provision and local need, and facilitate links between schools.

**26.2** To deliver the specialist schools programme LAs should address the following points when developing their SfC:

- the extent to which the BSF proposals secure a comprehensive range of specialist schools. The range of specialist schools should ideally include a choice of a broad range of specialist subjects and ensure any gaps in provision can be filled through collaboration within the LA;
- the extent to which the LA's policy is consistent with the government aim that all secondary schools will have specialist, trust or academy status and that specialist schools are required to have a minimum standard of accommodation in the specialist subject;
- how clearly do the LA proposals highlight the importance of collaborative arrangements across all schools in improving pupils' access to individual learning pathways, particularly for vocational courses and diplomas, and including common timetables and access to Centres of Vocational Excellence (COVEs) post-16;
- the BSF plans should consider specialist status for special schools. Special schools may apply for a curriculum specialism or the new special school specialisms. How clearly has the LA identified its special schools within the specialist context;
- how well does the SfC reflect plans for high-performing schools taking up system-

wide roles: second subject specialisms, SEN/Inclusion, applied learning specialism, training school status or a raising achievement specialism? How does the LA recognise and support the strategic importance of schools fulfilling these additional roles;

- to what extent do the proposals reflect the need for specialist schools to use their experience to attain whole-school improvement and how will the BSF plans contribute to raising standards? Will the LA ensure that the specialist area or facilities can be used in relation to other subjects? This should avoid the specialism being considered in isolation from the rest of the curriculum; and
- do the LA proposals for specialist schools support its strategies on 14-19 provision, Academies, training schools, extended schools, workforce remodelling, SEN provision, ICT strategy and London Challenge (where appropriate)?

## **27 Commentary**

**27.1** The Government's Children's Plan was published in December 2007. To strengthen both diversity and collaboration, it is intended that every secondary school will have specialist, trust or academy status.

**27.2** BSF is an opportunity for schools to update and expand their specialist accommodation to contribute not just to the specialist subjects but across the whole of the curriculum – creating flexible workspaces and dedicated specialist areas. It is also an opportunity for aspiring specialist schools to consider what that status will mean for them, the need to deliver it in high quality teaching spaces and how best that can be achieved.

**27.3** The Government's White Paper *Higher Standards, Better Schools for All* published in July 2005 reflected on the success of specialist schools and, with the majority of secondary schools in England having achieved specialist status, started to plan for the next phase of specialism. The White Paper paved the way for the introduction of additional roles for high-performing specialist schools (HPSS), including the introduction of applied learning specialisms. It also encouraged more special schools to achieve specialist status in a curriculum subject and the introduction of a new SEN/Inclusion specialism intended for special schools and HPSS.

**27.4** The aim of the specialist schools programme is that every secondary school has its own special ethos and works with others to spread best practice and raise standards. Specialist status is now available in all of the national curriculum subjects: arts, business and enterprise, technology, humanities, language, mathematics and computing, music, science, sport and engineering.

**27.5** The development of specialist schools is also central to establishing collaborative arrangements across schools and colleges in delivering 14-19 provision, vocational education and extended schools provision.

## **28 Children's Services/Children's Trusts**

**28.1** In order for a BSF proposal to be supported by the DCSF, LAs will need to demonstrate how the capital funding allocation will support the delivery of integrated children's services through children's centres and extended schools. LAs should address the following points when developing their BSF SfC:

- Needs Assessment: Has the LA undertaken, or does it have plans to undertake, an audit of community needs? To what extent have key stakeholders, including parents, children and young people been involved in the consultation?
- Every Child Matters - Five Key Outcomes: How will the LA's plans help achieve the five key outcomes set out in the ECM agenda? What steps will the authority be taking to ensure the needs of vulnerable and disadvantaged children are being met in particular?
- Co-location: To what extent do the LA proposals demonstrate support for integrated development and co-location of services for children on school sites, particularly when this involves provision of major areas of accommodation for dedicated non-educational users?
- Provision: How clearly do the LA proposals show how schools will provide access to the core offer of extended services, including study support, family support and widespread community use of the school's facilities and family learning activities, either wholly on individual school sites or through schools working in partnership with schools and other providers (e.g. cultural organisations such as libraries and arts centres).

How clearly do the LA proposals make use of co-location of locality services, including co-locating children's centres? How far will the LA's plans lead to an improved range of learning, leisure and social opportunities for children, young people and the community, as well as access to integrated children's services in and around schools? Do the proposals include the use of outdoor space as within the curriculum? Do the LA proposals reflect the need to provide a safe place to be/things to do for young people both during term time and holiday periods?

- Wider involvement: How do the LA's plans encourage greater involvement of parents in children's learning and socialisation? Are the proposals flexible to enable the wider community to access provision easily? How well will the plans support schools in their new duty to promote community cohesion?
- Use of available space: To what extent has the LA considered buildings or provision on a school site but not owned by the school where the provision is available for the wider community, e.g. sports centres, catering and dining facilities, City Learning Centres, or arts and cultural organisations? Do the LA's proposals identify the best way to provide the flexibility of space that will be required over time with changes in community use? In schools that have no immediate plans for community use, how will the overall design allow for future community use, either by conversion of space or by the easy addition of new facilities?
- Partnership working: In what ways has the LA developed proposals in partnership with the local LSC, district councils (if appropriate), libraries, leisure departments, social services, faith groups, health, voluntary organisations, local businesses, etc? How do the proposals give due consideration to the need to join up with other capital streams at a local level so as to ensure a complementary approach and the proper integration of services (e.g. ICT in the community; PCT capital strategies; local FE strategies; Arts, Cultures, Sure Start Children's Centres, sports, leisure, City Learning Centres)?
- Governance: Has the LA considered how, in practice, the Children's Trust role would relate to that of the local education Partnership (LEP)? What will be the

mechanism for enabling schools to contribute to the Children and Young People's Plan?

## **29 Commentary**

- 29.1** *Every Child Matters: Change for Children* sets out the national framework for local change programmes to build services around improving outcomes for children and young people. This will be achieved through children's trusts which will bring together all services for children and young people in an area. These arrangements are underpinned by the Children Act 2004 in the Duty to Co-operate.
- 29.2** LA proposals for schools under BSF should anticipate the effect of the establishment of integrated local structures for children's services through Children's Trusts. To do this, the LA will need to involve key stakeholders responsible for the delivery of services for children in addition to the users of the services in the development and implementation of plans for BSF.
- 29.3** A key part of the *Every Child Matters* agenda is commissioning. Children's Trusts may commission some children's services directly from schools, or from other agencies based in schools. LAs' proposals for the location and design of schools will therefore need to take full account of the potential for integrating children's services in and around schools.
- 29.4** The Schools White Paper *Higher Standards, Better Schools for All - More Choice for Parents and Pupils* plans to make it statutory that LAs should consult with schools on the development of the CYPP, which covers all education and children's services in the area. Schools should also have regard to the CYPP, for example, when they are creating their own School Development Plan.

## **30 Extended schools and community provision**

- 30.1** In order for the BSF proposal to be supported by the DCSF, LAs will need to demonstrate how the capital funding allocation will support the delivery by schools of extended services and activities that are accessible to pupils, families and the wider community:
- 30.2** To enable schools to deliver or provide access to the 'core offer' of extended services through BSF capital funding, LAs should address the following points when developing their SfC:
- the extent to which BSF proposals will ensure that all the schools will provide the 'core offer' of study support activities, widespread community use of the school's facilities and family learning activities, either wholly on individual school sites or through working in partnership with nearby schools or other partners;
  - whether the proposals demonstrate that the LA has undertaken, or plans to undertake, an audit of existing local service provision, and how they show that the LA will be working with and involving school communities in developing extended school provision, and assessing the needs of those communities;
  - whether the LA proposals demonstrate that schools will provide access to, as well as joint use of, facilities by the wider local community. The extent to which the proposals identify whether physical changes are needed to buildings to provide more flexible learning spaces or additional space to accommodate community

- activities;
- the extent to which the security issues have been addressed – for example, the security measures needed as a result of having a mix of pupils and community users on site, including the need to ensure appropriate separation of use and that community access is clear and secure;
- whether the proposals reflect the need to provide a healthy and safe place to be/things to do for young people both during term time and holiday periods, including pre/after-school activities such as homework clubs and school holiday programmes;
- how well BSF funding has been aligned with other funding streams to deliver the ambition for the co-location of services outlined in the Children’s Plan. Whether the proposals support the development of a coherent programme that enables various capital resources held by the LA, schools and others to be better joined-up locally for greatest impact and best use of schools as community assets; and
- how the proposals will lead to better, coherent, joined-up and locally provided support for children, families and communities.

