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**Report to**

Cabinet

26<sup>th</sup> February 2008

**Report of**

Director of Children, Learning and Young People

**Title**

Building Schools for the Future

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### 1 Purpose of the Report

To seek approval from members to the proposals set out in the Coventry Building Schools for the Future (BSF) Strategy for Change (SfC) Part 2.

### 2 Recommendations

The Cabinet are asked to:

- 2.1 Approve the SfC Part 2 document, the main text of which is included at Appendix A.
- 2.2 Note that the current version of SfC part 2 was approved by Scrutiny Board 2 (BSF) – Scrutiny Review Group on 30<sup>th</sup> January 2008.
- 2.3 Note and approve the indicative BSF capital funding settlement and proposed allocations to schools (Appendix B) and ICT allocations (Appendix C)
- 2.4 Note and approve the current estimation of programme business case development and procurement costs as set out in section 3.11
- 2.5 Note the requirements of the Department of Children, Schools and Families for all new build BSF schools to meet Carbon footprint reduction targets (Appendix D)
- 2.6 Note the proposed Key Performance Indicators (KPIs) for Coventry's BSF Programme (see Appendix E)
- 2.7 Delegate authority to the Director of Children Learning and Young People, in consultation with the Cabinet Member of Children Learning and Young People, to agree any minor subsequent changes to SFC part 2 necessary to obtain full approval from PFS/DCSF.

### **3 Information/Background**

#### **3.1 BSF Strategy for Change**

Members will recall that our BSF Strategy for Change (SfC) – Part 1 document was approved by DCSF on 12 September 2007. The outstanding issues raised by DCSF as part of that approval have been addressed by the proposed SFC part 2 submission. Alongside our SfC proposals it is likely the Office of the Schools Commissioner (OSC) will continue to monitor progress with the development of the two Academies and will wish to see progress for our five schools who are actively considering Trust status. School Governing Bodies are responsible for determining whether or not to proceed with acquiring Trust status, however progress is being made and members will receive an update report at a future meeting.

Following the Cabinet decision on 6<sup>th</sup> November 2007 to delegate authority to the BSF Programme Board to submit a draft SfC part 2 to Partnerships for Schools (PFS), the submission was duly made on 19<sup>th</sup> December 2007, enabling the Council to meet its original target submission date. PFS have raised no fundamental issues with the draft submission, and subject to Cabinet approval, they are happy to endorse Coventry City Council's SfC part 2 to the Department of Children, Schools and Families (DCSF) for full approval.

Approval of the SfC part 2 will enable the Council to focus on the production of the Outline Business Case (OBC) for BSF, an extensive piece of work taking up the first half of 2008, but approval of which will give Coventry City Council the green light to move to procurement stage.

Whereas SfC part 1 set out "what" Coventry City Council proposed to do to transform secondary education, SfC part 2 sets out "how" we plan to achieve it and the report is divided up into the following national standard sections:

- Educational outcomes, diversity of provision, fair access and choice
- How BSF investment will add value to our educational outcomes
- Choice, diversity and access for all parents and students
- Future Intervention strategies in the event of underperforming or failing schools
- Personalised learning strategies
- 14 to 19 provision
- Integrated Education strategy
- SEN strategy
- Change management
- Procurement strategy
- Assessment of existing schools asset base and student numbers
- Prioritising our BSF investment
- Estate options
- Our proposals for an ICT Managed service
- Affordability
- Consultation
- Managing the process

The appended SfC part 2 document covers all of these sections in more detail, but the following "Affordability" and "Managing the Process" sections are explained in more detail below:

### 3.2 Affordability

Section 15.1.2 of SfC part 2 confirms the initial capital funding allocation of £296.9m for buildings and £32.2 m for ICT, negotiated and agreed with PFS on 06 December 2007. This is subject to further review prior to our OBC submission, but if eventually confirmed, the total funding of £352.6m represents a significant improvement over and above our original expectations twelve months ago when total funding of around £290m seemed more likely. This is in part due to the proposed new Academy in Swanswell, which as a result of its separation from the main BSF procurement, now attracts £23.5m of separate funding – an improvement of over £6m from the previous position.

### 3.3 ICT funding

The ICT funding of £32.2m funding includes an element of "double counting" for the separate Woodway Academy project, so there is the risk that approximately £1.9m of funding could be withdrawn at OBC approval point. However, we are advised such a reduction would have only minimal impact on what would still be perceived as a significant funding package for the ICT element of the overall programme. All schools have indicated their "in principle" support to the concept of an ICT managed service and their commitment to fund the ongoing managed service at a commercially attractive level (typically £100 to £120 per pupil per annum). ICT funding under BSF also benefits pupils at Caludon Castle single PFI School on exactly the same basis.

### 3.4 BSF funding v construction costs

Appendix B is a copy of Appendix 13 from SfC part 2 and demonstrates how we propose to allocate the £296.9m capital funding for buildings across all the schools. The funding allocations are based on the Council's Technical Advisers construction cost recommendations as at Q1 2008 and reflect the preferred school's solution in each instance. The preferred design solutions have been agreed with schools, and although not funded by BSF, the £296.9m allocated include sprinklers for new build schools and blocks. PFS's architect, the Council's Design Adviser and CABE (Commission for Architecture and the Built Environment). These will undergo further refinement at OBC level but stop short of detailed designs.

### 3.5 Capital receipts

Appendix B demonstrates that the estimated gross costs exceed funding by £7.452m but with the injection of a capital receipt of £5m, the gap to close reduces to £2.452m. Under the BSF Programme, LAs are required to declare all anticipated receipts that result from the local strategy. Approx 50% of whatever total capital receipts are generated is taken back by the national programme, but LAs are expected to re-invest the remaining 50% in their local BSF scheme (see also 5.9 later). The residual gap of £2.452m will need to be closed by either identifying additional capital resources or reducing the scope/cost of individual school schemes accordingly.

### 3.6 PFI and non-PFI schemes

Appendix B also indicates the likely mix of PFI and grant funded schemes. Section 15.2 of SfC part 2 highlights the Council's approach to addressing any affordability gap for the PFI. This is detailed work yet to be undertaken for the OBC stage and a separate report will be presented to Cabinet at a future meeting. For the non PFI schemes, these are strictly "cash limited" projects, and it will be made clear to both schools and bidders that, unless schools

can commit additional financial resources, schemes will have to be delivered within fixed budgets.

### 3.7 Site costs not funded by BSF

Under the BSF programme, there is an expectation from Government that LAs will provide clean sites for the construction companies. Additionally, although much of the risk transfers to the LEP partner at financial close, the council retains the risk for any costs related to unforeseen ground conditions, existing structural defects and adverse planning conditions.

### 3.8 Abnormal site conditions

The funding allocation of £296.9m does assume an element of site "abnormals" but this is limited and also needs to be proven at OBC stage as a result of undertaking forensic ground condition and other detailed surveys. This does not cover the issues raised in 3.7 above, which will need to be funded by the Council if they arise.

### 3.9 Extra funding for energy efficiency initiatives

Additional funding of £50 per m<sup>2</sup> is available to new build schools under BSF, where schemes can demonstrate meeting the Government's carbon emission reduction targets (see also 5.4 Climate & Sustainability Strategy below). For OBC, we will need to undertake more analysis to understand whether the additional funding is sufficient to meet the targets.

### 3.10 Managing the process

Section 17 of SfC part 2 sets out Coventry City Council's proposals to manage the BSF process.

Experience from BSF schemes undertaken to date suggests many LAs significantly underestimate the capacity and resources required to deliver such projects. Coventry's previous experience of delivering PFI and other complex procurements was crucial in our gaining wave 4 status and SfC part 2 expects re-iteration of the commitment to provide appropriate capacity.

This experience will enable us to maximise internal skills and knowledge, make better and more prudent use of available external services thus delivering BSF to Financial Close well below the £8.25 million estimated using 4ps guidance.

### 3.11 On 6<sup>th</sup> February 2007, Cabinet were advised that total expenditure was estimated at £4225k. We are now forecasting this figure to be £5215k. The variance explanation is as follows:

- More accurate forecasting, based on the outturn costs from the Caludon Castle school PFI, detailed adviser tenders received and BSF schemes elsewhere
- Planning application costs to discharge key issues at some sites (e.g. green belt)
- No ICT project management lead, Client Design Adviser or Pensions advice costs originally identified
- No costs originally assumed to help schools manage capacity of BSF requirement
- Additional costs and fees required for the contract variation at Caludon Castle PFI to deliver the new Extended Learning Centre (ELC)

- 3.12 Both 4ps and PFS advise LAs to budget for BSF on the basis of 2.5% of the total capital cost of the scheme, which when applied to Coventry's £330m scheme value (buildings plus ICT), would generate an estimated total procurement cost of £8.25m
- 3.13 We believe Coventry's BSF scheme can be procured for less cost than 4ps/PFS guidance through maximising internal expertise and thus reducing reliance on external advisers. Nevertheless, the £5215k figure will rise once the separate Swanswell Academy costs are added and costs traditionally escalate towards financial close when contract dialogue stalls or becomes protracted.
- 3.14 We are currently in discussions with schools to determine options to fund the vast majority of the expected £5215k expenditure and will bring a further report back to members at a future meeting.
- 3.15 DCSF/PFS have advised us that Coventry City Council will receive additional funding of £300k as a contribution towards the project management costs incurred for the new Academy at Swanswell.
- 3.16 A previous decision by members on 06 February 2007 to support the LEP single procurement route avoids the need to undertake six separate procurements to secure the same level of investment. There will be the set up and running costs of the LEP to take into account but, together with perceived continuous improvement benefits, this should more than offset the costs involved in undertaking a number of repeat procurements. A more detailed report on this will be presented to Cabinet later this year as part of the OBC process.
- 3.17 A number of the BSF school sites are constrained by green belt. These have been identified and a management protocol agreed with City Planners which includes early submission of outline planning applications in the hope that any green belt issues can be resolved ahead of OBC submission. All proposed development in the green belt is subject to call in by Government Office for the West Midlands acting under powers of the Secretary of State, thus the risk of programme delay here is high.
- 3.18 The Council's programme team have met with five constructor led consortia interested in bidding for Coventry's BSF scheme when it comes to the market. All have confirmed their interest based on:-
- The Council's commitment to the standard LEP model
  - The indicated level of funding both for buildings and ICT
  - The Council's experience of resourcing and delivering PFI projects
  - The attractive level of PFI projects within the Coventry's BSF programme

The new competitive dialogue procedure requires bidders to expend more costs and resources during the competition stage. As a result of this, bidders are becoming more selective as to which schemes they bid for.

#### **4 Proposal and Other Option(s) to be considered**

- 4.1 Local Education Partnership (LEP) and Facilities Management (FM) services
- 4.2 In new build schools all FM services (Building fabric maintenance, cleaning, catering, grounds maintenance, and reactive repairs) are normally automatically provided by the PFI contractor. For conventionally funded remodelling/ refurbishment projects (Design and

Build Contracts) the DCSF and PfS expect these same services to be delivered through the LEP to ensure the capital investment is not undermined by ongoing inadequate maintenance and so become the poor relation to nearby PFI schools. The costs of ongoing maintenance to refurbished schools would fall collectively to the local authority and schools. We consulted with schools and members scrutiny groups during the Autumn term and a recognition emerged that the Council and its Schools need to adopt a more consistent and robust approach to planned maintenance for school buildings' irrespective of the BSF programme. Conversely, most schools are keen to retain existing "soft" FM arrangements (typically caretaking, cleaning, and grounds maintenance). Accordingly, both scrutiny group and schools have indicated their in principle support for:-

- i) Hard FM services for both PFI and D&B schools to be delivered by the LEP, and
- ii) All soft FM services for PFI schools to be delivered by the LEP. Soft FM services for D&B schools to be provided outside the LEP and under the local control of those schools (although schools may have the option to buy into the LEPs soft FM arrangements at a future point).

No decisions on this have yet been made but detailed work is currently underway to scope the extent of contracts currently in place and to assess any potential impact on existing service arrangements, particularly within City Services.

It will be necessary to determine vfm and funding source arrangements, and also satisfy PFS that the Council's proposal represents an acceptable and sustainable alternative to the standard model. A further report on this will be presented to Cabinet at a future meeting.

#### 4.3 Population growth

Sections 11.7/8/9 of SfC part 2 sets out Coventry City Council's expected growth implications. As part of the OBC work, PfS have agreed to review projected pupil numbers with us and to consider appropriate mechanisms that could be put in place to ensure the City's completed BSF estate is capable of meeting future pupil demand and parental choice.

#### 4.4 Timetable

See section 7 below

### 5 Other specific implications

	Implications (See below)	No Implications
Best Value	√	
Children and Young People	√	
Climate Change & Sustainable Development	√	
Comparable Benchmark Data		√
Corporate Parenting		√
Coventry Community Plan	√	

	Implications (See below)	No Implications
Crime and Disorder		√
Equal Opportunities		√
Finance	√	
Health and Safety		√
Human Resources	√	
Human Rights Act		√
Impact on Partner Organisations		√
Information and Communications Technology	√	
Legal Implications	√	
Neighbourhood Management		√
Property Implications	√	
Race Equality Scheme		√
Risk Management	√	
Trade Union Consultation	√	
Voluntary Sector – The Coventry Compact		√

### 5.1 Best value

The BSF project will be delivered by the programme team in accordance with the principles of Best Value. Both DCSF and PfS will need to approve the Strategy for Change 2 and Outline Business Case before procurement begins. At each stage, the achievement of Best Value by the project will be scrutinised both externally and internally. This will ensure that the objectives of the programme are met in terms of delivering the Council's strategic vision for the service and maximum value for money is achieved. The programme team will utilise any appropriate benchmarking data covering key performance indicators associated with school cost, quality and timeliness.

### 5.2 Children and Young People

This project will make a significant contribution to improving the outcomes for children and young people as set out in the Children and Young People's Plan. The new teaching facilities developed under BSF will create a positive and stimulating teaching and learning environment, which is inclusive and encourages an atmosphere of lifelong learning. The new facilities will also enable pupils to access extended services and support when and where they need it and provide a base for multi-agency teams to deliver their services locally.

### 5.3 Coventry Community Plan

BSF will support the key objective of the Coventry Community Plan to *'bring together resources, energy and creativity of key organisations, groups, communities and people to*

*work to meet the economic, social and environmental needs of the City of Coventry and the health and well-being of its people'. The Council is committed to 'a city where people feel safe and confident and no-one is disadvantaged by the neighbourhood in which they live'. The plan sets out the City's priorities for investing in young people, with targets to reduce the number of young people who leave school without any qualifications and to meet the government's educational attainment targets for young people. Specifically, this project will support priorities 1-4 of the Coventry Community Plan.*

#### 5.4 Climate Change & Sustainable Development

Coventry's schools currently account for 28% of the City's carbon footprint and the BSF programme aims to reduce that through replacing old school buildings with modern, energy efficient facilities.