## **31 Commentary**

- 31.1** The Government’s Extended Schools commitment was published in June 2007 in the prospectus *Extended schools: Building on Experience*. This document sets out a ‘core offer’ of extended services and activities that we want all children to be able to access through schools by 2010. The document brings together commitments as set out in *Every Child Matters: change for children*, the *Five Year Strategy for Children and Learners* and *Choice for parents, the best start for children: a ten-year strategy for childcare*.
- 31.2** The core offer for mainstream and special schools is:
- a varied menu of activities (including study support and play) and childcare. In primary schools this means access to a varied menu of activities combined with childcare, from 8am to 6pm, five days a week, 48 weeks a year. In secondary schools this means access to a varied menu of activities that provide young people with a safe place to be from 8am to 6pm during term time and more flexibly in the holidays;
  - parenting support;
  - swift and easy access to a wide range of targeted and specialist services; and
  - wider community access to ICT, sports, cultural and arts facilities including adult learning.
- 31.3** The core offer may on occasion be based in each school, but often the offer will be provided through schools working as a cluster or in partnership with other local providers. We expect that many schools will go beyond the core offer and provide a range of other services, such as hosting multi-disciplinary teams from health, social care, the youth service and others. Extended schools need to work in partnership with other agencies, such as PCTs and social services, in helping children and young people, their families and the wider community.
- 31.4** ECM sees schools as being the most likely bases for the co-location of services, to be the hub for children, their families and other members of the community. The LA’s plans will therefore need to demonstrate flexible use of accommodation and take account of the possibility that health workers, social care workers, Connexions and providers of

services may be co-located with schools.

**31.5** Secondary schools also have a key role to play in delivering a youth offer of a safe place to be/things to do for young people both during term time and school holidays. Plans should actively consider the scope for BSF investment to be brought together with that from myplace to provide world class facilities for young people in and outside of schools. Extended school activities can also provide further learning for pupils through links with the community, thus supporting citizenship education, and pupils' contribution to whole school life and the work of the school. Involving and benefiting the community is a key role for the school of the future.

**31.6** Further guidance on the co-location of services is currently being prepared. Guidance on extended schools is available from the Extended Schools team in Extended Schools and Childcare Division at the DCSF.

## **32 11-19 Curriculum**

**32.1** In order for a BSF proposal to be supported by the DCSF LAs will need to demonstrate how the capital funding allocation will support the delivery of a coherent 11-19 curriculum and the 14-19 entitlement. Proposals should be aligned to the National Secondary Strategy and developments relating to the Qualification and Curriculum Authority (QCA) 'Big Picture.'

**32.2** To deliver the entitlement and other aspects of the 14-19 agenda through BSF capital funding, LAs should address the following points when developing this policy area:

- the extent to which BSF proposals will ensure that all 14-19 year olds have access to the 14-19 entitlement. This access should include a choice of a broad range of high-quality curriculum options, including the long-term strategy for delivering the 17 Diplomas, and should ensure that gaps in provision of the entitlement are filled through collaboration;
- how the LA will ensure collaboration between schools, colleges, other learning providers (including for apprenticeships and other work-based provision), Connexions and Education Business Partnerships to support the entitlement. How this collaboration will be supported by BSF capital funding to deliver a more flexible and personalised learning experience;
- the extent to which the SfC has been developed with the local Learning and Skills Council, in order to provide a comprehensive view of the investment required across all learning settings and reflect the key outcomes of the strategic area reviews (StAR) process and 14-19 Progress Checks.
- The extent to which LA proposals identify the investment required to provide more flexible learning spaces or additional provision for vocational learning;
- how BSF proposals will help the LA to meet the requirements associated with the raising of the participation age;
- where proposals require re-organisation of post-16 provision, how has the LA ensured there is agreement between local partners and the 14-19 Partnership on the type of provision and funding sources envisaged? For example, is there evidence more generally of stakeholder 'buy-in' including an understanding of the processes (statutory and non-statutory) for establishing new provision; funding where new sixth form or cross-sector provision is envisaged; the need to



coordinate BSF and local LSC funding where appropriate and how all this will impact on timing and implementation ; and

- the alignment of local LSC and BSF capital funding and procurement to support an integrated approach to capital investment in the area.

### **33 Commentary**

**33.1** The Government's strategy for the 14-19 phase of learning was published in February 2005 in the *14-19 Education and Skills White Paper*. This White Paper opens the way for the introduction of a new curriculum with diplomas – described as 'specialised' diplomas – for 14-19 year olds.

**33.2** The new diplomas will recognise practical learning and be sufficiently broad-based to allow a choice of routes to young people successfully completing them. They will exist at three levels – up to advanced level – and be offered in 14 areas, reflecting the main occupational sectors in the economy and three additional areas of science, languages and humanities. To be successful learners will be required to demonstrate a good grasp of basic skills. Young people studying a diploma at level 2 (GCSE level) will potentially spend the equivalent of a day each week doing practical work in one of the 14 areas, reflecting their interests.

**33.3** By 2013, we expect every young person to be entitled to pursue any one of the 14 Diploma lines at an appropriate level for them, wherever they are in the country. We intend that the practical element of the diplomas should be delivered by people with real vocational experience in suitably professional environments. This new national entitlement will include a legal duty on schools to secure access for young people aged between 14-16 to the first 14 Diploma lines and young people aged between 16-18, to all 17 Diploma lines.

**33.4** Delivering this entitlement will require profound change in many aspects of provision. 14-16 year olds will remain on the roll of their school and pursue the National Curriculum. But no single school acting alone is expected to deliver the full range of entitlement options.

**33.5** As well as being properly equipped for their own vocational specialisms, schools will need to collaborate with each other, colleges and training providers to deliver the full entitlement to all young people. This will ensure that young people have choice about where to study and what to study, including the opportunity to take new diplomas.

**33.6** The development of specialist schools and Academies, and the establishment of collaborative arrangements across schools and colleges are central in the development of this comprehensive offer. Further guidance is available from the 14-19 teams in the DCSF on aspects of the construction of vocational facilities.

### **34 SEN & Disability**

**34.1** In order for a BSF proposal to be supported by the Department, LAs will need to demonstrate how the capital funding allocation will support the delivery of improved outcomes for children with SEN and disabilities, and narrow the gaps in outcomes between children with SEN/ disabilities and their peers, as promoted through the SEN

Strategy *Removing Barriers to Achievement, Every Child Matters*, and the Children's Plan.

**34.2** It is expected that LAs' proposals will address the following points in demonstrating that improved outcomes will be delivered through BSF capital funding :

- the extent to which the LA's BSF proposals will ensure that all learners have access to a broad and balanced curriculum, including the National Curriculum and the Early Years Foundation Stage within a learning environment in which they can be healthy and stay safe;
- how the LA's BSF plans will ensure compliance with the Disability Discrimination Acts (DDA) 1995 and 2005 , and the SEN and Disability Act 2001 to improve access to the physical environment, curriculum and information for disabled pupils and promote equality of opportunity for disabled people, including disabled pupils, teachers and parents;
- how the LA, in collaboration with statutory and voluntary partners, collects and uses data to inform current and projected learner needs and planning. How this data has been used to inform and develop the SfC. How the authority plans to work with partners to promote understanding of the processes affecting the implementation of plans for appropriate provision over a 5 – 10 year period (e.g. statutory and non-statutory processes and funding). We would also expect this planning to be reflected in the CYPP.
- where the LA's proposals require re-organisation of SEN provision, how the authority will demonstrate, through its application of the statutory SEN improvement test ie demonstrating how the proposed alternative arrangements are likely to lead to improvements in the standard, quality and/or range of educational provision for children with special educational needs. This will include showing how the key factors set out in paragraphs 21-26 of our guidance *Planning and Developing Special Educational Provision* have been taken into account.
- Where the LA's proposals require re-organisation of SEN provision, to what extent do plans ensure that there is general agreement between local partners on the type of provision envisaged? Is the provision envisaged:
  - i. local, including both mainstream and special schools?
  - ii. inclusive – catering for the full range of needs?
  - iii. providing access to services (all support services across all agencies)?
  - iv. operating within an extended school service?
- The extent to which the LA's reorganisation proposals entail:
  - i. co-location;
  - ii. outreach and support from special and mainstream schools;
  - iii. special resourced provision in mainstream schools;
  - iv. special units in mainstream and special schools;
  - v. out-of-authority provision;
  - vi. working with other partners including the FE, private and voluntary sectors; and
  - vii. national, regional and sub-regional planning and organisation.

- The extent to which the LA has considered the impact of its proposals on school transport policies and provision.
- How the LA will ensure the delivery of its plans and services through such mechanisms as Children's Services and Children's Trusts and through its commissioning role, as set out in the Education and Inspections Act 2006.

## **35 Commentary**

- 35.1** The SEN Strategy *Removing Barriers to Achievement* (February 2004), and the Government's response to the Education and Skills Committee report on SEN (2006), set out the direction for national policy on SEN and a programme of action. All children and young people have the right to a good education and the opportunity to fulfil their potential. All teachers should expect to teach pupils with SEN and disabilities, and all schools should play their part in educating children from their local community, whatever their background or ability.
- 35.2** The aim is to provide a learning environment in which children with SEN and disabilities can be healthy, stay safe, enjoy being at school and achieve high standards; make a positive contribution to the school community; and be ready to make transition to further education, employment or social care when they leave.
- 35.3** Improving the accessibility of schools for all learners is a key feature of the SEN Strategy. All LAs and schools have duties under Part 4 of the Disability Discrimination Act (DDA) 1995 to plan ahead to improve access for disabled children to the physical environment, the curriculum and information. The DDA 2005 introduced a new general duty on the public sector and listed public authorities to promote equality of opportunity for disabled people. The specific duties for secondary schools in December 2006 will come into force for primary and special schools and PRUs from December 2007. The Department's non-statutory guidance explaining to schools their duties under Part 4 of the DDA 1995 indicates to schools how their access plans can be used to help them meet their duties under DDA 2005, (see [www.teachernet.gov.uk/wholeschool/sen/schools/accessibility](http://www.teachernet.gov.uk/wholeschool/sen/schools/accessibility)). The Disability Rights Commission developed non-statutory guidance for schools on the Disability Equality Duty in autumn 2006. Different disabilities will present different accessibility issues and have different implications for the buildings and the design of external spaces.
- 35.4** The Government's SEN Strategy builds on the proposals for integrating children's services set out in ECM, and the subsequent Children's Act 2004. It includes a strategy for improving childcare for families of children with special educational needs and disabilities.
- 35.5** The Education and Inspections Act 2006 and related regulations introduced new procedures for reorganising special schools and other provision for children with SEN. The new regulations and accompanying guidance, including Planning and Developing Special Educational Provision have been published (see: [www.dcf.gov.uk/schoolorg/guidance.cfm?id=24](http://www.dcf.gov.uk/schoolorg/guidance.cfm?id=24)). These provisions introduced the SEN Improvement Test, to which reference is made above.
- 35.6** The Children's Plan, published in December 2007, emphasised that in the context of improving outcomes for all children, there is a commitment to narrowing the gaps in outcomes between children with SEN and disabilities and their peers.

## **36 Behaviour and attendance**

**36.1** Improving behaviour and attendance in schools will increase the effectiveness of teaching and learning, and vice versa, thus making a major contribution to raising standards of achievement while reducing anti-social behaviour and crime. Improving the quality of facilities in pupil referral units (PRUs) can also make a considerable contribution to raising the standards of pupil behaviour and achievement.

**36.2** LAs should take into account the following questions when developing their SfC, both in relation to schools and PRUs. Specifically, they should highlight areas needing improvement and how these improvements will be achieved.

- how well has the LA developed provisions to improve behaviour, reduce exclusions and tackle persistent absence, including taking into account school partnerships and multi-agency work? To what extent do the proposals identify whether physical changes are needed to buildings to provide more flexible accommodation for alternative provision, or additional space for shared partnership facilities, such as Learning Support Units;
- do the LA's proposals take into account the need for provision of good social spaces and both internal and external arts, cultural, play and sport facilities? Schools, including external spaces, should be designed to minimise congestion and avoid creating hard-to-monitor places where bullying can take place and/or where pupils can hide away from lessons. Arrangements to minimise or improve pupil movement around the school should be considered;
- to what extent do the LA's proposals link to crime reduction strategies and to multi-agency work with those pupils most in need; and
- how far do the LA's proposals deliver increased access to a wider, broad-based and balanced curriculum, with better access to facilities for pupils in alternative provision, for example, by including PRUs in its designs for improved accommodation?

## **37 Commentary**

**37.1** We expect all secondary schools to be working in partnership to improve behaviour and tackle persistent absence (from September 2007). We encourage funding to be devolved or delegated from the LA to enable the partnership to commission a range of support and provision for pupils with challenging behaviour or attendance.

**37.2** From September 2007, schools have been responsible for providing suitable full-time education from day six of a fixed-period exclusion. Schools need to arrange access to a range of provisions to meet the diversity of pupils' needs so that they can quickly refer a pupil with a week's notice. This type of provision could be a shared facility at one school or a separate building.

**37.3** The Government takes tackling bullying extremely seriously. No child should have to suffer the pain and indignity of bullying. Protecting children from fear and intimidation is a

pre-requisite to raising school standards. Creating an environment where bullying is not tolerated is integral to good discipline, central to a strong school ethos and will help to ensure we can support every child to fulfil their potential.

- 37.4** Ministers want to improve the attainment and achievement of pupils in alternative provision generally. Improving the accommodation offered by PRUs is an important factor in this. The White Paper “Back on Track”, published in May 2008, commits to building or refurbishing PRUs to the same timescale as secondary schools. The Department therefore expects LAs to check that they are, as intended, managing PRU building assets alongside the rest of their educational estate, surveying buildings regularly, and prioritising building works for PRUs on the basis of their locally agreed asset management plans; this should mean that where justified against other schools’ needs, PRUs are receiving a share of investment from 2008 to 2011. See in particular paragraphs 5.9 to 5.11: <http://www.dcsf.gov.uk/publications/backontrack>
- 37.5** School partnerships will increasingly commission alternative provision as part of their wider strategies to improve behaviour and attendance, and reduce the need for permanent exclusions. It is important that they have a wide range of good quality alternative provisions (including PRUs) to choose from to match individual pupil’s needs. LAs will, however, retain a duty to provide education for pupils who cannot attend mainstream school (because of ill health, for example) and to arrange full-time education from day 6 for permanently excluded pupils. LAs should ensure that they have the capability to comply with this duty.

## **38 Healthy schools**

- 38.1** In order for a BSF proposal to be supported by the DCSF, LAs will need to demonstrate how the capital funding allocation will enable schools to meet the Public Service Agreement (PSA) target to improve the health and well being of children and young people (PSA 12).
- 38.2** The National Healthy Schools Programme engages all those involved in schools to achieve health outcomes for children and young people. It aims to improve educational achievement through better health and well-being for everyone. Local programmes are funded through the Area Based Grant and from LA or PCT support.
- 38.3** The Government vision is that by 2009 all schools will be on the Programme and 75% would have achieved healthy school status. Schools can achieve National Healthy Schools Status through meeting 41 criteria in four key areas: Personal, Social and Health Economic education (PSHE); healthy eating; physical activity; and emotional health and well-being. Physical activity and healthy eating are key objectives to reducing obesity in young people. Details of criteria and approach are available on [www.healthyschools.gov.uk](http://www.healthyschools.gov.uk)
- 38.4** As part of PSA 12 the Government is committed to increasing the take-up of school lunches that are compliant with the food and nutrient-based standards. The Government has invested £220m from 2005-2008 and £240m from 2008-2011 in providing a grant to LAs and schools to support the implementation of the new school food standards and the increase in take-up of school lunches. In providing this grant the Government is expecting LAs to ensure the provision of hot lunches in their schools. In addition, £150m of targeted funding is being made available to LAs to support the improvement of kitchens and dining rooms.
- 38.5** The DCSF will look specifically at the following points when assessing LA SfC proposals.

- how well the LA is working with schools to ensure that children, staff and other community users feel safe and secure on school sites, including reductions in bullying;
- how effectively the LA's BSF plans promote healthy eating by ensuring that all children have access to at least one hot school meal each day. How the plans will ensure that these meals reach the required food and nutritional and that the quality and presentation of the food, as well as the surroundings in which it is consumed, encourage all children to eat school lunch.
- the aspects of the BSF capital spending plans which will contribute to increasing the time young people spend on physical activity during and outside of the normal school day; and
- how effectively the 's BSF plans promote healthy and safe lifestyles by young people and support schools in achieving National Healthy Schools Status.

## **39 Commentary**

- 39.1** In 2006 the Government introduced food-based standards for school lunches, which were followed in 2007 by food-based standards governing all other food served in schools (breakfast clubs, break-time provision, after school clubs, vending). From September 2009 school lunches served in secondary schools must also meet new nutrient-based standards. These standards are designed to ensure that school lunches contain sufficient energy and micronutrients to promote good nutritional health in all pupils and to protect those who are nutritionally vulnerable. Take-up of school lunches is now an indicator in PSA12 and is in the national indicator set. A range of support for meeting the PSA to improve the health and well being of children and young people is available from the Trust (see: [www.schoolfoodtrust.org.uk](http://www.schoolfoodtrust.org.uk)).
- 39.2** To support the introduction of the new standards and the increase in take-up of school lunches, school kitchens and dining areas will need to be designed in a sustainable manner that supports the increasing use of these facilities and their potential role as social spaces that encourage pupils to want to use them.
- 39.3** To support improvements in the design and capacity of school kitchens and dining rooms a guide has been published "Schools for the Future: Inspirational Design for Kitchen and Dining Spaces". In addition the School Food Trust has produced "A fresh look at the school meal experience" and is facilitating improvement projects in a selection of schools that explore innovative uses of kitchen and dining areas.
- 39.4** Other key aspects of the Healthy Schools Programme relate to drug education, PE and school sport, and sex and relationship education (SRE).
- 39.5** The target for young people in the Tobacco White Paper, '*Smoking Kills*', is to reduce smoking among children from 13% in 1996 to 9% or less by the year 2010. The survey also supports the aim in the Updated Drug Strategy, to reduce the use of Class A drugs among all young people under the age of 25, and the Government's Alcohol Harm Reduction Strategy for England, which was published on 15 March 2004.
- 39.6** To support PE and school sport, over £1.5 billion is being invested by the Government (from 2003-2008). The Government wants all children to spend at least two hours each week on high quality PE and school sport in and out of school. The DCSF and the

Department for Culture, Media and Sport (DCMS) are working to implement the national PE, School Sport and Club Links (PESSCL) strategy. A joint target has been set to increase the percentage of 5-16 year olds who spend at least 2 hours each week on high quality PE and school sport, within and beyond the curriculum, to 85% by 2008. See sections 76-85 for more information on PE and school sport.