Private sector bidding consortia for the Coventry BSF scheme will be asked to take account of the Council's proposed Climate Change Strategy, currently under consultation. The BSF national programme expects all new schools to be built to meet CO2 emission reduction targets as set out in the letter from DCSF (see Appendix D)

All BSF schemes are required to achieve, as a minimum, the category of BREEAM "Very Good" for schools, as set out under the Building Research Establishment Environmental Assessment Method (BREEAM). However, credits awarded under the BREEAM scheme are achievable by implementing initiatives other than those that are directly energy related and Officers are concerned that BREEAM compliance alone may be insufficient to meet the CO2 reduction targets proposed in the Council's own Climate Change Strategy

At the point of entering procurement, Officers will take advice from the Council's lawyers as to the best approach to ensure private sector bids respond specifically against criteria intended to meet the Council's CO2 emissions reduction target.

#### 5.5 Finance

For SFC2 the Council needs to demonstrate an "affordable" scheme and subsequent approval of our Outline Business Case will determine the final funding allocation for the first phase schemes under our BSF programme.

The PFS funding allocation model (FAM) funds 50% of the floor area within each authority's BSF programme as new build, 35% as refurbishment, and 15% as minor works. This means roughly 50% of the overall allocation will be available for new build schemes to be delivered through the PFI. The PFI credit will be paid on an annuity basis over the lifetime of the PFI contract to fund the construction and lifecycle/maintenance costs. The balance of the funding that Coventry will receive is for refurbishment and minor works, provided by capital grant or supported borrowing. At SFC1, the FAM gave £290million (excluding ICT) to Coventry. That has subsequently grown to £296.9m for SFC 2 plus a separate grant (i.e. non PFI credit) of £23.5 million for the proposed Academy in Swanswell.

An additional allocation for ICT equipment is provided at the rate of £1,450 per all secondary age pupils which equates to £32.2m.

The FAM is driven by a series of assumptions including:

- Forecast pupil numbers (as at 2016)
- Categorisation of pupil numbers into ages 14-19 or SEN categories
- Space requirements per pupil and basic build costs
- The phasing of the schools
- The funding split of 50% new build, 35% refurbishment and 15% minor works

The FAM generates a capital funding allocation that can then be compared against the capital expenditure estimates provided by the technical advisors, in order to assess whether or not there is a capital affordability issue (see Appendix B).

Should a capital cost affordability gap emerge there are a number of ways this could be met:

- Reviewing the specification of the buildings and the scale of work whilst preserving the objective of the BSF programme to deliver education transformation;
- Utilising other funding opportunities such as the National Lottery; and
- Negotiating with PFS to retain a greater share of the capital receipt value generated than that set out within the national programme guidelines.

BSF funding cannot be used to pay for providing clean sites or retained risks (eg asbestos, unforeseen ground conditions, adverse planning consents) and the Council will need to identify how the cost of the risks will be funded, in the event they arise.

The ICT managed service will be funded by schools probably within the range of £100 to £120 per pupil per annum, and this should be sufficient to generate superior service solutions from private sector bidders.

As part of the work for OBC, the Council will be working closely with its financial advisers Grant Thornton to model likely affordability gap scenarios for the PFI contracts. This will inform the necessary conversations that will need to take place with indicated PFI schools to identify the range of their annual financial contributions. An update on the annual affordability issue will be provided to Cabinet as part of our ongoing OBC reporting commitments.

## 5.6 Human Resources

BSF may well impact on a number of colleagues providing support services to school sites. Under the LEP proposition, where the private sector is commissioned to provide certain ICT and facilities management services, colleagues currently undertaking those roles may well be subject to TUPE. This will almost certainly be the case for the PFI school projects. Early guidance on TUPE and the future consultation arrangements have been issued to all Head teachers in the BSF programme. We are currently undertaking work to ascertain whether there may be any similar implications for City Services.

## 5.7 Information & Communications Technology

The Council's BSF programme team will be utilising project management collaboration software to help manage the huge volume of project documentation that will be in place once procurement commences. This will ensure the correct version of documents is always in play and will also support the detailed data and clarification process to be undertaken with all bidders.

## 5.8 Legal Implications

BSF anticipates the Council signing up to a 10 year contract with the LEP and under which a number of key standard BSF contracts will operate. The ICT managed service contract is normally for a 5 year period with an option to extend for a further 5 years. Much of the legal work will focus on project specific issues and individual land issues relevant to each school site. Each school governing body will need to sign a back to back contract with the Council confirming their agreed financial commitments. Five schools are currently pursuing trust status. As a separate exercise, a contract variation will need to be agreed on the Caludon Castle PFI scheme to secure the delivery of a new Extended Learning Centre. This will be funded by additional PFI credits and compliment the wider BSF strategy.

## 5.9 Property Implications

The proposed school estate strategy for BSF has identified four surplus sites for potential disposal and these are at:

- Alice Stevens
- Baginton Fields
- Former Dartmouth Special School
- Wainbody Wood

Subject to there being no ongoing educational use for these sites, we anticipate that the combined disposal should generate a capital receipt of around £12.6m although for planning purposes we have assumed £10m in total. Under national programme rules, this capital receipt must be declared with 50% of the receipt being retained by DCSF and 50% hypothecated to the local BSF programme.

## 5.10 Risk Management

See section 6 below.

## 5.11 Trade Union Consultation

The City Council will, through established forums, actively involve Trade Union bodies in addressing the implications of the emerging BSF programme.

# 6 Monitoring

6.1 A programme governance structure is now well established for BSF including Programme Team and key work streams, Members Scrutiny Review Group and Programme Board. Programme Board reviews high level programme risks on a regular basis and this feeds into the Corporate Risk reporting process.

6.2 The Audit Commission have been appointed as the Council's external auditors for BSF and an audit scope has been agreed with them. In addition, the Council's internal audit team will be auditing project management, standing order compliance and governance procedures.

6.3 The Council's OBC submission will be subject to a Gateway 1 review.

## **7 Timescale and expected outcomes**

- 7.1 Table 1 below sets out the key milestones going forward. The timetable is based on a standard template produced by PFS but has been modified to reflect the typical tender periods experienced by previous BSF schemes and feedback from bidders currently experiencing the new competitive dialogue procedure. We believe the timetable represents a realistic assumption of the future and will help us to manage key stakeholder expectations moving forward. In the short term, our ability to meet the OBC target submission/approval dates are dependant upon planning approvals and prescribed alteration approvals for the proposed co-location of SEN schools.
- 7.2 In the latter stages, achievability of key milestones will be dependant upon successful commercial dialogues with the prospective LEP partner but at this stage we envisage reaching financial close in 2010 with the first new schools opening for September 2012.
- 7.3 Appendix 2 of SFC part 2 (see Appendix E) sets out the anticipated Key Performance Indicators (KPIs) for Coventry's BSF Programme and the LEP partner will be expected to sign up contractually to help us deliver these targets.

**Table 1 - BSF Programme Plan**

Milestone Summary – as at February 2008

<b>No</b>	<b>MILESTONE</b>	<b>TARGET DATE</b>	<b>COMPLETED</b>
1	Project Team and Board established	21 September 2006	✓
2	Members Scrutiny Panel established	7 December 2006	✓
3	Readiness to Deliver proposal submission	13 October 2006	✓
4	PfS/DCSF approval to Wave 4	15 December 2006	✓
5	Remit Meeting	18 January 2007	✓
6	Project Technical Advisors appointed	31 January 2007	✓
7	Draft PID Document	19 April 2007	✓
8	Final PID Document	30 June 2007	✓
9	Gateway 0 Review	16 May 2007	✓
	<b>Strategy for Change</b>		
10	Strategy for Change Part 1 1 <sup>st</sup> draft	14 June 2007	✓
11	Strategy for Change Part 1 submission	31 July 2007	✓
12	PfS/DCSF SfC Part 1 approval	12 September 2007	✓
13	Strategy for Change Part 2 1 <sup>st</sup> draft	9 November 2007	✓
14	Strategy for Change Part 2 draft submission	21 December 2007	✓
15	Strategy for Change Part 2 Final submission	29 February 2007	
16	PfS/DCSF SfC Part 2 Final approval	28 March 2008	
	<b>Outline Business Case</b>		
17	1 <sup>st</sup> Bidders Open Day	Late April 2008	
18	OBC 1 <sup>st</sup> draft	16 May 2008	
19	Gateway 1 Review	Late May 2008	
20	Full Council – OBC Approval (tbc)	24 <sup>th</sup> June 2008	
21	OBC submission	25 <sup>th</sup> June 2008	
22	PfS/DCSF/PRG OBC approval	16 September 2008	
	<b>Dialogue Phase</b>		
23	PQQ/ITPD Documents approval	Mid September 2008	
24	Publish OJEU Notice	Late September 2008	
25	2 <sup>nd</sup> Bidders Open Day (if req)	Mid October 2008	
26	PQQ Long-List Finalised	Mid November 2008	
27	ITPD – documents issued to Long list	Mid November 2008	
28	ITPD – shortlist for ITCD agreed	Mid February 2009	
29	ITCD - issued to ITCD shortlist	Mid February 2009	
30	ITCD – shortlist for ITSFB agreed	Late October 2009	
31	ITSFB – issued to final bidders	Late October 2009	
32	Final Bids received	November 2009	
33	Gateway 3 Review	November 2009	
	<b>LEP Established &amp; Construction Start</b>		
34	Appoint Preferred Bidder	February 2010	
35	Establish Shadow LEP	February/March 2010	
36	Gateway 3 Review	February/March 2010	
37	PfS/PUK sign off	March 2010	
38	FBC approval	April 2010	
39	Commercial close	April 2010	
40	Construction/Refurbishment programme begins	May 2010	
41	1 <sup>st</sup> brand new School opens	Sep 2012	

	Yes	No
<b>Key Decision</b>		√
<b>Scrutiny Consideration (if yes, which Scrutiny meeting and date)</b>		√
<b>Council Consideration (if yes, date of Council meeting)</b>		√

List of background papers

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Papers open to Public Inspection

<b>Description of paper</b>	<b>Location</b>
Hard copy SFC part 2 and appendices	Room 246

**Coventry City Council**

**Building Schools for the Future  
DRAFT Strategy for Change Part 2**

**Submitted December 2007**

<b>Date</b>	<b>Author</b>	<b>Changes Made</b>
24/10	FE	Inserted Frank Clune ICT sections
30/10	FE	Inserted John Hayward 'robust challenge' section
		Inserted John Hayward 'added value' section
		Inserted John Hayward 'where are we now' section
		Inserted Keith Batty '14-19 entitlement' section
		Inserted Ian Rye 'personalised learning' section
		Inserted Ian Rye 'change management' section
		Inserted Mark Fenton 'procurement strategy' section including Roz Lilley comments
		Inserted Mark Fenton 'prioritisation' section including Roz Lilley comments
		Inserted Richard Weaver 'diversity' section
		Inserted Martin Bonathan 'SEN' section
13/11	FE	Amended 'robust challenge' section with Ruth Snow comments
		Amended 'added value' section with Ruth Snow comments
20/11	FE	Amended Frank Clune section 5
		Inserted Fran Collingham comms section
		Amended Keith Batty '14-19' section
		Amended John Hayward section 1
23/11	FE	Reviewed and re-ordered
26/11	FE	Incorporated Ruth Snow comments
		Incorporated David Haley comments
		Incorporated Martin Bonathan comments
		Incorporated John Hayward comments
		Incorporated Mark Fenton comments
27/11	FE	Added ICT managed service section
		Embedded ICT sections
		Added extended schools section
		Amended 3.3 to reflect Richard Weaver/John Hayward comments
		Amended 5.8 and 9.10 to reflect Ian Rye comments
		Amended 10.1 to reflect Roz Lilley comments
		Incorporated Ruth Snow comments
		Included draft affordability text
10/12	MF	Incorporated Mark Fenton & Ashley Simpson's comments
17/12	MF	Incorporated Mark Fenton's comments
20/12	AS	Incorporated Colin Green's comments

## Strategy for Change Part 2: Guide to the Document

Section	Guide
1	This section explains the secondary estate in its current configuration, for example the numbers and types of schools, and how they perform. It identifies the local context, and explains any weaknesses or challenges which the authority faces.
2	This section shows how the BSF investment will address the issues highlighted in section 1.
3.	This section considers the existing organisation of schools and the diversity and choice offered. It explains how the authority will continue to ensure choice, diversity and access to students across the city, and explains the position with regard to trust schools and academies. It also sets out how consultation will take place with key stakeholders and what formal consultation will be undertaken as part of the trust/academy/prescribed alterations process.
4	This section explains how we identify, support and challenge underperforming schools and how we support specific groups, such as underachieving groups, vulnerable students and gifted and talented students.
5	This section sets out how we intend to provide personalised learning, tailored to meet individual students' needs, including innovative approaches to the curriculum and ICT, enabling greater parental involvement, and offering access to a broad range of subjects.
6	This section explains our approach to learning for 14-19 year olds, with particular regard to the introduction of the specialist diplomas.
7	This section describes how we are integrating education with other services to deliver the Every Child Matters outcomes.
8	This section sets out our approach to special educational needs including greater inclusion and integration. It also considers our pupil referral unit strategy, and describes how we intend to improve attendance rates.
9	This section describes the change management strategies we are putting in place to support staff in implementing BSF and the new ways of learning it will bring.
10	This section confirms our acceptance of the LEP as our procurement model and commits to compliance with the standard BSF documentation.
11	This section outlines the condition, suitability and sufficiency of the existing estate, and assesses the number students we expect in 10 years' time.
12	This section describes how we intend to prioritise our BSF investment and the phases into which we expect to split the programme.
13	This section sets out potential site disposals, as well as development proposals for each school, together with indicative costs for such works.
14	This section sets out our approach to the ICT managed service, including transition arrangements, scalability and flexibility, and how schools should be able to buy in at different levels.
15	This section outlines the costs for the estate options, including the assumptions used.
16	This section explains our approach to consultation and communication.
17	This section sets out how we will manage the BSF process. This includes our governance arrangements, indicative programme plan, budget, risk management and change management.

**1. *Where is the Local Authority now in terms of educational outcomes, diversity of provision, fair access and choice?***

We have updated the chart supplied with SFC1 in Appendix 1.

1.1 In Coventry, we have a broad and diverse range of schools, including 19 community secondary schools. These include three Catholic schools, a Church of England school, two single sex schools, and schools of various sizes. In addition, we have five secondary special schools and five pupil referral units (PRU). Two replacement academies are planned, and we are also providing support to five governing bodies who are exploring trust status.

1.2 We have a long history of partnership working with schools, which has fostered a mutual commitment to a process of continual improvement. Since 2002, each of our schools has been a member of one of our two teaching and learning partnerships, which focus on enabling schools to share best practice and improve the quality of learning. There has also been sustained commitment to the development of four 14-19 Federations in order to offer fair access to a broad range of curricular and vocational opportunities across the City. Each Federation is a geographically based group of secondary and secondary special schools, further education (FE) colleges, training providers and the Learning and Skills Council (LSC). These organisations work together to provide accessible, personalised 14-19 education, and are now working to implement specialist diplomas. This will further widen the choices available to young people, a high proportion of whom remain in education and training post-16. The Federations will play an important role in preparing for the proposed extension of the requirement for students to remain in education/training to 17 by 2013 and 18 by 2015.