- 39.7** Spearheading this drive is the establishment of a network of 400 sports colleges and school sport partnerships. At present there are 358 designated specialist sports colleges, including seven Academies with a sports focus and 80% of schools are now within one of the 411 operational partnerships. For more information see [www.teachernet.gov.uk/pe](http://www.teachernet.gov.uk/pe)
- 39.8** The DCSF issued guidance on SRE to all maintained schools in July 2000. This guidance was designed to improve SRE in schools as part of a broader framework of PSHE. Actions that schools should be taking include:
- consulting parents about their SRE programmes;
  - developing a written policy for the teaching of SRE which must be available for inspection by parents;
  - routine update of SRE policies; and
  - enabling parents to withdraw their children from all or part of the SRE provided at school if they so wish.

#### **40 School grounds and learning outside the classroom**

- 40.1** Schools grounds can play a significant part in delivering tECM outcomes. The DCSF therefore expects to see BSF proposals that demonstrate that the importance of the school grounds in raising achievement and improving children's personal, social and emotional wellbeing has been taken into account.

LAs will need to show this in the following ways:

- evidence that grounds will meet the statutory requirements in terms of sports pitches, security of the site, health and safety legislation and habitats<sup>1</sup>;
- a clear vision of what learning outside the classroom means for school sites in the authority; and evidence of how the authority will provide leadership and support in order for schools to deliver this vision;
- an analysis of which schools are currently providing high quality learning outside the classroom experiences in their grounds, and plans for how they will be helped to ensure they are able to continue this learning during and after the building programme;
- LA education advisory staff have been consulted about how new or redeveloped school grounds will support their subject / faculty specialisms. The authority should include an indication of how each faculty's needs will be addressed in BSF landscape design briefs;

- evidence that children's well being and recreational needs will be identified during the consultation process and subsequently met through the design and implementation of high quality, easily accessible, attractive outdoor spaces
- a consultation structure that demonstrates how pupils and staff in individual schools will be able to participate in and influence the decision making process as it applies to the design of their school grounds;
- in the case of extended schools and co-located services on school sites, an indication of how proper consideration will be given to the learning potential of the school grounds as well as the needs of other users; and
- details of how ongoing maintenance and management of high quality school grounds will be incorporated into the post occupancy plans and budgets for BSF schools. It is essential that schools are not left with expensive grounds that cannot be adapted to meet teaching, learning and recreational needs.

## **41 Commentary**

- 41.1** In 2008 Ofsted published 'Learning outside the classroom – How far should you go?'. A key finding highlighted that where it was planned and implemented well, learning outside the classroom contributed significantly to raising standards and improving pupils' personal, social and emotional development.
- 41.2** In the Tellus3 survey<sup>2</sup>, 81% of pupils believed that "more fun/ interesting lessons" would help them do better at school. Lessons in the school grounds can provide the spark that motivates young people to learn; and research by Learning through Landscapes<sup>3</sup> shows that the design of school grounds has a direct effect on patterns of children's behaviour and their attitude to learning.
- 41.3** Research over many years indicates that children and young people learn best when they see the learning as purposeful and relevant. Teaching and learning in the school grounds offers pupils and teachers a context for learning, an inspiration for their work and a valuable, accessible, free resource. All aspects of school life can be enhanced by making the most of the whole school campus, from providing outdoor seating by the cafeteria and allotments adjacent to food technology classrooms, through to outdoor locations for the display of artwork.
- 41.4** LAs should build on their successful work in ensuring appropriate health and safety practices by better supporting and encouraging schools in improving the quality of learning outside the classroom as a means of raising achievement.<sup>4</sup>
- 41.5** The DfES publication Designing School Grounds<sup>5</sup>, in the 'Schools of the Future' series, provides advice and guidance on creating high quality new and refurbished school grounds that meet the learning and recreational needs of all pupils, as well as other users of these important spaces.

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<sup>2</sup> Published by Ofsted, September 2008

<sup>3</sup> Special Places, Special People; Wendy Titman 1994

<sup>4</sup> This quote has been taken directly from the Ofsted report, page 6 paragraph 1.

<sup>5</sup> TSO 2006



## **42 PE and School Sport Provision**

**42.1** Before entering the BSF programme, all LAs must establish a PE and Sport Stakeholder group with appropriate representation from the four key areas outlined in the PFS PE and Sport factsheet (see:

[http://www.partnershipsforschools.org.uk/documents/PfS\\_Factsheet\\_PE&Sport.pdf](http://www.partnershipsforschools.org.uk/documents/PfS_Factsheet_PE&Sport.pdf))

**42.2** In order for a BSF proposal to be supported by the DCSF, LAs will need to demonstrate how the capital funding allocation will enable schools to meet a number of key targets and objectives including those relating to PE and School / Community Sport.

**42.3** By 2011 the ambition outlined in the PE and Sport Strategy for Young People (PESSYP) is to offer all young people at least 5 hours of sport every week, comprising of : At least 2 hours high quality PE in the curriculum (5-16 year olds) with the opportunity for at least a further 3 hours sport beyond the school day delivered by a range of school, community and club providers (5-19 yr olds)

**42.4** To deliver the PSA targets and other aspects of the PESSYP agenda, LAs should address the following points:

- all schools are able to meet the School Sport PSA target. This should include access to a broad range of high-quality activities in order to deliver the PE programme of study to all 5-16 year olds. It should take into account the diversity of learners, including those with disabilities and special educational needs, and the flexibility of the new curriculum;
- ensure collaboration with and between specialist sports colleges, school sport partnerships, County Sports Partnerships, PE Advisers and Leisure leads through the PE and Sport Stakeholder group. The LA will be expected to develop a vision for PE and Sport which will show how this collaboration, will help to deliver the PSA targets;
- identify whether physical changes are needed to buildings and outdoor spaces to provide more flexible learning spaces or additional space for community use. The management options associated with community access should also be considered as part of the wider planning for community provision;
- ensure that the necessary statutory procedures to meet the school changes that are being proposed, i.e. the need to consult with Sport England. Have been addressed. It will be expected that the LA has an up to date Playing Pitch Strategy before they enter the programme; and
- ensure that the BSF programme supports the delivery of all relevant national strategies e.g. National Play Strategy, MyPlace, Outdoor Manifesto, Children's Plan and the co-location of services, Extended Services, 14-19, Healthy Weight, Healthy Lives Strategy, Healthy Schools, etc.

## **43 Commentary**

**43.1** The Government is committed to PE and School Sport and this is reflected in the BSF programme. The DCSF, jointly with the DCMS is committed to delivering the national school and community sport strategy and the 2012 ambition and legacy.

**43.2** In support of this work a network of Specialist Sports Colleges and School Sport Partnerships in England is now in place. LAs should consider how BSF capital funding

can transform learning facilities that will meet the needs of all learners across a school estate.