1.3 Seventeen of our nineteen secondary schools have specialist status, and this has been planned across each of the four Federations to ensure that a broad range of provision is available in each area of the City. Schools are also considering options for a second specialism.

1.4 We are committed to maximising the contribution of key supporting partnership programmes, including Excellence in Cities, Leading Edge, Creative Partnerships, Healthy Schools, School Sports Co-ordinators, Secondary Strategy and National Education Breakthrough programmes. School OfSTED (Office for Standards in Education) inspections have recognised the outstanding quality of this partnership working.

1.5 Each secondary school is an extended school, and there is a clear map of current extended provision across the City. We have two full-service extended schools, and we expect the BSF programme to build on this. We have a broad professional development programme to support the implementation of the workforce reform strategy. There has been continued investment in the development of appropriate ICT (Information and Communication Technologies) infrastructures, and schools are currently exploring the potential offered by various learning platforms. The BSF programme will provide an important opportunity to develop a coherent approach to ICT across our schools and ensure that ICT is central to the educational transformation of teaching and learning.

1.6 Our secondary admissions system continues to meet a high level of parental preference, and, in September 2007, 89% of parents received their first choice secondary school.

1.7 In 2005, we held a successful consultation on our Strategy for Inclusion and Special Educational Needs (SEN), and we have approved plans to transform special school provision. This will increase the opportunities for greater inclusion and integration, and will improve access to specialist support for young people with learning difficulties and disabilities.

1.8 The Children and Young People's Strategic Partnership (CYPSP) has been effective in co-ordinating the workstreams associated with the five Every Child Matters outcomes and our sixth local outcome – having supportive families, friends and communities. Our 2006 Joint Area Review (JAR) graded our work as being at least 'good' (level 3) across each of these outcomes. The 2007 Annual Performance Assessment (APA) recognises the significant progress made across each of the key themes since the 2006 JAR.

1.9 The JAR noted that educational attainment in Coventry compared favourably with similar areas. Our results are generally improving, although there is variation between schools in the progress students make in Key Stage (KS) 3 and 4. We have a clear and robust school improvement strategy in place, and a strong track record in effectively supporting and challenging schools to improve.

1.10 In 2002, when the National Key Stage 3 Strategy was introduced, we made it a priority to improve KS3 performance. As a result, the percentage of students achieving level 5+ in English, Mathematics or Science has risen by 9% since then. Analysis of our results in 2006 and 2007 suggests that students made expected progress to level 5+ in each of these subjects. Progress to level 6+ in 2007 was more variable. It was significantly above expectation in Mathematics, above expectation in Science, and significantly below expectation in English.

1.11 From 2005, our focus has shifted to improving performance at KS4. We have given priority to supporting schools facing challenging circumstances, and our strategy has been very successful. During this period, we gave targeted support to six priority schools. In 2007, students in these schools made above average progress and reduced the average gap with their Fischer Family Trust (FFT) 'B' estimates by nearly 10%. In addition, students in schools with 25% or more free school meals made very strong progress, performing well above the City average in relation to estimates of expected progress.

1.12 In 2006 and 2007, our students made typically-expected progress at KS4 5A\*-C, including English and Mathematics. The percentage of students gaining these grades has risen by over 4% in the last three years, and, in 2007, the percentage of students reaching this target was above the FFT estimate for similar students in similar schools. The percentage of students gaining A\*-C in the core subjects in 2007 was also above the FFT estimate, and judged to be significantly higher than the estimated likely progress.

1.13 In 2007, we had our highest ever percentage of students achieving 5A\*-C at KS4, a measure that increased by nearly 5% from 2006. This was twice the national average rate of improvement. However, the City performed below expectation in relation to the FFT estimates for this measure, and it is therefore a priority to improve KS4 performance, particularly to reduce the number of schools achieving less than 30% 5A\*-C, including English and Mathematics, in anticipation of this becoming a government floor target.

1.14 In 2006, nine schools obtained results below this anticipated floor target. In 2007, five of these schools exceeded the 30% threshold, and the average rate of

improvement across the nine schools was 4%. This was significantly higher than the national average rate of improvement. In total, six schools were below the 30% measure in 2007, but it should be noted that three of these achieved results that were significantly above the FFT top quartile ('D') estimate.

1.15 We are also continuing to prioritise improving the performance of key underachieving groups. As a result, in 2007, students in the 11 largest minority ethnic groups closed the gap with white British students. Indian, Pakistani, mixed white/black Caribbean, and Bangladeshi students have shown significant improvement over the last two years. However, the performance of black Caribbean students has decreased in relation to white British students, and this remains a key concern. Looked after children consolidated their previous improvements made at KS3 in 2007, but there remain significant issues at KS4, where only 2% achieved 5A\*-C. Our schools have also made a substantial investment in the National Education Breakthrough Programme in order to improve boys' performance, resulting in an improvement of nearly 5% at 5A\*-C, including English and Mathematics, between 2005 and 2007.

1.16 Attendance rates in our secondary schools have continued to improve over recent years. The figure of 91.8% in 2006/7 was the highest in over ten years. We are committed to increasing attendance, and, over the next year, we will place particular emphasis on reducing persistent absence. This had been identified as a priority in 11 schools in 2006, and, since then, persistent absence in these schools has reduced by nearly 40%. Permanent exclusions have also fallen significantly in recent years, from 66 in 2002/3 to 12 in 2006/7. It remains a priority to reduce the number of fixed term exclusions of less than five days. We believe that this may be assisted by ICT and triangulation of data between schools and youth offending teams.

## **2. *What added value will Building Schools for the Future (BSF) investment provide to local educational outcomes?***

2.1 BSF will enable schools in Coventry to significantly improve attainment, and meet our twin objectives of achieving excellence and equity.

2.2 We see excellence as ensuring that every student makes the maximum possible progress, and that the City achieves top quartile estimates for each of the key published progress measures.

2.3 We see equity as ensuring that every school exceeds the DCSF (Department for Children, Schools and Families) floor targets – including a possible future floor target of 30% 5A\*-C including English and Mathematics at KS4 – and that underachieving groups significantly narrow the gaps with City and national averages.

2.4 BSF investment will enable each of our schools to reach challenging targets, based on the premise that students in every Coventry school will, on average, make at least top quartile progress. These are reflected in the Key Performance Indicators contained in appendix 2. It will be used to address the following areas for improvement:

- Improve attainment so that all our schools achieve at least 30% 5A\*-C including English and Mathematics at KS4 and continue to meet aspirational targets

- Significantly increase the number of schools where students make top quartile progress from KS2 to KS4
- Increase the percentage of students making two levels of progress across KS3 and KS4, and improving the outcomes achieved by higher attaining students
- Reduce the rates of persistent absence and fixed term exclusions
- Further improve the progress of key underachieving groups, as identified previously
- Increase the percentage of students participating in education and training up to the age of 19, and successfully completing applied learning courses at levels one, two and three
- Increase the number of schools judged by OfSTED as 'outstanding' or 'good' in the areas of overall effectiveness, achievement and standards, personal development and wellbeing, and the quality of provision, leadership and management
- Provide the key elements of the 'Extended Schools Core Offer' in all secondary schools
- Improve provision and outcomes for students with SEN (special educational needs)
- Promote healthy lifestyles and provide access to at least four hours of high quality sport and physical education per week
- Develop the skills needed to build community capacity, promote enterprise, creativity and the arts, and make a significant contribution to the regeneration of the City.

2.5 BSF will help schools to achieve these challenging and wide ranging priorities by:

- Facilitating a system-wide focus on effective school improvement strategies, linked to the agreement of challenging and robust targets for 2016
- Enhancing the range of curricular opportunities on offer to students and facilitating innovative approaches to curriculum access and delivery
- Improving inadequate school buildings that hinder student outcomes
- Providing stimulating learning environments, based on innovative and sustainable building designs, linked to a clear vision of practical ways to promote creativity and provide a personalised curriculum, unique to the individual student
- Providing high quality 21<sup>st</sup> century learning environments that are flexible, adaptable and suitable
- Enabling effective use of ICT to track students' progress
- creating a rich and innovative curriculum, and foster independent learning
- Facilitating the provision of appropriate 14-19 facilities, so that a greater number of students can successfully achieve applied learning qualifications
- Supporting further development of key partnerships between schools, colleges, employers and training providers, in order to introduce the full range of specialist diplomas and expand the range of vocational options available at level one
- Providing facilities that will enable more of our schools to meet the Specialist Schools and Academies Trust (SSAT) criteria for high performing schools, and build on their specialist school status by taking up a second specialism, training school or leading edge status
- Developing more responsive support, through the creation of new broad spectrum special schools and high quality specialist provision for students

with behavioural, emotional and social difficulties (BESD) and young people on the autistic spectrum, offering outreach to local neighbourhood schools and multi-disciplinary centres

- Enabling swift and easy referral to a wide range of specialist support services, e.g. speech therapy, Child and Adolescent Mental Health Services (CAMHS), family support services, intensive behaviour support, sexual health services and integrated Youth Support Services
- Helping schools to develop more inclusive provision, including more effective collaborative support for disaffected students
- Providing a varied menu of before and after school activities, including study support and homework clubs. This may include sport, music tuition, dance, drama, arts and crafts, special interest clubs, visits to museums and galleries, learning a foreign language, volunteering, and business and enterprise activities
- Facilitating parenting support, including information sessions for parents at key transition points, which targets parents and carers of vulnerable young people in a multi-agency approach, and inter-generational family learning programmes to allow students to learn with their parents
- Providing wider student and community access to high quality ICT, sports and arts facilities, including adult education, and
- Facilitating a systematic programme of continuous professional development (CPD), which focuses on fostering creative and effective approaches to teaching and learning.

2.6 BSF investment in ICT will also allow us to provide seamless transitions between school, home, business and leisure. The learning platform that will form part of our managed service will allow parents and carers secure access to their children's work, and to related information such as timetables, records of achievement, lessons, and online resources, through single sign-on technology.

2.7 Improved use of ICT and better integration/use of data will help us address our priority areas, and offer support based on information on the 'whole child'.

### **3. *How does the Authority propose to ensure choice, diversity and access for all parents and students in local schools?***

3.1 Coventry is a compact urban area, with good physical access within the area and relatively short distances between schools. Our current admission arrangements allow a high proportion of parents to receive their first preference school. We will continue to work with the governors of voluntary aided schools and, in the future, trust schools and academies, to ensure a co-ordinated approach to school admissions and allow parents to have both a good local school for their children and viable alternative choices if they wish to go further afield.

3.2 Among our 19 secondary schools, we currently have three Catholic schools and one Church of England school. There are two single sex schools that can be accessed from anywhere within the City. We also have a range of sizes of school in terms of numbers of students. All schools offer extended services and two are designated as full service extended schools.

3.3 One academy will open in September 2008, and a further academy is being planned, with the intention of it opening in 2010. In addition, the governing bodies of five schools are exploring trust status. We are supporting these schools by co-ordinating a network for headteachers who are pursuing trust status, and facilitating

contacts with the SSAT. We have also brokered conversations between governing bodies and potential trustees, including higher education, further education, training providers, businesses, charities, public bodies and the City Council itself, from which the schools have identified potential partners. All of the schools have applied for Early Adopter status and their governing bodies are currently consulting with parents and other stakeholders. If the decision is made to go ahead following these consultations, public notices will be issued early in 2008, with a view to reaching a final decision on trust status later in the spring term.

3.4 We have worked with our schools to provide a diverse range of specialisms throughout the City, including Business and Enterprise, Citizenship, Engineering, Humanities, Languages, Mathematics and Computing, Music, Performing Arts, Science, Sports, Technology and Vocational Education.

3.5 Our policy on inclusion has ensured that mainstream schools cater for the needs of a wide range of young people. Our current special schools provide for young people with learning, communication, physical and behavioural difficulties. Our specialist units make further provision for the visually and hearing impaired. Our BSF proposal will enable our strategy to transform special education in Coventry to be realised through the creation of two secondary broad spectrum schools, which will replace our three schools for learning and physical difficulties and co-locate them on the sites of two rebuilt mainstream schools. The remaining specialist provision will be significantly improved, giving students with SEN a choice of provision.

3.6 We have a strong history of partnership working between schools and with other agencies, as described in section one, which further enhances the provision offered to students, as will the provision of specialist diplomas. As described in section two, we are working to ensure that all schools meet a certain minimum standard.

3.7 Our current range of schools, together with plans for further specialisms, trust schools and academies, represents diversity and provides an appropriate range of choices for parents and students.

#### ***4. How will the Authority ensure robust challenge to schools, including strategies for early intervention in the case of underperforming or failing schools?***

4.1 We have a rigorous process in place to identify and intervene in schools that are underachieving or causing concern. Targeted intervention and support are provided to all schools according to need. This approach has been validated by the National Secondary Strategy and we have been awarded 'good' or 'outstanding' ratings for all the strategy's qualitative school improvement indicators. Our School Improvement Partner (SIP) programme operates effectively across all schools to promote and support self-evaluation, which leads to sustained improvement and self-management.

4.2 Our headteachers have agreed that their individual school data, such as FFT and DCSF contextual value added data, can be shared across all schools in the teaching and learning partnerships. We identify priority schools at the start of each year, using criteria that include proximity to floor targets, gaps with FFT estimates for similar schools, and KS2-4 contextual value added scores close to or below the bottom quartile. We also have clear structures for agreeing Federation-wide 14-19 targets, and individual providers are challenged if students underachieve on identified

courses. We have currently identified four high priority support schools, where programmes of tailored challenge and support have been agreed with headteachers. Support and challenge is also provided to a number of other schools to help them improve particular aspects of their performance. We have explicit agreement with the Office for the Schools Commissioner (OSC) that we will be moving forward with five potential trust schools and two academies.

4.3 Two education improvement advisors have been designated to co-ordinate support programmes for vulnerable and underachieving groups, including looked after children, underachieving minority ethnic groups, children in poverty, gifted and talented students, boys and transient students. Cross-service monitoring groups are well established, and pupil tracking data will continue to be reviewed at least termly in each priority school. We have worked closely with the OSC to give assurance, based on evidence of the impact of intervention and that our intervention strategies will continue to deliver the necessary improvements.

4.4 Clear improvement targets will be set, based on the achievement of equity and excellence. Existing school improvement strategies will be further reinforced through the provision of new, diverse and inspirational learning and teaching environments. Evidence from previous projects shows the impact of new and refurbished buildings on the motivation of both students and staff. This in turn leads to improvements in the quality of teaching and learning, and hence improved performance. Significant investment in ICT through BSF will further strengthen this.

4.5 Our BSF programme will significantly enhance the following successful local intervention strategies:

- Providing targeted support for priority schools and departments that achieve lower than expected results
- Facilitating the use of new types of progress data to help schools track students' progress and identify the best ways to help them improve
- Making effective use of 'assessment for learning' techniques, linked to the clear identification of individual and group learning needs
- Helping schools to meet the needs of key groups, as identified elsewhere
- Promoting the wider use of successful academic mentoring programmes and facilitating further support for students, both individually and in small groups, by a range of adults, including teachers, learning assistants and mentors
- Enabling schools to plan more effective intervention programmes, including key literacy and numeracy programmes
- Helping students to understand what they need to do to succeed in their examinations, and assisting schools to review study and coursework arrangements, plan effective revision programmes, and make materials available electronically for students to use at home
- Offering a broader range of courses, experiences and qualifications, especially by continuing to increase the provision of applied and basic skills courses, and providing greater opportunities for work experience
- Helping schools to tackle poor and disruptive behaviour by some students through the design of the buildings, the facilities, the engaging curriculum and the development of appropriate behaviour for learning
- Developing the extended schools programme to improve provision for students, families and carers, and the local community outside the normal school day.

**5. How will the Authority deliver personalised learning to ensure that every student is fully stretched and can access a broad curriculum that best suits their needs and talents?**

5.1 We are committed to ensuring that:

- Every learner succeeds and achieves their potential
- Learning is enjoyable, challenging and stimulating
- Provision meets the individual needs of all students.

5.2 The development of flexible approaches to learning is central to our support programme for schools. The development of effective learning strategies that lead to high standards of achievement for all students, and of a curriculum to meet the needs of all students, is at the heart of our support work in schools, our CPD programme and our BSF strategy.

5.3 We place particular emphasis on:

- The effective use of 'assessment for learning' strategies so students have a clear understanding of their own strengths and areas for improvement, and strategies to address them
- Carefully tailoring intervention approaches for students, including those newly arrived in this country, who may need significant support to develop their language skills
- Well differentiated whole class teaching, targeted and focused small group work, and individual tutoring and mentoring.

5.4 Our schools are fully engaged in developing their curriculum in line with the revised National Curriculum. They are committed to ensuring that the curriculum will enable students to become successful learners, confident individuals and responsible citizens. Headteacher, senior leader and middle leader networks are considering effective approaches to ensure that the curriculum is broadly based, promotes the spiritual, moral, cultural, mental and physical development of students, and prepares them for the opportunities, responsibilities and experiences of adult life.

5.5 We are establishing strong links with the Qualifications and Curriculum Authority (QCA), with the intention of the QCA both supporting developments in Coventry and using our schools as case studies to exemplify and monitor progress. We also have a strong working relationship with Creative Partnerships to support schools in planning creative approaches to the curriculum. In addition, we work with National Strategy advisors to share guidance and disseminate effective practice from around the country to all schools.

5.6 Access to the 14 new specialist diplomas will provide increased choice, diversity and enrichment, allowing students to follow personalised learning pathways, with a variety of learning experiences to meet their own individual needs.

5.7 We have been recognised by the National Strategy for our outstanding use of data, both at Local Authority (LA) and school levels. There is considerable effective practice in schools, and OfSTED has highly commended the use of individual student data to inform curricular target setting and enhance learning. This could be extended through the use of ICT and data-sharing in order to identify a temporary hindrance to a student's capacity to learn as a result of, for example, specific domestic

circumstances or illness. Good practice is shared through our wide range of networks and through regular celebration conferences.

5.8 Through BSF, we will be able to plan the quality of accommodation that enables effective personalised learning approaches to become embedded and sustainable. Flexible use of space is critical to enable provision of large spaces for assemblies, lectures, celebration events and theatre productions; classroom accommodation that can be easily remodelled to support a range of learning situations; and smaller spaces for small group and individual work. The particular needs of individual students, including those with SEN, able and talented students and those in vulnerable or underachieving groups will be met through the improved learning environment and the increasing personalisation of the curriculum, both in schools, vocational centres and extended learning centres.

5.9 BSF will also support us in implementing our extended school plans. Remodelled schools will provide appropriate, easily accessible and welcoming accommodation, and become learning hubs for the community, offering students, parents and the local community good access to key agencies and a wide range of learning pathways.

5.10 ICT resources provided by BSF investment will lead to:

- 24 hour access for all learners to well structured, easily accessible web-based resources, which meet criteria based on potential for sound educational impact
- A continuing utilisation of new technologies, such as Personal Digital Assistants (PDAs), smartphones, video, podcasts and interactive facilities, to provide greater flexibility, choice for learning and opportunities for new ways of collaborative learning/remote teaching communications, which these tools will facilitate
- Improved communication routes between school, staff, students, parents and the community
- Greater involvement of parents and carers in their children's learning through easy access to up-to-date information
- The development of e-learning portfolios for life for all students.

5.11 Our learning platform will form the hub of an interconnected and pervasive network that brings together the information and resources needed to provide a personalised learning experience for all students. This will be in terms of the equipment used to access resources, the resources themselves, and teaching and learning strategies to transform learning opportunities. Individual needs may also be met through assistive technology for those with physical disabilities, or through a variety of devices that are best suited to an individual's preference, including gifted and talented students and those served by PRUs.

## **6. *How will the Authority ensure the effective delivery of the 14-19 entitlement in partnership with local Learning and Skills Councils and local Further Education providers?***

6.1 We have a long history of successful collaborative work that has greatly enhanced opportunities for young people to participate and achieve through personalised 14-19 learning programmes. We have been cited as a model of good practice, both regionally and nationally, regarding our 14-19 partnership working.

6.2 Our 14-24 Strategic Forum has operated effectively since 1997 and now acts as the City's 14-19 Partnership. Together with strong leadership from the LA, this provides a sound basis for planning the implementation of all diplomas by 2013, and the full range of 14-19 reforms.

6.3 Our staying-on rates at 16 are among the highest in the country. The universal availability of high quality applied routes at 14 and 16 is crucial in our strategies to further improve retention at Level 2 and Level 3 at 19.

6.4 We have mapped the curriculum offer in each Federation and across the City against the National Learner Entitlement. Federations are developing detailed plans to ensure that the entitlement is made available to all learners by 2013. It is difficult to assess demand with any accuracy before students have received information, advice and guidance (IAG) and are able to visualise or experience the provision that will be made available. However, we are committed to an overall aspiration that, by 2015, between 40% and 60% of all 14-19 year olds will participate in a diploma programme.

6.5 Lead providers have been identified for each line of learning within each Federation. In the case of Phase Three diplomas, these designations are speculative, pending the publication of more detailed specifications for the diplomas. We intend that Federations will capitalise on the use of providers with the best track record of delivery in each particular line of learning. Therefore specialist schools and centres of vocational excellence (CoVE) are likely to take a lead, although the priority has been to assign leadership to proven expertise rather than solely formal specialist or CoVE status.

6.6 We are keen to maximise use of existing facilities where these are of high quality and are fit for purpose. Gateway submissions have been made on the basis of the current availability of specialist workforce and facilities. Once IAG measures are embedded, thorough monitoring of demand will be undertaken to assess future capacity needs. We have carried out an extensive survey of facilities that could be used, in conjunction with the local LSC, FE colleges and work-based learning providers. This was predicated on the requirements that 50% of the principal learning on each diploma must be delivered in 'real or realistic working environments'. A summary is contained in appendix 3.

6.7 Existing facilities are largely in the three local FE colleges and twenty work-based learning providers that are part of the Association of Training Providers. City College has recently completed the first phase of a substantial rebuild on a city centre site, and phase two is to be completed soon. Facilities at Henley College and Hereward College are also being enhanced. Several work-based learning providers have extended their facilities in response to demand, particularly in relation to the provision required as part of the LA-commissioned 14-16 programmes undertaken by over 1200 students and also in anticipation of diploma growth.

6.8 Two schools have been identified as sample schemes for the BSF procurement process. In developing detailed briefs for these schools the requirements for additional specialist facilities, needed for two of the phase one diploma lines of learning, will be considered in detail. Course specifications for the phase one diplomas are already published, and demand will be assessed using the IAG strategy agreed for the roll-out of Gateway One category Two and Three lines of learning. The schools will liaise with their Federation colleagues to ensure that they are aware of existing facilities in schools, colleges and work-based learning providers, and will seek to avoid duplication. Facilities should be provided in a way that promotes the highest quality learning experience and outcomes, parity of

esteem, long-term manageability and cost effectiveness, and which maximise the use of existing facilities where these meet the agreed criteria.

6.9 Subsequent decisions about the facilities required to be funded through BSF will be synchronised with the availability of final diploma specifications and the Gateway process. All investment decisions will be made in light of the most accurate and up-to-date information available. We anticipate that detailed briefs will start to be drawn up for the non-sample schools in 2009, by which time the specifications for all diplomas will have been published.

6.10 ICT investment will also support learner engagement, as follows:

- Expanding video-conferencing, making it available on-demand and in school
- Extending the work undertaken within the Computers for Pupils initiative
- Supporting students on work placements by the application of web-based study aids delivered through a Managed Learning Environment, including 'virtual classroom' services
- Integrating the work of schools with that undertaken in FE colleges and universities, where possible
- Ensuring that online assessment and attendance data is shared with the 'home school', where students are studying in partner establishments.

## ***7. To what extent is the Authority ensuring effective integration of education and other services through Every Child Matters?***

7.1 Extended schools are schools that provide a range of extended services and facilities for the benefit of students, their parents, families and the wider community, tailored to local need. These schools are likely to be open to students, their families and the wider community throughout the school day, before and after school hours, at weekends and during school holidays. The services offered might include childcare, and learning or recreational activities for all members of the community. Health and social care services might also be offered in partnership with other organisations.

7.2 The Extended Service Strategy in Coventry intends to add value to the work already delivered by schools and partners to make a real difference to the lives of not only students and young people, but also their families.

7.3 The strategy focuses on raising awareness of the ways in which the 'Core Offer' can support children in achieving the six Coventry Every Child Matters outcomes:

- Be healthy
- Stay safe
- Enjoy and achieve
- Achieve economic wellbeing
- Make a positive contribution
- Have supportive friends, families and communities

7.4 There is also a commitment to measuring the impact of interventions to demonstrate whether or not they are really making a difference. At the heart of all interventions is an acknowledgement of the importance of communities' participation in planning, delivering and evaluating all work.

7.5 Our Extended Services Core Offer incorporates the following:

### **7.5.1 Childcare**

We will encourage our schools to continue to use the existing range of delivery models:

- Delivering with third parties from the private/voluntary sectors, including childminder networks. These partnerships optimise the use of existing provision and expertise, and reduce the workload for schools as safety checks, administrative procedures and charges can all be handled by the third part provider.
- Working in clusters with other schools: sharing resources, such as a childcare manager, to develop the service and/or rotate responsibility for childcare over holiday periods, reduces each school's workload associated with childcare, and helps provision be sustainable by bringing demand from a number of schools together.
- Direct delivery, where schools make childcare arrangements themselves, employing staff and charging for the provision or co-locating with children's centres to ensure high quality provision for early years and/or 8.00am-6.00pm care for primary age students. This model is not encouraged except where cluster provision is not feasible or there are no quality providers.

### **7.5.2 Varied menu of activities**

Schools will enhance the range of study support activities they offer, including:

- 'Catch-up' and 'stretch' activities
- Homework clubs
- Arts activities, e.g. dance, drama, arts and crafts
- Sports activities of at least two hours per week for those who want it
- Other recreational activities, e.g. special interest clubs, music tuition, modern foreign languages, volunteering, business and enterprise activities, as well as visits to museums and galleries.

### **7.5.3 Swift and easy access to other services**

Schools work closely with other statutory agencies and the voluntary and community sector to ensure that students with additional needs are identified as early as possible, and are well supported.

### **7.5.4 Parenting support**

Research has shown that students' attainment, attitudes and behaviour are improved in schools that work effectively with parents. Increased parental participation in school life is another benefit which, in turn, is a significant driver in improved outcomes for students. Our schools will, therefore, be working to offer:

- Access to parenting groups that use structured, evidence-based parenting programmes, such as Pippin or Share, as well as more informal opportunities for parents to engage with the school and each other
- Family learning sessions, allowing students to study with their parents, where consultation has shown there is a demand for such opportunities.

### **7.5.5 Community access/adult learning**

Many schools have facilities suitable for use by the wider community and which, if made available, can benefit local people and community organisations.

We are encouraging schools to carry out an assessment to see which facilities could be made available to the local community and consult with them to determine demand.

Where there is demand, schools will open up facilities such as arts facilities, sports halls and playing fields, ICT suites and school halls – both outside school hours and during the school day.

Schools will also play a role in supporting the development of the 'youth offer' by opening up facilities to youth organisations and other similar services.

Offering access to adult learning programmes – such as skills for life programmes – is also part of the core offer, which schools will provide or signpost.

7.6 Consideration will also be given to ways of engaging hard-to-reach groups and those whose views are not currently represented.

7.7 We expect the development of ICT to support the extended services we offer. We are committed to having area-based and City-wide integrated ICT services across all schools and into the wider community. This will support the Every Child Matters outcomes and, in particular, full service extended schools. It will provide a single, co-ordinated network for all users within our schools and will facilitate information and data sharing to inform target setting, learning pathway choices and timely and effective intervention, where appropriate.

## **8. *How does the Authority plan to champion the needs of all students, including those with Special Educational Needs?***

8.1 BSF investment will bring benefits to all students by improving the environment in which they learn, broadening the opportunities available to them, and opening up education and facilities to the wider community. Throughout the BSF programme, we will continue to focus on improving the progress of vulnerable and underachieving groups, as identified in section one. Support for higher attaining students will continue to be underpinned by a robust gifted and talented action plan.

8.2 We have always taken the approach that all schools should be able to support students with additional needs. We have a very small number of schools classed as resource bases for sensory impairment and speech and language difficulties. We have also established a resource base for autism in one of our secondary schools. The BSF programme will ensure that all schools can cater for all but the most severe SEN.

8.3 We carried out an extensive and thorough consultation on our Strategy for Inclusion and SEN in 2005. This focused particularly on the transformation of special school provision, and the direction of travel and principles were broadly supported by all stakeholders. A summary of the strategy is contained in appendix 4.

8.4 As a result, we have created a newly amalgamated BESD school (Woodfield), which currently remains on its original two sites. The school now includes two specialised secondary units, one for students with more complex emotional needs, and the second for students who are 'hard to reach' and extremely disaffected. By creating a wider range of provision, we aim to minimise the number of students who might otherwise be placed outside the City. We have also begun to develop a range of multi-professional support, particularly mental health and youth offending support.

As part of BSF, we are proposing that the main secondary site is significantly remodelled, to enable the school to provide more easily for the range of young people with whom it now works. It will also work more closely with the two secondary schools that are adjacent to it, giving students access to specialist facilities on mainstream sites, to support access to a broad range of provision, and the personalisation of the curriculum.