- 43.3** The PESSYP encourages increased community participation in sport by supporting schools to create links to local accredited sports clubs and providing improved opportunities for sports coaches. Opening up school sport facilities to community users and coaches enables extended learning beyond the curriculum for school pupils and post-16 provision.
- 43.4** In developing their BSF proposals, LAs need to engage their PE and Sport Stakeholder Group and ensure dialogue takes place with key agencies and local communities (such as LSC, PCP and PCT). This will provide the opportunity to join up with other capital streams at a local level so as to ensure a complementary approach and maximise the design, use and management of new buildings, external spaces and grounds.
- 43.5** National governing bodies of sport will be able to provide specific technical participation data and share their investment priorities, which will assist in the development of specific sporting opportunities through BSF. The DCSF will expect LAs to seek the advice and support of national governing bodies through the PE and Sport Stakeholder group in developing their BSF plans with regard to sporting facilities.
- 43.6** The following PE and School / Community Sport links may be useful:
- **Partnerships for Schools**  
[http://www.partnershipsforschools.org.uk/library/PE\\_Sport.jsp](http://www.partnershipsforschools.org.uk/library/PE_Sport.jsp)
  - **PE and Sport Strategy for Young People**  
<http://www.teachernet.gov.uk/teachingandlearning/subjects/pe/>
  - **Sport England Strategy**  
[http://www.sportengland.org/index/get\\_resources/resource\\_downloads/sport\\_england\\_strategy.htm](http://www.sportengland.org/index/get_resources/resource_downloads/sport_england_strategy.htm)
  - **Youth Sport Trust**  
[www.youthsporttrust.org](http://www.youthsporttrust.org)

#### **44 Play and Recreation Provision**

- 44.1** The DCSF expects schools to offer good play opportunities for children. The Play Strategy, launched on 10 December 2008, is a direct response to the thousands of consultation responses from children. Children thought that schools could help them have more fun outside their homes by improving playground provision which would be available for use outside of school hours. The Play Strategy makes clear that school capital programmes can make a significant contribution by committing the BSF capital investment programme to have clear requirements around outdoor play and recreational spaces in schools.
- 44.2** The BSF programme provides an opportunity to design better outdoor play and recreational facilities into our schools, and for there to be pupil involvement in the design of these spaces. These expectations are set out in the BSF mandatory SfC guidance and output specification. PfS will promote these to ensure local play services can be involved in school designs.

- 44.3** We also want schools to provide better play opportunities for children and young people. *'21<sup>st</sup> Century schools: A world-class education for every child'* ( 8 December 2008) sets out our vision for 21<sup>st</sup> Century Schools focussing on responding to the needs of children and young people, their families and the wider community. One of the key components of a 21<sup>st</sup> century school is the provision of a range of activities and opportunities to enrich the lives of children, families and the wider community. Providing access to the core offer of extended services, including play provision outside of school hours, is an important feature of this provision.
- 44.4** Through the National Healthy Schools Programme, schools will be able to use children's access to active play as part of their evidence for meeting the physical activity criteria. Supporting outdoor play will also be a way in which schools should deliver their statutory duty to promote pupil well being. Schools will therefore want to design their grounds in way that can support this important agenda.
- 44.5** From April 2009 a new indicator will be introduced to the National Indicator set that measures children's satisfaction with local play areas and parks. The Tell us school-based survey will be used as a source of this data. We want to see at least 100,000 more children telling us every year that their local play areas and parks are good or very good.

## **45** **Commentary**

**45.1** There is now a substantial and wide ranging body of research that provides evidence of the role that unstructured play and recreation has in child development. Play has proven benefits in terms of the acquisition of some of the key skills that children and young people need as they become adults and move into education or work. Play supports learning through:

- creating the neural conditions that promote the "meta" thinking skills in cognition, memory, language, communication and representation;
- stimulating creativity and developing problem solving skills;
- supporting the consolidation of learning through practice, rehearsal, repetition, mastery and extension; and
- enabling positive behaviour, through the development of interpersonal skills such as empathy, trust and the ability to express ideas. By developing emotional regulation, play helps builds strong attachments and peer friendships.

**45.2** There is also a clear link between play and children's health and well-being. Research has found that:

- doing 15 minutes of moderate exercise a day lowers children's chances of being obese by almost 50%;
- play is one of the best ways for children to expend calories, and thus increasing the amount of time children spend playing could contribute to reducing obesity. Unstructured play in particular is better for children in terms of activity calories per minute burnt, compared to the equivalent organised activities such as organised ball games or sports and clubs; and

- play prompts the areas of the brain responsible for self-confidence, and socialisation through play develops emotional resilience.

## **46 Culture and Cultural Learning**

**46.1** In order for a BSF proposal to be supported by the DCSF, LAs will need to demonstrate how the capital and ICT funding allocations, and plans for change management, will ensure that culture and cultural learning will contribute towards their vision for educational transformation.

**46.2** The proposal should also detail how BSF will support the Government's Children's Plan commitment to provide all young people with opportunities to participate in at least five hours of high quality cultural activity a week, in and out of school.

**46.3** LAs should address the following points when developing their SfC:

- Do the proposals show how the authority is working towards a universal cultural entitlement for young people? Will young people have the opportunity to learn through and about culture and engage with a wide-range of cultural provision and activity through BSF?
- Do the LA's' proposals take into account instances where statutory curriculum delivery could take place in specialist cultural settings, or through cultural learning providers? Where this is a possibility, have they taken into account a range of partners such as libraries, museums or arts centres, either co-located within schools, or accessed centrally by learners across the authority?
- Do the LA's proposals align with local and regional strategies for cultural / arts / library provision and community engagement and learning? Have they articulated how new or improved cultural facilities and programmes created through BSF will meet the needs of learners and communities across the authority and fill gaps in provision? Is there a clear evidence base for these proposals? Will communities have clear access routes to cultural learning and resources in schools?
- Do the LA's proposals take into account the need for provision of flexible, innovative and technically sound spaces to deliver effective cultural learning activities?
- Has the authority fully explored how culture and cultural learning can contribute to all other policy areas in the SfC process, such as 14-19, work related learning and ECM?
- How has the LA involved, engaged and consulted with local and regional cultural providers and institutions, including; NDPBs, voluntary and third sector partners? The authority should also ensure that they consult school communities and learners on culture and cultural learning.
- The LA should ensure that the estate options set out in the SfC adequately reflect their ambitions and visions for the delivery of transformational education through culture.
- Do the LA's proposals and estate options ensure that schools who are already engaged with cultural learning are supported in furthering their engagement? Any

specialist approaches or facilities relating to cultural learning should be protected and enhanced through BSF.

## **47 Commentary**

- 47.1** In order to ensure that the LA gives significant weight to the implications for culture and cultural learning within the BSF process, LAs must set up and engage with a Cultural Stakeholder Group (CSHG). A CSHG should have been developed at RTD stage and should be fully operational and active throughout the SfC process. Detailed guidance and support for the development of a Cultural Stakeholder Group can be found on the Partnerships for Schools website.
- 47.2** The Children's Plan announced an intention to establish a universal cultural entitlement for young people.
- 47.3** This idea is currently being piloted through the 'Find your talent' programme. 'Find your talent' is a new scheme designed to give young people in England the opportunity to experience at least five hours of high quality arts and culture every week, matching that for sport, enriching existing provision and contributing to the five ECM outcomes.
- 47.4** Cultural agencies across the country, including Arts Council England, Creative and Cultural Education (CCE) and the Museums, Libraries and Archives Council (MLA), are also looking at ways develop a rich and diverse cultural offer for children and young people, working through LAs on initiatives such as Cultural Hubs, Creative Partnerships, Renaissance, and Strategic Commissioning. These programmes demonstrate how participation in cultural activities in and outside school can have a significant impact on young people's development, skills and expression.
- 47.5** LAs should align their planning to Find Your Talent pathfinder projects if they are operational within their authority. They should also engage with other regional cultural offerings beyond these pathfinders.
- 47.6** LAs should have undertaken a cultural audit as part of the RTD process. At this stage they should be able to clearly articulate how SfC plans reflect the needs of communities, schools and learners in the authority, and meet any gaps in provision.
- 47.7** The LA should consider using cultural partners and creative approaches when consulting and engaging schools, learners and communities throughout the BSF process.
- 47.8** BSF presents an excellent opportunity for schools and LAs to engage with built environment education.
- 47.9** LAs should ensure that they have explored the possibility of including plans for public art and partnerships with artists within their proposals.

## **48 ICT Provision**

- 48.1** In order for a BSF proposal to meet the ICT requirements of the DCSF, the LA will need to demonstrate how the capital funding allocation will support the delivery of ICT.

**48.2** To deliver the entitlement and other aspects of the ‘Harnessing Technology: ‘Next Generation Learning’ strategy through BSF capital funding, LAs should address the following points when developing this policy area:

- to what extent does the policy embed the use of ICT across the curriculum and does it allow access to ICT as and when it is needed for teaching and learning to assist in delivering the aims of the ‘ Harnessing Technology : Next Generation Learning ‘strategy;
- Harnessing Technology is a national strategy with the aim of bringing about a step change in the way technology is used across the breadth of the education and skills system. The Harnessing Technology Strategy responds to trends in technology adoption and use among children, young people, adult learners, parents/carers and employers. These changes reflect a context in which there are greater opportunities to harness technology to improve and develop services in response to the needs of children, young people and adult learners.
- does the ICT strategy ensure sufficient and appropriate technical support and training for school staff to enable them to use ICT effectively in their jobs? To what extent will the proposals demonstrate to schools how they will benefit from aggregating demand and economies of scale? The proposal should outline initial proposals for how the ICT provision will be delivered;
- to what extent do the proposals take account of current ICT provision and the views and expectations of all schools, local City Learning Centres, learners, workforce, parents and the community;
- how do the LA’s plans for ICT support their delivery of Children’s Services;
- does the ICT strategy support the new relationship with schools and more effective information management and communications? How will it deliver the sustainable connectivity and compatibility needed to ensure efficient use and seamless transfer of data;
- how will the ICT strategy support inclusive teaching and learning? Will provision be sufficient and appropriate to help address the needs of all pupils? ICT provision should support those who have individual or additional requirements, including those with SEN and vulnerable or hard-to-reach learners;
- to what extent does the LA plan for data collection and management, particularly in terms of the pupil-level information required for assessment for learning, in its ICT strategy;
- does the ICT strategy support workforce remodelling and CPD, and will it engage sufficiently with teachers and support staff and achieve a significant impact on workloads; and
- does the ICT strategy facilitate strong partnership working between schools, LAs and third sector organisations such as cultural and arts providers? The ICT strategy should enable and support learning outside the classroom in spaces such as libraries or theatres. Plans for workforce remodelling and CPD should reflect this.