8.5 A further outcome of our consultation is the proposed development of two new broad spectrum (generic) special schools, co-located with rebuilt mainstream schools (President Kennedy and Ernesford Grange), to replace three of our existing secondary special schools for moderate learning difficulties (MLD), severe learning difficulties (SLD) and physical disabilities (PD) (Alice Stevens, Baginton Fields and Sherbourne Fields). This supports our aspiration to create highly integrated learning communities with shared access to resources, including ICT, and a high level of inclusion where this is appropriate. Further consultation will take place on specific plans for the two co-located and special schools to ensure that the views of parents and students are represented.

8.6 Our provision for students with autism has been developed further since the consultation. Within the BSF programme, we are proposing to co-locate the Corley Centre with Cardinal Newman School. The centre is currently located outside the City boundaries, so this move will ensure it is better placed to provide its range of services to other schools in the City.

8.7 All the secondary special schools will provide outreach services to other local schools, offering mainstream teachers advice and training. Dual and part-time placements will be available for students in community schools who would benefit from additional specialist support.

8.8 We have been a pathfinder authority for behaviour and attendance partnerships since 2004. We have worked with our schools to reduce exclusions and persistent absence, and to improve attendance through a partnership agreement, which commits schools to admitting students who are at risk of being excluded from other schools. This strategy has resulted in a dramatic reduction in exclusions.

8.9 We are also proposing the creation of three new Extended Learning Centres (ELC) at KS3 to develop the role of the PRU further. One will be located in the West of the City (Woodfield), with two in the East (Whitley Abbey and Caludon Castle), each co-located on a school site. All secondary schools have a Learning Support Unit (LSU) to support students with a wide range of additional needs or who are at risk. These LSUs will be linked with the ELCs, and they will be supported by teachers, mentors and family support and youth and community workers. They will introduce greater flexibility and opportunities for more personalised learning.

8.10 The existing KS4 ELC (Centre 4) provides personalised learning programmes for 170 young people out of school, with 40 young people onsite at any one time engaged in individual work on basic skills of literacy, numeracy and ICT for part of the week, linked to a range of vocational programmes through other providers. We intend to continue the investment into better off-site provision and also develop stronger links with schools so young people have better access to resources and further academic opportunities than they might otherwise have. This strategy will also include specialist support provided through our Pregnant Schoolgirls Unit and Hospital Education Service.

8.11 A number of schools are exploring greater flexibility in their curriculum arrangements to engage students more fully, such as Opening Minds (KS3) and the Breakthrough programme for boys. BSF will support such initiatives by providing buildings and spaces that offer greater flexibility.

8.12 We have an Access Steering Group which monitors access issues in all our schools carefully. BSF will ensure that all schools are fully accessible, by providing lifts, wheelchair access, good acoustics, clear signage and appropriate lighting, etc. Further consideration will be given to the strategic location of hygiene suites in secondary schools to provide greater choice for students with more significant needs. In addition, where special schools are co-located, there will be greatly enhanced facilities for young people with SEN, and particular consideration will be given to therapy and hygiene provision, the use of new technology and specialist equipment.

8.13 All school designs will take account of the need to provide safe spaces and consider the design and layout of toilets, and for security measures in line with our Anti-Bullying Strategy. Careful attention will be given to the security issues of shared use and access, such as accessible toilets and lockers for adult visitors.

**9. *What change management strategies – for both the authority and for schools – are in place to achieve the local BSF vision (including Continuous Professional Development and Workforce Reform in schools)?***

9.1 We have an excellent record in supporting school improvement. The achievement of students in priority schools has improved at rates greater than the national average. External reviews from OfSTED and the National Strategies have recognised our strength and proven track record in supporting schools to improve their provision for learners.

9.2 Our external education and technical advisors, together with the authority's education improvement advisors and other officers, have worked with headteachers, senior leaders and governors to support schools in developing a vision and local 'strategy for change' (appendix 5). This work will continue to ensure that visions of transformed learning are realised when BSF proposals are implemented.

9.3 KPIs (see Appendix 2) have been identified with regard to statutory targets, new LA performance indicators, and the new Public Service Agreements. These have been further broadened to ensure that they cover the Every Child Matters outcomes.

9.4 BSF proposals include the need for flexible spaces, including large spaces that can be used for productions, assemblies, lectures and group events, and smaller spaces for small groups and individual tutoring and mentoring. Appropriate spaces will also be provided to support staff training, staff planning and preparation work. Spaces will be well served with ICT to ensure effective and efficient use of space. The outdoor curriculum will also be considered.

9.5 We provide a comprehensive programme of support and CPD opportunities for all schools, with tailored packages available for both teaching and support staff. We have strong partnerships with other local and national providers, including QCA, National College for School Leadership (NCSL), SSAT, universities, Creative Partnerships, National Secondary Strategy, and professional associations. This ensures that we are able to draw on best practice, both national and international. We have well organised network structures that allow colleagues from different schools and colleagues within the authority to consider best practice, refine policy

and share effective methods of implementation. Headteachers are closely involved in identifying priorities for network groups to ensure that developments are appropriately steered and focused. A bespoke programme of CPD will be developed for the broad spectrum schools and their co-located mainstream schools, and this will be targeted at their staff. The annual residential headteacher conference will focus on the leadership of transformation.

9.6 All schools have well-developed professional development programmes. Rigorous performance management processes are in place for all staff and these inform the whole school staff training programmes. These are already enabling colleagues to consider how BSF investment can be most effective in transforming the education of every learner.

9.7 Tailored consultant support is also available to all schools to help them address identified areas for improvement. In addition, all schools have a named Education Improvement Advisor and School Improvement Partners. Impact on student learning is carefully monitored and evaluated to inform future work.

9.8 Staff will need additional CPD in their use of technologies in order for them to make best use of the investment in ICT through BSF. Part of the managed service will be the provision of appropriate training. This will need to be well-timed and well-focused, with opportunities for consolidation and confidence development. Consideration will be given to training needs in both how new technologies work and also how they are applied. Further consideration will be given to changing roles and responsibilities in a transformed environment and how ICT can help greater efficiency and effectiveness.

9.9 Workforce remodelling, together with the development of extended schools, is increasing the range and number of adults working in schools. This has enabled teachers to focus on learning and teaching by reducing the burden of other activities. There are also more adults from external organisations involved in supporting learners, e.g. university students (both graduate and undergraduate), science engineering ambassadors, and employees from a range of industry and commerce who provide enhancement for particular learners.

9.10 We have high quality expertise within our LA workforce and make excellent use of specialist consultants where necessary. Communication structures and networking are very good within the LA and good use is made of regional and national training and networks to ensure that colleagues continually improve their own understanding, as well as bringing good practice from elsewhere.

## **10. Procurement strategy**

10.1 We will be procuring a Local Education Partnership (LEP) to deliver our BSF programme. This model has been agreed by Cabinet (see appendix 6). We are committed to using Partnerships for Schools' (PFS) standardised approach, including the following:

- Template 'Invitation to participate in Competitive Dialogue' (ITCD) documentation
- Template output specifications for Private Finance Initiative (PFI) schemes, Design and Build (D&B) schemes, and ICT
- Strategic Partnering Agreement

- Shareholders' Agreement
- PFI contract
- D&B contract
- ICT contract
- Payment mechanism
- Voluntary Aided (VA), Trust or other back-to-back school agreements as necessary.

10.2 We anticipate that our programme will be funded by a mix of conventional grant funds and PFI credits.

10.3 For the PFI schools, we expect the contracts to include all hard and soft Facilities Management (FM) services. We will also assess if including catering and/or energy services would represent best value.

10.4 For the non-PFI schools, we are keen to demonstrate and achieve a consistent approach to FM services, to avoid creating a 'two-tier' estate. Schools currently purchase a range of hard and soft FM services, from both the authority and private sector providers. We believe there may be opportunities for greater efficiencies if all hard FM services were delivered through the LEP. We are currently identifying existing expenditure on schools maintenance, in order to generate properly funded FM proposals for consideration by potential private sector partners (PSP).

10.5 We anticipate that the LEP will include a full ICT managed service for all BSF schools. The recently completed Caludon Castle PFI school will have the opportunity to buy into the ICT contract, as will the two academies.

10.6 We expect that our OJEU (Official Journal of the European Union) notice will include the option of using the LEP to help us deliver our Primary Capital Programme.

10.7 We are a 'single wave' authority, but our funding will be spread over at least two phases. The quantum of these phases are in line with PfS guidelines and have been designed to generally anticipate the level of activity that could be managed and delivered by our Private Sector Partner (PSP). We are keen to ensure that the LEP remains competitive for later phases and will be able to develop affordable schemes. We will apply appropriate benchmarking and will adopt a transparent and open approach with our PSP on the affordability position.

10.8 We will actively undertake soft market testing with potential bidders. A bidders' open day will be held in summer 2008. Discussions are likely to include:

- Confirmation of our LEP position
- The preferred mix of PFI and non-PFI schemes
- Bidders' likely capacity to deliver across phases
- Consistency between our overall Education Vision and that of schools
- Identified site risks
- Opportunities for early ICT investment in later phase schools
- Confirmation from bidders that schemes can be delivered within PfS funding guidelines
- Scope of FM services
- Details of the LEP supply chain
- Degree of exclusivity required by the LEP

- Likely level of derogations to be sought from the standard documentation
- Approach to sustainability and energy benchmarking
- Management of TUPE (Transfer of Undertakings (Protection of Employment)) issues and pension arrangements.

10.9 We intend to utilise the standard evaluation process for bids received, to ensure a consistent and equitable approach. Workstreams have already been established with these evaluation categories in mind. We will use the Competitive Dialogue process and work closely with our legal, technical and financial advisors, and PfS, to ensure that the preferred proposal is 'on-market' and represents the best value for money commercial deal.

10.10 With regard to ICT procurement, we have arranged a number of soft market testing opportunities, taking the form of presentations from a broad selection of ICT services companies to school representatives. These sessions will inform the market and assess the level of interest in the process.

10.11 In order to prevent a divide between primary and secondary schools, we intend to challenge the LEP to make all the services provided under the ICT contract available to the primary estate, taking into account individual school needs and affordability/sustainability issues.

## **11. Assessment of existing asset base and student numbers**

11.1 Our secondary estate requires major investment to deliver educational transformation. The majority of the estate dates back to the 1950s, with the most recently completed 100% rebuild opening in the early 1970s. Investment since then has been variable – three schools were partially remodelled in the mid-1990s (Foxford, Lyng Hall and Whitley Abbey) and the new Caludon Castle School, incorporating a community library and sports facilities, was completed in 2007.

11.2 Phase one schools have been visited by the PfS design advisor and CABE (Commission for Architecture and the Built Environment) enabler, who have confirmed that the condition and suitability of many of our buildings is wholly inappropriate for delivering a transformational agenda.

11.3 We have been proactive for many years in addressing issues of sufficiency. In the 1980s and 1990s, proposals were successfully implemented to significantly reduce the overall level of surplus places in our secondary schools. This involved the closure of one school, and a reduction in places at a further three schools through remodelling work. We are now faced with a likelihood of significantly increasing school rolls within the projection period (see 11.7 below).

11.4 Our technical advisors, Gardiner and Theobald, have visited the whole of our estate and proposed options for each school, taking current Asset Management Plan (AMP) data (see Appendix 7) into account. Further specific surveys for each site have been commissioned.

11.5 In terms of the FE estate, City College is currently relocating to a site within the Swanswell Regeneration Area. Phase 1, the Advanced Construction and Technology Centre, opened in September 2007, and Phase 2, the main college building, is scheduled to open in September 2008. There are two other FE colleges in the City, both of which are upgrading their facilities. One of these is a specialist

college providing places for students with SEN. Our local LSC is fully engaged with the BSF process, and is represented on our programme board.

11.6 We have a proven track record in relation to planning school places, and have developed a sophisticated projection model that enables accurate forecasts to be made on a City-wide basis. This model and its outputs have been independently verified.

11.7 Coventry is a growing city. We are currently experiencing a significant rise in our school population. This is already manifesting itself in our primary schools, which in parts of the city, are quickly reaching capacity. Families, particularly from the new European Union member states, are moving into the city. In September 2007, there were 100 more primary school admissions than anticipated. We have also been identified as a regional Growth Point within the West Midlands Regional Spatial Strategy (RSS). The City Council is signed up to option 2 of the RSS, which would generate an additional 24,400 dwellings by 2026. It is anticipated that in future there will be a move towards option 3 of the strategy, which would amend this target to 44,000 new dwellings by 2026. The City Council is also committed, as part of the RSS initiative, to deliver a minimum of 9,000 additional dwellings by 2016.

11.8 This will have significant implications across all provision for secondary aged students. In September 2007, for example, there were 21,554 secondary aged students on roll in mainstream secondary schools, special schools and extended learning centres. By September 2016, this is expected to rise to 23,489 (including both Academies), an increase of 9%. These figures have been agreed with our PfS Project Director.

11.9 Formal consultation on the RSS will commence in January 2008, after which Coventry's future growth agenda will become clearer. In the event that it is agreed that either option 2 or option 3 of the RSS is implemented, Coventry's school population could significantly increase, the scale of which will be dependent upon the mix of housing types i.e. single persons versus family. We have a commitment to keep these numbers under review. The forecast individual school populations are shown in Appendix 8. PfS have agreed that the projected student numbers can be reviewed as part of the Outline Business Case (OBC) process.

## **12. *Prioritisation of BSF investment***

12.1 Appendix 9 illustrates the phasing we are proposing for our BSF programme. Prioritisation reflects the DCSF criteria of educational outcomes, free school meals and the authority's AMP. The phases contain a mix of conventional and PFI funded schemes and have been agreed in principle with PfS. Sample schemes have been identified as President Kennedy and its associated broad spectrum school (new build) and Westwood (refurbishment). It has been agreed with PFS that the Council can bring forward a school scheme from the subsequent phase in order to replace Sidney Stringer School which, subject to statutory consultation, will move out of BSF and be delivered through the Academies framework route.

12.2 The roll-out of the programme beyond the sample schools and phase one will be a point of discussion with our eventual Private Sector Partner (PSP). We will seek some early views on this from bidders as part of our soft market testing exercise. We are keen to give schools in later phases indicative timescales so that they can adequately manage stakeholder expectations. In the meantime, we will work closely with schools to optimise Devolved Formula Capital (DFC) and other resources, whilst also avoiding prejudicing the eventual BSF solution.

12.3 Schools in the later phases have spent a considerable amount of time working on their school visions and consulting with students, parents and other stakeholders about their BSF plans. They are understandably eager to learn when they will benefit from BSF investment and we are keen to ensure that they do not become de-motivated by the wait.

12.4 In general, it is anticipated that ICT investment will follow the phased construction and refurbishment programme. However, as the ICT contract will be well established by the time later schemes come on-stream, we will look at opportunities to bring forward ICT investment where possible. For example, we will consider the possibility of creating an ICT 'classroom of the future' in one of the later schemes, as part of the overall teaching and learning change management training programme.

12.5 A number of our schools have large areas of land designated as green belt. This potentially restricts design innovation. Scheme solutions may be constrained to the extent that higher than usual levels of scheme phasing and decanting will apply. This is clearly not best use of our BSF financial resources and is potentially disruptive to teaching and learning.

12.6 The BSF team and City Planners have agreed a series of protocols to BSF school sites impacted by green belt zoning. These include:

- An early meeting with the Government Office of the West Midlands (GOWM) to alert them to the issue and to agree their information requirements
- Submission of outline applications as part of the Outline Business Case (OBC) process, so that preferred site development zones and access points are discharged
- Redundant school buildings are demolished and the land on which they sit is returned to green belt.

For schools in later phases, also affected by green belt constraints, there will be the opportunity to reassess green belt zoning as part of Coventry's overall review of the Local Development Framework (LDF).

12.7 Another phase one school, Woodlands, is listed by English Heritage (EH) and the LA and EH architects are currently discussing what BSF proposals may be allowable. We remain concerned to ensure that any such proposals must demonstrate value for money and deliver educational transformation. In the event that protracted negotiations ensue, we may move Woodlands into a subsequent phase and bring forward a replacement scheme.

12.8 As part of our overall strategy, we have conducted an appraisal of surplus sites following anticipated rationalisation of our SEN provision. This, together with a site by site analysis of surplus land opportunities, is solely a function of identifying potential capital receipts. No individual schemes are reliant on future land disposals and we will take a prudent view on reliance on any land receipts as part of managing any affordability gap.

12.9 There are no planned school closures as part of our BSF programme.

### **13. *Estate options***

#### **13.1 Current School Estate in Coventry: Background**

The secondary school estate in Coventry was largely built during the major expansions of Coventry in the inter-war years and in the 1950 – 1975 period. Despite piecemeal investment over the years, the majority of these buildings are reaching the end of their useful lives. The Coventry school estate has some specific characteristics that have strongly influenced the development of the proposed BSF programme, and these are described in the following sections. Specific information about each of the schools and proposals illustrating the scope of works for each site are included as appendix 10.

### **13.2 CLASP (Consortium of Local Authorities Special Programme)**

Coventry was a participant in the CLASP system-building programme in the post war period, so there are many buildings of CLASP construction in the school estate. These properties suffer from all of the usual problems associated with system-building in that period: for example lack of insulation, solar gain, acoustic problems and relatively inflexible layouts. Many of the properties also have been found within the last two years to have specific problems associated with asbestos within the structure, and therefore even minor maintenance of the structure (or works such as IT cabling) can be extraordinarily costly and time-consuming to carry out safely. The proposed BSF programme will eliminate virtually all of the CLASP buildings.

### **13.3 Green Belt**

Another significant constraint is that the majority of Coventry secondary schools are situated around the green belt edges of Coventry's built up area, or adjacent to river flood plains, so in almost all cases the unbuilt area of the school site is itself "green belt". Indeed in some cases the school site has green belt status in its totality. Estate options for the sites have therefore been constrained, both in terms of the footprint of the new school buildings, and in that in many cases it has not been possible to release any land for other types of development. Negotiation with Coventry's development control officers (see paragraph 12.6 earlier) has however made it possible in some instances to "swop" equivalent areas of green belt and developed area, so that the school may be rebuilt and at the end of the process there will be no less green belt than at the start.

### **13.4 Growth Status of Coventry**

After some twenty years of population decline following the industrial recession of the early 1980's, Coventry's population is rapidly increasing once again, and is set to increase still further following its designation as a " New Growth Point" (see also paragraph 11.7 earlier)

In school place terms, scarcely had a programme of surplus place reduction been completed (including closures), but the places were needed again – particularly at this moment in the primary sector, but increasingly also within the secondary and special sectors. Coventry therefore does not have the ability to close secondary school sites in order to fund improvement of retained schools: all of its mainstream secondary schools will be operating at capacity or close to capacity by 2016, and none is on a split site, though there is one special school, Woodfield, operating on a split site. (Woodfield will be developed as a single site school in the proposed BSF programme.)

### **13.5 Co-Location of Special Schools**

Coventry has an ambitious educational vision of co-locating special schools on mainstream sites throughout the school estate, where this is possible. In the secondary sector, the proposed BSF programme co-locates all of the special education provision within mainstream school sites, with the exception of Woodfield Special School which is already on the large site adjacent to Woodlands School (Boys' secondary).

A parallel programme of co-location is also planned for the primary sector.

Co-location of the discrete special education facilities will also release some special school sites for potential re-use or disposal, though the green belt constraints already referred to affect this portfolio too.

### **13.6 Education Support and special facilities**

Coventry currently runs three specific SEN support services, a small unit for young mothers and mothers-to-be under 16, and a hospital education service. Additionally a small assessment unit is sited in the grounds of The Grange Children's Home. Accommodation for these services will be provided as part of our BSF proposals.

The existing Key Stage 4 ELC "Centre 4" (former Dartmouth special school), is due to transfer to Chace, a former primary school, which is currently being refurbished. Provision at Key Stage 3 will be centred upon ELC's at the new Woodfield School, and "Mara House" (former caretaker's house in grounds of Whitley Abbey School. Another Key Stage 3 ELC will be incorporated within a Multi-Agency Centre at Coventry's only PFI school, Caludon Castle, using additional PFI credits already granted.

The reconfiguration of the PRU facilities should release the relatively small site of the current Centre 4 for potential sale – unusually, this site is not in the green belt.

### **13.7 Extended/ Community Use and Sports**

We have produced a Sport and Physical Activity Facilities Strategy which seeks to promote active lifestyles and enhance the quality of life for Coventry people through the development of a sustainable network of accessible, high quality sport, recreation and fitness facilities, offering a wide range of activities with opportunities for everybody to participate and to progress to achieve their sporting potential. The Strategy includes an audit of existing sports provision across the city including schools, FE, HE, public, private sector and third sector provision. The audit identifies current 'gaps' in provision of certain types of facilities.

Two meetings have been held with the PFS Specialist Sports Advisor and a Sports Stakeholder Group established which will co-ordinate more detailed consultations with schools to identify their visions for the development of the PE curriculum. These will be considered in the context of the wider Sport and Physical Facilities Strategy in order to determine the optimum alignment of provision and priorities and formulate an action plan for the delivery of wider investment opportunities and change management support mechanisms. We will be consulting Sport England during the 2008 Spring Term and in advance of the OBC.

### **13.8 Capital Receipts from surplus school land**

As previously stated, the mainstream secondary school sites are not a fruitful source of major capital receipts. However, there are potential capital receipts which may be generated by the sale of special school sites released by co-location.

The first key assumption built into the BSF programme at this stage is that a net capital receipt of £5m will be used to help fund improvement of the school estate, along with the BSF scheme funding. This assumption is on a prudent basis, and takes into account the sharing of proceeds with PfS. However, if the market for residential redevelopment sites worsens substantially up to financial close, even this prudent assumption could become vulnerable.

The second key assumption is that where capital receipts accrue to schools themselves rather than the local authority, the schools will use their capital receipts (and at least part of devolved formula capital) to invest in BSF priorities for their own premises. It is unrealistic to assume that the BSF programme can provide every need or desire of a school – especially those schools and part schools receiving refurbishment rather than rebuilding – so where a school should be able to resource some of the less onerous work from their own resources, it is assumed that they will do so. With the existing VA schools, and the transfer of other schools to Trust or Academy status, Coventry will have few Community schools left in its control.

## **14. *ICT managed service***

14.1 Our ICT strategy states that success will be measured in outcomes of professional practice and student learning and performance, not in terms of technology provision and processes. It is based on the eMaturity model utilised by the DCSF and British Educational Communications and Technology Agency (Becta) in their ICT Self Review Framework for Schools.

14.2 We currently provide Wide Area Network (WAN) services to schools. Provision will be increased by 2009 to a minimum of 100Mb to each secondary school, and we intend to have an integrated WAN to support all aspects of LA services.

14.3 We are in discussion with the West Midlands Regional Broadband Network (WMRBN) to procure Internet Service Provider (ISP), content filtering and anti-virus services for schools.

14.4 We also provide School Information Management System (SIMS) support services through our Index team. In addition, this team supports school ICT purchases and training, and provides technical support for other applications at schools' request.

14.5 Our ICT strategy commits us to further develop mechanisms for secure information sharing and transfer with and between schools, the authority and other agencies, in accordance with the Coventry information sharing protocol.

14.6 We are committed to procuring an ICT managed service as part of the LEP. This will meet the requirements of the standard form ICT payment mechanism in full and without derogation. We consider scalability and flexibility to be particularly important to the programme and central to the principle of an area-wide solution. The

provision of centralised services offers us the best opportunities to deliver these within the anticipated funding envelope.

14.7 Our ICT output specification will require that schools can request early adoption of services, ensuring that the transition to a fully managed service will take place as seamlessly as possible. Such services will be made available at no more than the cost of providing a full service to new schools. We have commissioned a full audit of existing ICT provision across the secondary school estate and are using this to benchmark our output specification.

14.8 There may also be value in having a planned introduction of ICT assets, such as desktops and laptops, into the new schools, with appropriate training. The exact nature of this training and its delivery will be determined during the bid process and in accordance with the wishes of schools. Such an approach will help to manage user training bottlenecks and allow a degree of gradual integration of new services.

14.9 Our latest Education and Development Plan evaluation report found that schools were making good progress towards embedding ICT in teaching and learning across the curriculum. A pilot group has been trialling the use of one learning platform, whilst further schools have been developing their use of others. Schools may wish to buy into various levels of managed service provision to reflect their own range of requirements for students, staff, parents, governors and the community. Where subsequent schools wish to integrate, they should be able to do so with predictable incremental costs.

14.10 The extended schools and community use agenda will push the requirements for a fully managed service into the evenings and weekends. Each school will have different requirements for these periods, and some may require additional technical support. There will also be requirements to support specialisms or 'over-standard' ratios of ICT equipment, particularly where schools support students with SEN. We are currently engaging with schools to obtain a clear steer on their requirements, to which bidders will be encouraged to respond during the competitive dialogue.

14.11 The ICT managed service will be governed by the standard form ICT services contract, and our ICT partner will be required to commit to a standards based programme (such as IT Infrastructure Library (ITIL)). The managed service will include:

- Centralised data centre facilities
- Helpdesk services
- Technician support in schools
- Training and user support
- A virtual learning platform which meets Becta specifications.

14.12 The virtual learning platform will allow:

- Access to e-learning resources, tools and content
- Schools to share the resources they create with other schools
- Schools to have online discussions and work collaboratively
- Integration of data so individual learners have a single unique reference number.

14.13 The managed service must:

- Enable staff to create, adapt and share resources, by giving them common access to rich, subject-related and interactive digital resources
- Promote innovation, by developing flexible learning activity design tools
- Enable 'beyond school' models of learning for disaffected students
- Ensure that shared resources and information satisfy the requirements of the Coventry Information Sharing Protocol
- Establish a secure workspace for online subject-based collaboration
- Facilitate the means and motivation for staff to discover the most effective ways of improving provision for learners through ICT
- Define a minimum level of ICT competence for staff to enable them to become effective users and innovators.

14.14 We have established a schools' ICT consultative committee in order to engage all schools in the process, and move towards an approach that offers best value. We have already received commitment, in principle, from schools for a per student, per year contribution to the ICT managed service (Appendix 11).

## **15. Affordability**

### 15.1 Capital Affordability

15.1.1 We have worked closely with PfS to test the updated funding methodology for special schools and special educational needs, together with projected student numbers. This has enabled us to gain a robust understanding of the assumptions underlying the Funding Allocation Model (FAM) and form a sound basis for our capital affordability analysis.

15.1.2 We have now agreed a final funding position with PfS. The funding envelope for capital expenditure at the Quarter 1 2008 reconciliation date assumed within the FAM is £329.1m. This comprises £296.9m capital and £32.2m for ICT hardware. The student number summary and indicative funding allocation for the whole wave is summarised in appendix 12.

15.1.3 The City Council and its advisors have worked closely with all the schools through visioning workshops to develop a high level option for each school. Our technical advisors have completed a detailed analysis of the capital costs associated with each control option, which show that the programme is affordable within our overall funding strategy.

15.1.4 A summary of the high level control options is in appendix 13. These are based on rates provided by our technical advisors. We believe this to be a realistic assumption of likely scheme costs given the current market conditions in relation to indexation and experience from previous BSF schemes.

15.1.5 The technical adviser predicted capital costs for the preferred high level control options, net of estimated capital receipts is £304.3m, compared with the FAM allocation of £296.9m.

15.1.6 We have completed an analysis of the surplus sites that may be available to sell and fund the remaining gap through resultant capital receipts. Assuming that PfS will require a share of the capital receipts generated, we estimate that the net receipts available to fund the programme are £5m. This leaves a remaining gap of £2.395m.

15.1.7 The strategy for reducing this gap is firstly to clarify with PfS if they will be seeking to be paid a proportion of the capital receipts received from sale of surplus sites. This will be supplemented with reducing the capital costs through further detailed design and feasibility work at Outline Business Case Stage. We will also continue to explore the possibility of securing external funding. We are aware that there will be a range of factors that may impact on the affordability position and will ensure that these are monitored and mitigated as greater precision in the design and modelling work advances, whilst still taking into account educational priorities in this decision making process.

15.1.8 Moving forward, a prudent contingency needs to be identified, both to provide 'clean' sites for development and to plan for any retained site risks. We are confident that we can achieve a fully affordable scheme.

## **15.2 Coventry City Council Contribution to PFI Projects**

15.2.1 The high level options analysis indicates that there are five mainstream PFI schools and three broad spectrum PFI schools.

15.2.2 We have explored the possible range of annual revenue affordability gap, based on signed BSF schemes and those in procurement. We have also considered the indicative affordability gap from the BSF guidance. Comparability with other schemes is difficult, but we will be able to gain a more accurate understanding of the affordability position on our PFI projects at OBC.

15.2.3 BSF guidance issued in November 2004 "Prioritisation and Forward Planning Information" indicates that there could be an expected annual contribution to PFI projects of up to £250 per pupil, in addition to the schools contribution. A local authority contribution becomes necessary if the unitary charge exceeds the funding available from PFI credits from government and the school contribution to the ongoing costs. The school contribution will reflect a proportionate share of the costs of the unitary charge relating to those costs that were previously met from the school's delegated budget and that would, instead, be met by the PFI contractor for the life of the PFI contract.

15.2.4 There are, however, indications from experience to date that local authority contributions of this magnitude have not been required in BSF projects. Analyses of anticipated costs of any PFI project will be undertaken as part of the preparation for the Outline Business Case, although the Authority recognises there may need to be a contingency to fund adverse movements in swap rates.