## **49**      **Commentary**

**49.1**    ICT is a means of supporting and enriching children’s learning experiences across the

curriculum. It plays a key role in personalising learning, and is transforming the shape of teaching and learning across all subjects and ages.

- 49.2** ICT must be an integral component for achieving education transformation through BSF. The introduction of BSF funding enables a step change in the level of ICT provision in schools in England. ICT touches all areas of school management and is used by students, teachers and administrators. It should be considered in all elements of the educational environment, including lifelong learning opportunities for the community as a whole.
- 49.3** There is no aspect of the school where the impact of ICT should not be considered. However it is important to explore what added value or efficiency ICT can bring compared to traditional practices and in line with the workforce reform agenda. The provision of ICT in schools must complement the full range of teaching approaches and all technological requirements within each BSF school to develop an e-confident culture.
- 49.4** In March 2005, the Department for Education and Skills published the e-Strategy '*Harnessing Technology: Transforming learning and children's services*'. In March 2007, Ministers asked Becta to revise this strategy and the updated '*Harnessing Technology: Next Generation Learning*' strategy was published in 2008.
- 49.5** The Harnessing Technology strategy is informed by five key cross sector themes:
- promoting a technology-related learner environment and working to close the gap for disadvantaged learners to enable all learners to access and use technology effectively, safely and purposefully in support of their learning;
  - putting in place universal access to powerful learning tools , content and support for family and informal learning;
  - helping to secure better teaching by fully exploiting the benefits of technology to provide professional tools and support for teachers;
  - mobilising leadership at all levels of the system through nationally recognised leadership networks supporting innovation and knowledge transfer;
  - developing a fit-for-purpose, system-wide national digital infrastructure that supports personal ownership and environmental sustainability.

## **50 Change Management (including Workforce Reform and CPD)**

**50.1** LAs will need to demonstrate how the capital funding allocation will be supported by a change management programme for achieving transformation.

**50.2** LAs should address the following points when developing their SfC:

- In light of the workforce remodelling agenda, how will the LA ensure that its commissions designs that offer maximum flexibility in the effective teaching and learning environments of pupils, and take account of possible links between workforce reform in schools, its plans for the wider children's workforce and the implications of the ECM agenda, including extended schools?
- How will the LA ensure that school designs offer flexibility in the environments

available to staff for individual and team reflection and development, CPD, in-school training, coaching, mentoring and so on, including any associated ICT requirements? For example, will the school buildings take into account that, since September 2005, all teachers have had a contractual entitlement to guaranteed time for Planning Preparation and Assessment (PPA)?

- Has the need for flexible accommodation to deliver different patterns of teaching and learning, particularly those arising from the *2020 Vision* of personalised learning, been considered, and how is this shown in their SfC? For example, are they considering larger spaces, small group/breakout rooms, places appropriate to one-to-one counselling or individual tuition, larger and smaller group spaces or individual “quiet” areas for reflection on progress and independent study?
- Has the LA ensured that the flexibility offered in new build and refurbishment proposals is sustainable and real, taking into account the staff costs and wear and tear in actually using flexible space?
- How well the practical impact of significantly more support staff in the school, in terms of staff areas, toilets, administration, storage space and car parking been addressed? This will not always mean more/larger facilities, but the potential impact will need to be considered.
- How well has the LA considered the needs of and for training schools in its area, including their focus on initial teacher training, their contribution to development of their own whole-school workforce, and their potential for supporting the development and training of staff working in other schools, including perhaps schools beyond their own LA?
- Have the needs of any non-school based education staff such as artists, library and museum professionals been taken into account? These professionals may be working in partnerships with schools and the LA to deliver statutory education outcomes for the children and young people. In order to facilitate an effective multi-agency approach to education delivery, the LA should ensure that these professionals and schools workforce are given support and training in working together.
- How will the LA ensure that each school will be shaping a SfC’ to ensure that by the time the new spaces are in place all members of the school community are ready to take advantage of them? What steps will the LA take to ensure every school community understands and maximises on their new flexibilities and ways of working, to avoid the replication of “old school” thinking/organisation into the new environment?

## **51 Commentary**

- 51.1** CPD and change management will be crucial for ensuring schools’ staff can implement the new teaching styles, learning approaches and ways of working, as set out in their school’s SfC and supported by the LA’s SfC. Plans will need to provide for all staff to be able to undertake relevant training and development activities in the school.
- 51.2** The core of the workforce remodelling agenda is creating capacity for teachers to focus on teaching and learning. This in turn will help schools to deliver more effectively the personalised teaching and learning that pupils and parents are entitled to expect.



- 51.3** A central element of the workforce remodelling agenda is more support staff in different and enhanced roles undertaking activities that free teachers to concentrate on their core professional responsibilities. Schools will work out for themselves the staffing mix they need and they will adjust this mix in the light of developing priorities.
- 51.4** Accommodation will increasingly need to reflect the implications of more adults in new and different roles in schools. It must also provide teaching spaces that can be adapted to different models of curriculum delivery, and spaces that enable teachers to get the most out of the time that they are contractually guaranteed for PPA.
- 51.5** The quality of the working environment is essential for the whole of the workforce – support staff as well as teachers and headteachers. There are issues of self-esteem and motivation (and therefore links with recruitment and retention), and support for health and welfare that need to be reflected in the quality of the environment. School design needs to reflect the specific implications of the workforce reform agenda and the contractual elements of the National Agreement on *Raising Standards and Tackling Workload*, which impacts on all schools. Flexibility is the key.
- 51.6** Leadership and management of this transformation agenda at school level are critical to success. School leaders also need to ensure effective transition arrangements during the development and implementation of building works. The NCSL BSF Leadership programme is intended to help LA and school leaders create their vision and realise the opportunities that BSF provides – more information on the programme is available at [www.ncsl.org.uk/bsf](http://www.ncsl.org.uk/bsf)

## **52 Sustainable Development**

- 52.1** The Sustainable Schools initiative has been developed to help schools to introduce the principles of sustainable development and offer guidance on how to embed these principles into the heart of school life. See [www.teachernet.gov.uk/sustainableschools/](http://www.teachernet.gov.uk/sustainableschools/)
- 52.2** The National Framework introduces eight ‘doorways’ through which schools may choose to initiate or extend their sustainable school activity. It focuses on ways in which sustainable development can be embedded into whole-school management practices and provides practical guidance to help schools operate in a more sustainable way:
- **Food & drink:** the Government would like all schools to be model suppliers of healthy, local and sustainable food and drink. Food should where possible be produced or prepared on site.
  - **Energy & water:** the Government would like all schools to be models of energy efficiency, renewable energy use and water management. They should take the lead in their communities by showcasing wind, solar and bio-fuel energy; low-energy equipment; freshwater conservation and use of rainwater; and other measures.
  - **Travel & traffic:** the Government would like all schools to be models of sustainable travel, where vehicles are used only when absolutely necessary and where there are exemplary facilities for healthier, less polluting or less dangerous modes of transport.
  - **Purchasing & waste:** all schools to be models of resource efficiency, using low-impact goods that minimise (or eliminate) disposable packaging from local

suppliers with high environmental and ethical standards, and recycling, repairing and reusing as much as possible.

- **Buildings & grounds:** the Government would like all school buildings - old and new - to make visible use of sustainable design features and, as opportunities arise, to choose building technologies, interior furnishings and equipment with a low impact on the environment. We would like all schools to develop their grounds in ways that help pupils learn about the natural world and sustainable living.
- **Inclusion & participation:** the Government would like all schools to be models of social inclusion, enabling all pupils to participate fully in school life while instilling a long-lasting respect for human rights, freedoms, cultures and creative expression.
- **Local wellbeing:** the Government would like all schools to be models of good corporate citizenship within their local areas, enriching their educational mission with activities that improve the environment and quality of life of local people.
- **Global dimension:** the Government would like all schools to be models of good global citizenship, enriching their educational mission with activities that improve the lives of people living in other parts of the world.