15.2.5 The Council's position is that BSF will have a zero impact on the Council's revenue budget. Costs across the BSF project will therefore be contained to minimise the risk of any revenue contribution being required beyond the school's revenue contribution to the unitary charge. If, despite this clear policy imperative, any additional revenue contribution were required, funding for this would be sought from the Dedicated Schools Grant (DSG), subject to Schools Forum and Member approval.

## **15.3 Coventry City Council Contribution to Design and Build (D&B) Projects**

15.3.1 We are currently consulting with schools on the facilities management (FM) approach for our D&B schemes. Our preferred route is to adopt a managed service approach to hard FM, irrespective of the procurement route and a non-managed service approach to soft FM in the D&B schools.

15.3.2 We believe in a mixed economy approach to providing total FM to the non-PFI estate will offer the City Council best value for money. The majority of our D&B schemes involve a mix of new blocks and refurbishment schemes, and we need to better understand the private sector's view of risk acceptance of existing buildings before reaching a definitive view. While the City Council and schools see the benefits of a comprehensive 'one stop' contract for hard maintenance, all schools currently have a mix of effective soft service arrangements, which we believe best meet their needs. For example, some of the SEN schools have very special catering needs, which require a significant degree of individual focus and flexibility. We would require convincing that such services could be best delivered under a global contract arrangement. The City Council has extensive experience of managing PFI and group contracts, and is confident that all 'workforce' issues and risks can be adequately managed.

15.3.3 We will be seeking to recover any affordability gap between existing schools' budgets and the revenue costs associated with the D&B schools to be met from schools' budgets.

#### **15.4 ICT Funding**

15.4.1 The FAM includes funding of £32.2m for ICT hardware (£1,450 per student allocation) and £4.3m for ICT related buildings and connectivity work (£225 per student allocation).

15.4.2 The ICT hardware costs are being developed through our work on the ICT vision and strategy. It is our expectation that these costs will be within the funding envelope allocated.

15.4.3 The breakdown of the ICT funding amounts per school is provided in appendix 14.

15.4.4 The ICT building and connectivity funding is incorporated into the indicative costs outlined in the capital affordability section, contributing to the overall capital expenditure in the options being developed. More detailed information on the specific use of this funding and the associated costs will be developed as the preferred options are progressed.

15.4.5 The schools will make contributions to the ICT managed service. Initial work suggests that these annual contributions will be in the region of £100 to £120 per pupil.

15.4.6 As we progress through the OBC stage the specification and cost of the ICT service will be developed further to provide greater certainty over the contributions required from schools. Agreement in principle to this approach has been secured.

#### **15.5 Balancing the Phases: Conventional funding versus PFI credits**

15.5.1 Coventry's BSF Programme offers a balanced mix of PFI and conventionally funded D&B schemes.

15.5.2 It is planned to deliver the Coventry BSF programme over two or three phases within the wave, and the construction of the phase one schools is planned to start on site in 2010, with the remaining schools starting on site from 2012 onwards.

15.5.3 The sample schools are President Kennedy and the co-located broad spectrum school, and the Westwood. These schools were selected on the basis of them providing a good example of the work, which will be required from the LEP partner on the other schools, and because of the school's capacity to deal with the work involved in being a sample school.

## **15.6 Overall Affordability of the Preferred Solution**

15.6.1 The above commentary shows that, based on the work undertaken to SFC2 stage, the programme appears affordable to the Local Authority, and there is full commitment within the Authority to progress the programme to OBC stage. At OBC, more detailed affordability calculations will be carried out and a clear affordability position will be established. The affordability position was considered by the BSF Programme Board on 12<sup>th</sup> December 2007 (appendix 15).

15.6.2 We have discussed in detail the merits and otherwise of using the LEP route to deliver both the PFI and D&B projects, and have taken the decision that correctly harnessing the benefits of a LEP will have a value-added effect on the programme. Member approval for the LEP has been gained in principle and further approvals will be obtained at OBC, when more detailed project specific costs are ascertained and the scope is fully worked up.

## **16. Consultation**

16.1 Effective communication and consultation with a wide range of stakeholders will be vital throughout the programme. Our communication and consultation strategy (Appendix 16) aims to both use well-established communications mechanisms, and develop new and innovative ways of communicating and consulting, to ensure that there is active engagement in the programme across the City. A dedicated BSF Communications Officer is to be recruited shortly.

16.2 We are currently using the following effective communications tools to raise the profile of the programme and begin the process of active engagement:

- Regular articles in the authority's monthly employee magazine (which reaches 17,000 employees, including school-based staff) and information on our intranet, weekly bulletin to all councillors, authority-wide employee briefings, senior management seminars, and regular updates and discussion at meetings of senior management and councillors
- Dedicated webpages on the authority's website ([www.coventry.gov.uk/bsf](http://www.coventry.gov.uk/bsf)), updated regularly, with feedback mechanisms being developed to ensure two-way dialogue
- Regular articles in the authority's residents' magazine, governors' newsletter, and information shared with the authority's partners through the Local Strategic Partnership and the Children and Young People's Strategic Partnership
- Comprehensive media strategy to promote the programme through the City's influential local media.

16.3 Communications tools to be developed further include:

- Regular newsletters targeted at schools, governors, school staff and students to provide updates on the programme

- Template of materials to be developed through consultation with headteachers, which can be used to share information locally within schools
- Information display and exhibition stands to be used at events across the City to promote the programme and engage residents
- Development of communications champions within schools to act as a network of expertise and support specific communications initiatives within communities.

16.4 A comprehensive programme of individual meetings and discussions with schools is already being undertaken by specific workstream leads (e.g. ICT). Other consultation mechanisms already being used, or in the process of being developed, include:

- Discussion and consultation on the programme at regular meetings of the City's secondary heads' forum and steering group
- Ward forums – quarterly meetings for residents, councillors and partners in all eighteen wards across the City
- Engagement of school councils and development of student focus groups to help shape effective consultation with young people.

16.5 Two of the key principles of our strategy are that local communities should be involved as actively as possible in shaping the future of their schools, and that consultation will be practical, realistic and engaging. The focus will, in particular, be in engaging young people (including the under-11s) in helping to influence, where practicable, the shape of Coventry's future schools. Success will depend on bringing the programme to life across the whole community, so the commitment and enthusiasm of all those working with and in communities will be vital. Our strategy recognises this.

## **17. *Managing the process***

17.1 We are fully committed to delivering high quality school design solutions that enable educational transformation to take place.

17.2 We have strong capacity to deliver BSF. Our programme director has previously led BSF in another authority, from inception to financial close. Our programme manager has delivered a landmark PFI school for the authority, and other members of the core team have experience of working on complex partnering or PFI projects.

17.3 The authority's Special Projects Finance Team regularly works on PFI projects, and a member of that team has been seconded full time to the BSF programme. Our Schools Advisory Service is providing strong support to all schools throughout the visioning process. We are in regular dialogue with all schools, FE colleges, governors and members, to ensure that all key stakeholders remain committed to the BSF process.

17.4 The core BSF team is closely supported by external advisors. Our education consultants, Mouchel, have helped us and our schools prepare education visions which are relevant and deliverable. Our consultant architects, IID, have worked closely with us and schools to develop estate options that address local priorities, meet visionary aspirations and will attract more detailed and innovative proposals from the marketplace. Our technical advisors, Gardiner and Theobald, are working closely with IID to ensure that the options presented are practical and affordable. Our

design team is led by an experienced Client Design Advisor, supported by IID, our CABE enabler, and a cabinet member design champion, who has a clear understanding of good and bad design in schools. Sport England is a statutory consultee and we will be working closely with them.

17.5 We have appointed Bevan Brittan as legal advisors and Grant Thornton as financial advisors. Both of these firms are well established advisors in the wider BSF national programme. We have also appointed a highly experienced ICT consultant who has worked on other BSF schemes and is familiar with all the major players in the ICT managed service sector. All our external advisors are closely managed to ensure we achieve the right balance between external and in-house work.

17.6 Our programme team structure, workstream structure and terms of reference are included at Appendix 17.

17.7 The programme team will continue to evolve to mirror the changing stages of the programme. Our Programme Director is an experienced Gateway Reviewer for BSF programmes, and other members of the team are booked in for this training. The core team will also undertake team training and PFI training in 2008.

17.8 As we move to procurement, we will identify contract managers for the respective PFI and ICT contracts. During the competition stages, the core team will need to ensure it has appropriate capacity to manage the flow of information between the authority and bidders, particularly during the dialogue period. As part of the competition process, we will scrutinise bidder design teams in terms of their education design experience and capacity. We will be using Design Quality Indicators (DQI). We will need to develop a robust set of Authority Requirements and consider how to manage reviewable design data.

17.9 We are currently considering the acquisition of appropriate electronic data room services. A key aspect of this facility will be the implementation of version control procedures to ensure that, at any given time, a document in circulation is the latest version.

17.10 A copy of our BSF programme team budget is included at Appendix 18. The budget is designed to cover anticipated internal staff and external advisor costs, site investigation and general management expenses. A budget of £4.225m was approved by Cabinet on 6 February 2007. This was based on our previous experience of delivering similar PFI and complex projects. Our current estimated total expenditure of £5.173m reflects further work undertaken on the budget since then, and includes an additional allowance for our ICT consultant, backfilling staff in schools and authority departments, and discrete project management/advisor services for the Swanswell Academy project, which is now being delivered outside the main BSF procurement.

17.11 We are aware that 4Ps and PfS advise authorities to allow between 2% and 3% of the capital cost of the programme as a sensible budget. On the basis of our first phase and ICT, this puts projected expenditure between £5m and £6m. We will continue to monitor programme expenditure closely.

17.12 Our programme plan is contained at Appendix 19. Based on advice from 4Ps and evidence from previous BSF procurements, we have allowed a 20 month procurement period from OJEU to commercial close. This will be dependent on the rate of progress made through the dialogue phase. We will work closely with our

advisors and PfS to ensure that the deal is commercially robust before moving to close.

17.13 We have developed a comprehensive risk register for the BSF programme (appendix 20). Risks included are based on those which have arisen on previous PFI-type projects, other BSF programmes, and specific local issues. Risks are reviewed with workstream leaders on a monthly basis. These are then reported to Programme Board who ultimately own the risks. Mitigating actions are discussed with each owner and new risks identified as they arise. The BSF programme is also part of the LA's broader corporate risk reporting framework.

17.14 Our comprehensive communications strategy is included at Appendix 16 and discussed in section 16. We are keen to see schools actively involving their students in the design process. It is well recognised that involving students in this once in a lifetime opportunity builds buy-in and ownership of the programme, which in turn is reflected by significant improvements in certain school performance indicators, particularly around attendance and behaviour. Equally important will be engagement with feeder primary schools, parents, teachers and the local community.

## SFC2 Appendices

- 1 Updated chart from SFC1
- 2 Key Performance Indicators
- 3 14-19 table
- 4 High level summary of inclusion strategy
- 5 School visions and change plans (Sample and Phase 1 Schools)
- 6 Report/minute of Cabinet approval of LEP route
- 7 Asset Management Plan(AMP) information
- 8 Pupil projections
- 9 Project prioritisation
- 10 Estate options appraisal
- 11 Governors' letters re: ICT Managed Service
- 12 Funding Allocation Model
- 13 Control Options
- 14 ICT Costs per School
- 15 Confirmation of Affordability position by Programme Board
- 16 Communications and Consultation Strategy
- 17 Programme team structure, Workstream structure, Terms of Reference
- 18 Programme team budget
- 19 Programme plan
- 20 Risk register



Appendix 14 – Indicative funding for ICT via the BSF Scheme.

School	Forecast Pupil Numbers (2016)	ICT Hardware £m	ICT Building / Connectivity £m
Broad Spectrum 1	150	0.2	0.03
Broad Spectrum 2	150	0.2	0.03
Barrs Hill	778	1.1	0.2
Ernesford Grange	1,175	1.7	0.3
President Kennedy	1,542	2.2	0.3
The Woodlands	1,195	1.7	0.3
Westwood	724	1.1	0.1
Caludon Castle (ICT Only)	1,500	2.2	0
Woodway Park (ICT Only)	1,350	2.0	0
Bishop Ullathorne	1,202	1.7	0.3
Blue Coat	1,285	1.9	0.3
Cardinal Newman	1,224	1.8	0.3
Cardinal Wiseman	1,299	1.9	0.3
Corley	81	0.1	0.02
Coundon Court	1,628	2.4	0.3
Centre 4	170	0.2	0.04
Finham Park	1,470	2.1	0.3
Foxford	1,069	1.6	0.2
Lyng Hall	753	1.1	0.2
Stoke Park	1,078	1.6	0.2
Tile Hill Wood	1,316	1.9	0.3
The Woodfield 1	40	0.05	0.01
The Woodfield 2	119	0.2	0.03
Whitley Abbey	787	1.1	0.2
Tile Hill Pru	30	0.04	0.01
The Grange Pru	24	0.03	0.01
Pregnant Schoolgirls Unit	12	0.01	0.01
Hospital Education Serv	50	0.07	0.01
<b>Total</b>	<b>22,201</b>	<b>32.2</b>	<b>4.3</b>

Please note the pupil figures included for the Broad Spectrum schools at 2016 (269 in total) relate to those PFS have currently provided funding for and not the provision required at the schools (300)

17 December 2007

Dear Colleague

In support of our long term ambition to deliver zero-carbon schools, as set out in a joint letter from myself and Tim Byles earlier in the year ([link](#)), Ministers have set a target to reduce carbon emissions from new school buildings by 60% relative to those now being built. Additional funding of £50 per square metre of floor area will be provided to approximately 200 secondary schools within BSF, academies and One School Pathfinder programmes to help meet this target.

We have developed guidance and a software tool to help schools to establish these savings. We have also drawn up a list of secondary school projects which, given where they are in the delivery cycle, should be in a position to incorporate the measures necessary to achieve this target without delaying their completion dates.

### **The Carbon Reduction Target**

We expect carbon emissions from new school buildings to be reduced by 60% relative to those that are currently being constructed and that have been designed to 2002 Building Regulations. The target also includes emissions attributable to equipment used within the school.

### **Additional Funding**

The annex to this letter sets out the school projects which we believe should be able to meet the above target and will receive additional funding of £50/m<sup>2</sup>. This additional funding is available over the three years to 2010 -11 to support the delivery of the 60% target reduction. Revisions to Part L Building Regulations during 2006 require that some of this reduction is already being achieved, and further carbon savings will be achieved where there are planning requirements for renewable energy or to achieve BREEAM ratings.

We will be developing procedures to monitor the reductions in carbon emissions. Initially, projects that can demonstrate that the 60% target can be achieved through the use of the 'carbon calculator' (see below) will satisfy the Department's requirements and receive the additional funding.

### **Guidance and software tool**

The guidance document describing the factors which contribute to meeting the target can be downloaded from either the [Teachernet](#) or [Partnerships for Schools](#) web-sites. This guidance is accompanied by a simple piece of software, the 'carbon calculator', which tests combinations of technical solutions and provides initial estimates of annual carbon savings and capital costs. We are planning to provide training in the New Year on the use of the 'carbon calculator', particular for local authorities whose projects are closest to detailed design.