## 53 Commentary

- 53.1** Promoting sustainable development in schools means integrating high standards of achievement and behaviour with the goals of healthy living, environmental responsibility, community involvement and citizenship. Many of these aspirations are an inherent part of other DCSF policy initiatives that underpin BSF, e.g. ECM.
- 53.2** For this reason, some aspects of the National Framework support the educational process (e.g. the inclusion and participation 'doorway') or are specifically addressed through other programmes (e.g. Healthy Schools will help to meet the objectives for the food and drink 'doorway').
- 53.3** The potential environmental impact of the design and construction of school buildings and grounds is subject to formal review. It is a condition of capital funding that all new build and refurbishment projects are registered for an independent assessment under the Building Research Establishment's Environmental Assessment Method (BREEAM) for schools, and that each project achieves a minimum rating of "very good". BREEAM ensures that building projects meet high standards of environmental performance without prescribing specifying designs.
- 53.4** Energy efficiency is at the forefront of government policies. The Government is committed to implementing a climate change programme to meet the UK's legally binding targets for reducing greenhouse gas emissions. The school sector has a large part to play in both achieving energy savings through energy efficiency and the appropriate use of renewable energy technologies, and through raising awareness of the importance of reducing carbon emissions. For more information see [www.teachernet.gov.uk/carbontargets](http://www.teachernet.gov.uk/carbontargets).
- 53.5** Another key consideration within the SfC is the availability of safe and convenient public transport options and safe access via walking and cycling within school travel plans.

**53.6** A strong theme within the Sustainable Schools strategy is that school buildings, grounds and the local surroundings offer a resource for learning about real issues in real places among real people, as a natural part of their education.

## Appendix 2

### Supporting Materials

#### 54 Introduction

This appendix contains links to websites, supporting materials and guidance on the following areas:

- Joined-up planning and funding
- Exemplar designs
- Sustainability
- School organisation
- Academies
- Trust schools
- Federations
- Specialist schools
- Personalised learning
- Secondary failure and underperformance
- Schools workforce
- ICT
- SEN
- Extended schools
- 14-19
- PE and sport
- Play and Recreation
- Culture and Cultural Learning
- School grounds and learning outside the classroom
- Curriculum
- Behaviour and attendance
- Community cohesion
- Healthy Schools and School Food

#### 55 Joined-Up Planning and Funding

**55.1** This guidance informs LAs of various funding streams that could be accessed to complement and support local BSF projects. It covers areas such as PE and school sport (through the Youth Sport Trust, Sport England and the Big Lottery Fund), Academies, specialist schools, ICT, children's services/ extended schools and the 14-19 agenda (which includes LSC).

**55.2** The joining-up guidance aims to act as a helpful checklist, enabling LAs, schools and dioceses to recognise some key factors in local decision making about investing in secondary schools in advance of BSF. It is available here: [www.bsf/documents](http://www.bsf/documents)

## **56 Exemplar designs**

- 56.1** To download the exemplar design compendium, see the Partnerships for Schools website: [www.partnershipsforschools.org.uk](http://www.partnershipsforschools.org.uk)
- 56.2** The 'imagine' database, sponsored by PFS, captures best practice school design from around the world. The resource is aimed at providing inspiration for creating innovative learning environments: [www.imagineschooldesigns.org.uk](http://www.imagineschooldesigns.org.uk)
- 56.3** DFES "Schools for the Future" series published by TSO (The Stationery Office). These books offer case studies and design pointers for some key education policies:
- Exemplar Designs – concepts and ideas
  - Transforming Schools – an inspirational guide to remodelling
  - Secondary schools.
  - Design of sustainable schools – case studies
  - Design schools for extended services
  - Inspirational design for PE + Sport Spaces
  - Designing School Grounds

## **57 Sustainability**

- 57.1** For further details on BREEAM, see: [www.breeam.org](http://www.breeam.org)
- 57.2** For further details on the DCSF's Sustainable Schools initiative, see: [www.teachernet.gov.uk/sustainable-schools](http://www.teachernet.gov.uk/sustainable-schools)

## **58 School organisation**

- 58.1** The Department's policies are set out clearly in '*A new specialist system – transforming secondary education*' publication. The website [www.dcsf.gov.uk/schoolorg](http://www.dcsf.gov.uk/schoolorg) explains the process for publishing statutory proposals.
- 58.2** The decision-makers' guidance can be downloaded from the DCSF's website: [www.dcsf.gov.uk/schoolorg/guidance](http://www.dcsf.gov.uk/schoolorg/guidance)
- This includes clear references to the Government's commitment to increased diversity and the new presumption to approve the expansion of popular and successful schools.
- 58.3** For further detail on the Government's approach to school diversity see: [www.standards.dcsf.gov.uk/schooldiversity/](http://www.standards.dcsf.gov.uk/schooldiversity/) .

## **59 Academies**

- 59.1** For guidance on the Academies programme see: [www.standards.dcsf.gov.uk/academies](http://www.standards.dcsf.gov.uk/academies)

## 60 Trust schools

- 60.1 Guidance on Trust schools can be found on the website of the Specialist Schools and Academies Trust: [www.ssatrust.org.uk/trustschools2/default.aspx](http://www.ssatrust.org.uk/trustschools2/default.aspx)

## 61 Federations

- 61.1 Guidance on federations: [www.standards.dcsf.gov.uk/federations/](http://www.standards.dcsf.gov.uk/federations/)

## 62 Specialist schools

- 62.1 DCSF guidance on specialist schools: [www.standards.dfes.gov.uk/specialistschools/](http://www.standards.dfes.gov.uk/specialistschools/)

- 62.2 The following publications cover policy development issues for the specialist schools unit:

- *A new specialist system: transforming secondary education* [www.teachernet.gov.uk/educationoverview/briefing/strategyarchive/](http://www.teachernet.gov.uk/educationoverview/briefing/strategyarchive/)

This booklet is about the strategy for working together to transform secondary education and creating an environment where every pupil could enjoy learning and achieve their potential.

- *Specialist schools: An evaluation of progress* [www.ofsted.gov.uk/publications](http://www.ofsted.gov.uk/publications)

This booklet is about the progress of the specialist schools programme following a comprehensive review by Ofsted on the success of schools that have gained specialist schools status.

- The Specialist Schools and Academies Trust publishes a range of booklets appropriate for aspiring or established specialist schools (e.g. best practice in technology colleges, etc) many of which may be downloaded from [www.specialistschoolstrust.org.uk](http://www.specialistschoolstrust.org.uk)
- The Youth Sport Trust also publishes a range of useful documents for aspiring or established sports colleges. See their website for further details: [www.youthsporttrust.org](http://www.youthsporttrust.org)

## 63 Personalised learning

- 63.1 The Schools White Paper '*Higher Standards, Better Schools For All: More Choice for Parents and Pupils*' outlines the Department's vision for personalised learning: [www.dcsf.gov.uk/publications/schoolswhitepaper/](http://www.dcsf.gov.uk/publications/schoolswhitepaper/)

'*2020 Vision Report of Teaching and Learning in 2020 Review Group*' was published in January 2007 and described what personalised teaching and learning would look like in 2020.

[www.teachernet.gov.uk/docbank/index.cfm?id=10783](http://www.teachernet.gov.uk/docbank/index.cfm?id=10783)

## **64 Secondary failure and underperformance**

- 64.1** Guidance from the DCSF on schools causing concern:  
[www.standards.dcsf.gov.uk/sie/si/SCC/news/2007guide](http://www.standards.dcsf.gov.uk/sie/si/SCC/news/2007guide)

## **65 School workforce**

- 65.1** Website of the Training & Development Agency for Schools (TDA) at:  
[www.tda.gov.uk/remodelling](http://www.tda.gov.uk/remodelling)

The '*Raising Standards & Tackling Workload*' document can be accessed at:  
[publications.teachernet.gov.uk](http://publications.teachernet.gov.uk)

## **66 ICT**

- 66.1** The Harnessing Technology: Next Generation Learning Strategy was published by Becta on behalf of DCSF and DIUS in 2008. This publication can be downloaded from: <http://publications.becta.org.uk>. A consolidated ICT guidance document has been developed to provide context and guidance for the implementation of ICT as part of BSF. This guidance covers the inclusion of ICT in all BSF planning from the announcement of each wave to procurement of the ICT service. It also outlines the ICT-related documentation (e.g standard ICT requirement template) that is available to local authorities and other advice on how to develop ICT components for BSF. This document is available at:  
<http://www.partnershipsforschools.org.uk/library/bsfguidance.jsp#ictguidance>

- 66.2** Becta provide a wide range of tools and guidance which can be used to support local authorities and schools in their ICT visioning, planning and development. In particular, schools entering the BSF programme should undertake the ICT self-review framework if they have not already done so. <https://selfreview.becta.org.uk>

## **67 SEN**

- 67.1** Information on the SEN strategy is in '*Removing barriers to achievement*'. The document is available at: [www.teachernet.gov.uk/senstrategy](http://www.teachernet.gov.uk/senstrategy).