## **Schools in Scope**

We have assumed that new secondary schools (that is, those with at least a 75% new build element by floor area) that have not reached a detailed stage of design are within the scope of these proposals. We have identified schools and academies in the following categories:

- BSF Waves 1-3 (schools not yet in construction or within six months of starting construction under current plans)
- BSF Wave 4
- 'Traditionally procured' academies that have not reached detailed design (RIBA Stage D)
- Academies procured under the Partnerships for Schools national framework
- One School Pathfinder (2<sup>nd</sup> tranche)

We also expect new schools in BSF Waves 5-6 to meet the carbon reduction target. However, these schools are not included in the list at present as local authority plans are still developing.

There may be other secondary schools in BSF or the academies programme that we have not identified which could meet the above target without delaying the project. If, after reference to the Frequently Asked Questions ([link](#)), you think that you have a project which meets the criteria, please discuss with your Project Director at Partnerships for Schools, providing details of your construction timetable.

## **New schools not in BSF or the Academies programme**

We want all new schools to meet the high standards of energy efficiency that we are requiring of those in BSF and the Academies programme. The Department recently announced details of the £21.9 billion capital which will be invested in schools between 2008 and 2011, including increased investment in the Primary Capital Programme. Within the capital funding available, we expect local authorities to apply the energy efficiency and renewable energy measures to meet the 60% reduction in carbon emissions to ALL new school buildings, including other facilities, such as children's centres, where they are on the same site. Please refer to the guidance and 'carbon calculator' to assess how the target carbon reduction might be met.

Yours sincerely



**Sally Brooks**  
**Head of Schools Capital**

## ANNEX – Schools in Scope

BSF wave	Local Authority	School
4	BARKING AND DAGENHAM	Dagenham Park
3	BARNSLEY	Penistone Grammar
3	BARNSLEY	New (Royston/Edward Sheerien)
3	BARNSLEY	Darton High
3	BARNSLEY	The Dearne High
3	BARNSLEY	New (Priory/Willowgarth)
3	BARNSLEY	Kirk Balk
3	BARNSLEY	St. Michaels RC and CE
3	BARNSLEY	New (Kingstone/Holgate)
3	BARNSLEY	New (Foulstone/Wombell)
n/a	BATH & NORTH EAST SOMERSET	Writhlington School
2	BIRMINGHAM	Waverley
2	BIRMINGHAM	Holte
2	BIRMINGHAM	Mayfield
2	BIRMINGHAM	Stockland Green
2	BIRMINGHAM	The Heartlands
2	BIRMINGHAM	Eastside
2	BIRMINGHAM	The College High
2	BIRMINGHAM	Kings Norton
2	BIRMINGHAM	Sheldon Heath
2	BIRMINGHAM	Shenley Court
2	BIRMINGHAM	Harborne Hill
2	BIRMINGHAM	St Albans
4	BLACKBURN	Blakewater
4	BLACKBURN	Pleckgate
4	BLACKBURN	Witton Park
n/a	BOLTON	Academy 1 - Withins
n/a	BRACKNELL FOREST	Garth Hill College
n/a	BRADFORD	Rhodesway
n/a	BRENT	Academy 2 - Stadium
n/a	BRIGHTON & HOVE	Academy 1 - Falmer
4	BRISTOL	Ashton
4	BRISTOL	St Mary Redcliffe
4	BRISTOL	Hengrove Community Arts College
n/a	BROMLEY	Langley Park School for Boys
n/a	BUCKINGHAMSHIRE	Cressex Community School
4	CAMBRIDGESHIRE	Queens School
n/a	CHESHIRE	Academy 1 - North
n/a	CHESHIRE	Academy 2 - South
4	COVENTRY	Finham Park
4	COVENTRY	Ernesford Grange
4	COVENTRY	President Kennedy
4	COVENTRY	Swanswell
4	COVENTRY	Tile Hill Wood
n/a	CUMBRIA	Academy 1
n/a	CUMBRIA	Academy 2
n/a	DARLINGTON	Academy 1 - Eastbourne

<b>BSF wave</b>	<b>LA</b>	<b>School</b>
3	DERBYSHIRE NE	Springwell
3	DERBYSHIRE NE	Shirebrook Academy
3	DERBYSHIRE NE	Bolsover
3	DERBYSHIRE NE	Tibshelf
3	DURHAM	Seaham Tech
3	DURHAM	Shotton Hall
n/a	EAST SUSSEX	Bexhill High School
4	ESSEX	Beauchamps High School
4	ESSEX	Woodlands
4	ESSEX	Castle view
4	ESSEX	The Deanes
n/a	ESSEX	Academies 1 and 2
n/a	GLOUCESTER	Academy 1
n/a	HACKNEY	Academy 5 - Skinners
2	HACKNEY	Cardinal Pole
2	HACKNEY	Our Lady Convent
n/a	HACKNEY	Hackney 4 - City of London / KPMG Academy
n/a	HAMMERSMITH & FULHAM	Academy 2
2	HARINGEY	Heartlands
n/a	HARROW	Whitmore High School
n/a	HEREFORDSHIRE	Academy 2 - Wyebridge
n/a	HEREFORDSHIRE	The Minster College
n/a	HEREFORDSHIRE	Herefordshire - Steiner
4	HERTFORDSHIRE	Thomas Alleyne
4	HERTFORDSHIRE	Marriotts
n/a	ISLE OF WIGHT	Cowes High School
2	ISLINGTON	Elizabeth Garrett Anderson
n/a	ISLINGTON	Academy 2: COLA
3	KENT	Northfleet
3	KENT	St John's
3	KENT	Thamesview
3	KENT	Academy 4
n/a	KENT	Academy 5 - Spires
4	KENT	Foreland School
4	KENT	St. Anthony's
n/a	KENT	Academy 8
n/a	KENT	Academy 9
2	KINGSTON UPON HULL	Archbishop Thurnstan
2	KINGSTON UPON HULL	Sir Henry Cooper
1	LANCASHIRE	Hameldon
1	LEEDS	Parklands Girls High
1	LEEDS	New Inner Leeds West
1	LEICESTER	Babington
1	LEICESTER	Riverside
1	LEICESTER	Hamilton

<b>BSF wave</b>	<b>LA</b>	<b>School</b>
3	LEWISHAM	New School Ladywell
3	LEWISHAM	Bonus Pastor RC
3	LEWISHAM	Deptford Green
3	LEWISHAM	Catford
n/a	LINCOLNSHIRE	Academy 2 - Priory Witham
n/a	LINCOLNSHIRE	Academy 3 - Priory City of Lincoln
n/a	LINCOLNSHIRE	Academy 7 – Gainsborough
2	LIVERPOOL	Gateacre
2	LIVERPOOL	West Derby
2	LIVERPOOL	King David
2	LIVERPOOL	Cardinal Heenan
3	LUTON	South Luton High
3	LUTON	Halyard
4	MANCHESTER	Plant Hill High School
4	MANCHESTER	New school in East
4	MANCHESTER	North Manchester Boys
n/a	MANCHESTER	North Manchester Girls
4	MANCHESTER	Parklands
4	MANCHESTER	Brookway
4	MANCHESTER	Trinity CofE
2	MIDDLESBROUGH	Acklam Grange
2	MIDDLESBROUGH	Acklam Base (Hall Garth/King's Manor)
n/a	MILTON KEYNES	Academy 1 - Sir Frank Markham
n/a	N.E LINCS	Academy 3 – Havelock
3	N.LINCS	New (Thomas Sumpter/South Leys)
3	N.LINCS	High Ridge
1	NEWCASTLE	Gosforth West Middle
n/a	NEWHAM	Rokeyby
n/a	NEWHAM	Lister
n/a	NEWHAM	Stratford City Academy
n/a	NORFOLK	Academy 1 - Heartsease
n/a	NORTH SOMERSET	Nailsea Community School
n/a	NORTHUMBERLAND	Academy 2 - Hirst
2	NOTTINGHAM	Farnborough
2	NOTTINGHAM	Henry Mellish
2	NOTTINGHAM	Big Wood
2	NOTTINGHAM	William Sharp
2	NOTTINGHAM	Greenwood Dale
n/a	NOTTINGHAMSHIRE	Academy 1 - Samworth
n/a	OXFORDSHIRE	Academy 2 - Oxford
n/a	PLYMOUTH	Estover Community College
n/a	REDBRIDGE	Loxford School of Science and Technology
4	ROCHDALE	Falinge
4	ROCHDALE	Hollingworth High
4	ROCHDALE	St Josephs
4	ROCHDALE	New
n/a	ROCHDALE	Academy 1 - St Annes
n/a	RUTLAND	Vale of Catmose College(VCC)

BSF wave	LA	School
3	SALFORD	Walkden High
3	SALFORD	Hope
3	SALFORD	Wentworth
3	SALFORD	All Hallows RC High
3	SALFORD	The Swinton High/Moorside
3	SANDWELL	St. Michael's CE High (Rowley)
3	SANDWELL	George Salter
3	SANDWELL	Westminster
n/a	SANDWELL	Sandwell [3] Willingsworth
n/a	SEFTON	Litherland High School
4	SHEFFIELD	Bradfield
4	SHEFFIELD	The City
4	SHEFFIELD	Stocksbridge
4	SHEFFIELD	Parkwood
n/a	SHROPSHIRE	William Brookes School
4	SOMERSET	East Bridgewater
4	SOMERSET	The Blake
4	SOMERSET	Chilton Trinity Tech
4	SOMERSET	Haygrove
n/a	SOUTH GLOUCESTERSHIRE	Filton High School
1	SOUTH TYNESIDE AND GATESHEAD	Heworth Grange (G)
1	SOUTH TYNESIDE AND GATESHEAD	Thomas Hepburn (G)
1	SOUTH TYNESIDE AND GATESHEAD	Jarrow
1	SOUTH TYNESIDE AND GATESHEAD	King George V
n/a	SOUTHEND-ON-SEA	Belfairs High School
3	SOUTHWARK	St.Thomas the Apostle
3	SOUTHWARK	St. Michaels
3	SOUTHWARK	Sacred Heart
3	SOUTHWARK	Archbishop Michael Ramsey
3	SOUTHWARK	Canada Water
n/a	SOUTHWARK	Southwark [7] Waverley Boys
3	SOUTHWARK	Rotherhithe
n/a	SOUTHWARK	Walworth
n/a	ST HELENS	Academy 1
n/a	STAFFORDSHIRE	Staffordshire [1] JCB
n/a	SUTTON	Stanley Park High School
n/a	SWINDON	Headlands
3	TAMESIDE	Mossley Hollins
3	TAMESIDE	Hyde Tech
3	TAMESIDE	St Damians
3	TAMESIDE	New (Egerton/Two Trees High)
3	TAMESIDE	Ashton (Hartshead/Stamford)
3	TAMESIDE	Droylsen (Littlemoss/Droylsden)
4	TELFORD & WREKIN	Lord Silkin
4	TELFORD & WREKIN	Sutherland
4	TELFORD & WREKIN	Wrockwardine Wood
4	TELFORD & WREKIN	Abraham Darby
n/a	TOWER HAMLETS	St Pauls Way
n/a	TOWER HAMLETS	Raines Foundation
n/a	TRAFFORD	St Ambrose College
n/a	WEST BERKSHIRE	St Bartholomew's School

<b>BSF wave</b>	<b>LA</b>	<b>School</b>
n/a	WEST SUSSEX	Academy 1
n/a	WEST SUSSEX	Academy 3
n/a	WEST SUSSEX	Academy 4
n/a	WEST SUSSEX	Bognor Regis Community College
3	WESTMINSTER	Pimlico
n/a	WIGAN	Abraham Guest High School
n/a	WILTSHIRE	Academy 1 - Wellesley
n/a	WINDSOR & MAIDENHEAD	Holyport Manor Special School
n/a	WIRRAL	Woodchurch High School
n/a	WOKINGHAM	Waingels College
n/a	YORK	Joseph Rowntree School

# BSF Key Performance Indicators

ECM area	NI No	Indicator descriptor	2016 target (%)
Be Healthy	57	% of 11-16 year olds participating in at least 2 hours a week of high-quality PE and sport at school. (PSA)	100
	57	% of 11-19 year olds participating in at least 3 further hours per week of sporting opportunities. (PSA)	100
		% of secondary schools graded as good or outstanding by OFSTED for the extent to which learners adopt healthy lifestyles	100
		% of secondary schools successfully renewing their National Healthy Schools Status	100
		% of secondary schools graded as good or outstanding by OFSTED for the extent to which learners adopt safe practices	100
Enjoy and Achieve Key Stage 3	74	Achievement at level 5 or above in both English and Maths at KS3 (PSA 10)	71
	83	Achievement at level 5 or above in Science at KS3 (DCSF DSO)	75
	95	Progression by 2 levels in English between KS2 and KS3 (PSA 11)	34
	96	Progression by 2 levels in Maths between KS2 and KS3 (PSA 11)	66
Enjoy and Achieve Key Stage 4	75	Achievement of 5 or more A*-C grades at GCSE or equivalent including English and Maths (PSA 10)	50
	84	Achievement of 2 or more A*-C grades in Science GCSEs or equivalent (DCSF DSO)	51
	97	Progression by 2 levels in English between KS3 and KS4 (PSA 11)	65
	98	Progression by 2 levels in Maths between KS3 and KS4 (PSA 11)	33
		Key Stage 2 - 4 CVA score	1017*
Enjoy and Achieve Inclusion	86	Secondary schools judged as having a good or outstanding standards of behaviour by OFSTED(DCSF DSO)	100
	87	Secondary school persistent absence rate (DCSF DSO)	2.13
	102	Achievement gap between pupils eligible for free school meals and their peers achieving 5A*-C, inc. Eng & ma, at end of KS4 (PSA 11)	14
	101	Children in care achieving 5A*-C GCSEs (or equivalent) at KS4 (including English and Maths) (PSA11)	20
	108	5A*-C GSCE, inc. Eng and ma, at end of KS4 for black and minority ethnic groups (DCSF DSO)	
		a) Black Caribbean	44
		b) Mixed White / Black Caribbean	47
		c) Black African	44
	e) Pakistani	46	
Pos. contr.	114	Rate of permanent exclusions from school (DCSF DSO)	0.01
Enjoy and Achieve 14-19	79	Achievement of a Level 2 qualification by the age of 19 (PSA 10)	82
	80	Achievement of a Level 3 qualification by the age of 19 (PSA 10)	51
	85	Post-16 participation in maths and science ( A level physics, chemistry, biology and maths)	25
	90	Take up of 14-19 learning diplomas (DCSF DSO)	50
	91	Participation of 17 year-olds in education or training (DCSF DSO)	99.5
Economic Wellbeing	117	16 to 18 year olds who are not in education, training or employment (NEET) (PSA 14)	0.5

2016 targets in black should be completed at both school and City level  
 2016 targets in blue should be completed at City level only

\* NB - This target is not expressed as a %