## **68 Extended schools**

- 68.1** For guidance on extended schools, please see: [www.teachernet.gov.uk/extendedschools](http://www.teachernet.gov.uk/extendedschools). The DCSF has produced guidance on developing extended schools as well as separate guidance on developing childcare in extended schools, both of which can be accessed through the Teachernet website. The website also includes some case studies as well as links to research reports on extended schools.
- 68.2** Also see: [www.everychildmatters.gov.uk](http://www.everychildmatters.gov.uk)

## 69 14-19

- 69.1** The Government is aiming to develop an education system where all young people have opportunities to learn in ways that motivate and stretch them; a system where, through their own hard work and that of their teachers and tutors, young people are able to qualify themselves for success in life. Their plans to achieve this were set out in the *14-19 Education and Skills White Paper*, published on 23 February 2005 and the *14-19 Education and Skills Implementation Plan*, published on 14 December 2005. The Government's "*Delivering 14-19 Reform: Next Steps*" document published in 2008 provides an update on progress, how the 14-19 programme fits together from the young person to local, regional and national systems, as well as the timetable for reform to 2015.

The documents are available to download from the 14-19 Gateway [www.dcsf.gov.uk/14-19/](http://www.dcsf.gov.uk/14-19/).

- 69.2** School grounds and learning outside the classroom. Useful information can be found on the website [www.ltl.org.uk](http://www.ltl.org.uk)

## 70 PE and school sport

- 70.1** Useful websites:

- Youth Sport Trust [www.youthsporttrust.org](http://www.youthsporttrust.org)
- Big Lottery Fund [www.nof.org.uk](http://www.nof.org.uk)
- Sport England [www.sportengland.org.uk](http://www.sportengland.org.uk)

Further information about the national PE and school sport strategy can be found at [www.teachernet.gov.uk/pe](http://www.teachernet.gov.uk/pe)

Further information about the Football Foundation can be found at [www.footballfoundation.org.uk](http://www.footballfoundation.org.uk)

## 71 Culture and Cultural Learning

- 71.1** There are a great many resources providing inspirational case studies and guidance in this area on the Partnerships for Schools website. Other sources of information include:

- [www.bsf-culture.org.uk](http://www.bsf-culture.org.uk)
- [www.artscouncil.org.uk](http://www.artscouncil.org.uk)
- [www.mla.gov.uk/home](http://www.mla.gov.uk/home)
- [www.specialistschools.org.uk/](http://www.specialistschools.org.uk/)
- [ACE/SSAT/iNet Arts spaces in schools: designing for excellence](#)
- [DCMS / Feargal Sharkey's recommendations on rehearsal spaces and working with LAs in the Live Music Forum report](#)
- [The Win Win Scenario:](#)
- [www.creativitycultureeducation.org/](http://www.creativitycultureeducation.org/)



- <http://www.creative-partnerships.com/>
- <http://www.musicalfutures.org.uk/>

Colleagues at your regional Arts Council office and MLA should be able to advise you on policy documents relating to your area. This should be facilitated through the Cultural Stakeholder Group.

Cultural partners and creative approaches often lead to effective consultation with stakeholders. Programmes such as [Joinedupdesignforschools](#) advocate the engagement of pupils in the design process to ensure the new environment is fit for purpose. The design and build process of BSF also offers many opportunities to provide exciting, direct and relevant learning activities to enhance teaching and learning.

With the [Learning Outside the Classroom](#) initiative and recent research from [Ofsted](#) the Government has placed increasing emphasis on the positive impact culture and out of classroom learning can bring to learning. The Government's advisors on architecture and heritage [CABE](#) and [English Heritage](#) are working in partnership on [Engaging Places](#) to offer all schools in England the opportunity to learn through architecture and the built environment.

## **72 Play and Recreation**

- 72.1 Useful information can be found on the website: [www.dcsf.gov.uk/play](http://www.dcsf.gov.uk/play)

## **73 Curriculum**

- 73.1 Link to national curriculum online – this site links every national curriculum programme of study requirement to resources on the curriculum online. [www.nc.uk.net](http://www.nc.uk.net)

## **74 Behaviour and attendance**

- 74.1 See the behaviour and attendance website for further details:  
[www.dcsf.gov.uk/behaviourandattendance](http://www.dcsf.gov.uk/behaviourandattendance)

## **75 Community cohesion**

- 75.1 Guidance on the duty to promote community cohesion is available at  
[www.teachernet.gov.uk/wholeschool/communitycohesion/](http://www.teachernet.gov.uk/wholeschool/communitycohesion/)

## Appendix 3

### Glossary and jargon buster

#### **4ps**

4ps is local government's project delivery specialist. 4ps works in partnership with all LAs to secure funding and accelerate the development, procurement and implementation of PFI schemes, public private partnerships, complex projects and programmes. [www.4ps.gov.uk](http://www.4ps.gov.uk)

#### **AMP**

Asset Management Plan

#### **AP**

Alternative Provision

#### **Becta**

Becta is the government agency leading the national drive to ensure effective and innovative use of technology throughout learning. Becta works with government to lead the delivery and development of the Harnessing Technology Strategy, influencing the strategic direction and development of national education policy. Becta also work with industry and education providers to ensure the right technology is available. Becta have regionally based advisers who can support LAs in their engagement with schools. [www.becta.org.uk](http://www.becta.org.uk)

#### **British Research Establishment Environmental Assessment Record (BREEAM)**

BREEAM assesses the performance of buildings in the following areas – management, energy use, health and well-being, pollution, transport, land use, materials, and water. Schools in BSF are required to meet or exceed the BREEAM 'very good' standard. [www.bre.org.uk](http://www.bre.org.uk)

#### **CLC**

City Learning Centre

#### **CPD**

Continuous Professional Development

#### **CYPP**

Children and Young People's (or Person's) Plan

#### **DCSF**

The Department for Children, Schools and Families. Formerly called the Department for Educations and Skills (DfES). [www.dcsf.gov.uk](http://www.dcsf.gov.uk)

Each LA is allocated a BSF Project Adviser at the DCSF. The Project Adviser will work closely with their project team and provide access to policy advisors at the DCSF. The Project Adviser will also manage the various project approvals for the DCSF, including representing projects at the Project Review Group, if necessary.

#### **DDA**

Disability Discrimination Act

**ECM**

Every Child Matters [www.everychildmatters.gov.uk](http://www.everychildmatters.gov.uk)

**Exemplar Designs**

The DCSF produced a '[compendium of exemplar designs](#)' for new secondary schools, the result of a design competition held during 2003, which resulted in teams of architects being chosen to produce model schemes for primary, secondary and 'all-through' schools on different types of site.

**FAM**

Funding Allocation Model

**FE**

Further Education

**ICT**

Information and Communication Technology

**Local Education Partnership (LEP)**

The standard delivery vehicle for a local BSF programme within a defined geographical area, consisting of a joint venture company, formed by a LA, Building Schools for the Future Investment LLP (BSFI) and a Private Sector Partner (PSP).

**LSC**

Learning & Skills Council [www.lsc.gov.uk](http://www.lsc.gov.uk)

**National College for School Leadership (NCSL)**

A Non-Departmental Public Body of the DCSF, responsible for developing programmes to support leadership in schools; specifically contracted by DCSF to run the BSF Leadership programme for projects as they enter the BSF programme. [www.ncsl.org.uk](http://www.ncsl.org.uk)

**Office of Schools Commissioner (OSC)**

The Schools Commissioner is appointed by the Secretary of State for Children, Schools and Families, and has a national role to promote local choice for parents. This will involve encouraging the development of new Academies and trust schools. The Schools Commissioner works with a range of national and local organisations, including parents' organisations, LAs and other stakeholders.

**PBC**

Procurement Business Case

**PCT**

PCT

**PESSCL**

Physical Education School Sports and Club Links

**PPA**

Planning, Preparation and Assessment

**PPP**

Pupil Place Planning OR Public Private Partnership

**PRU**

Pupil Referral Unit

**PSA**

Public Service Agreement

**PUK**

Partnerships UK [www.partnershipsuk.org.uk](http://www.partnershipsuk.org.uk)

**RTD(RTD)**

A document submitted by LAs prior to entry to the BSF programme which is used by Pfs/DCFS to assess which Wave LAs should be allocated to. The RTD covers (in summary form) the education strategy, the procurement strategy and the project governance.

**Remit meeting**

First formal meeting with a LA as it begins BSF, carried out to clarify the expectations of DCFS and Ministers for the project

**SEN**

Special Educational Needs

**SfC' (SfC)**

The first formal component of the BSF approvals process (after a LA has proved its 'readiness to deliver'). It is designed to capture both the LA's strategy for secondary education and the requirements that the strategy places upon the physical school estate.

**Wave**

All BSF LAs are grouped in one of 15 'Waves', which are launched on approximately an annual basis. The grouping was initially based on a deprivation score (GCSE attainment and free school meal uptake), with the LAs and schools most in need being prioritised for BSF funding. From Wave 4, LAs have also had to demonstrate their RTDBSF. A LA may appear in several Waves, depending on the scale and condition of their schools estate.