



Building Schools for the Future - Strategy for Change Part 2

RECOMMENDATION

- 1.1 To consider the attached draft Strategy for Change Part 2. The document will be submitted to Partnership for Schools on 9 May pending Council Cabinet consideration and approval on 3 June 2008.

SUPPORTING INFORMATION

- 2.1 Building Schools for the Future, BSF, is a huge opportunity to transform secondary education with significant capital investment. The programme aims to replace and renovate all secondary school buildings over the next 15 years. Derby was formally included in this programme from October 2007.
- 2.2 Our Strategy for Change, SfC, Part 1 submission, setting out the high level scope of our BSF transformation programme, was approved in principle. The next formal milestone in the development phase of BSF is the SfC Part 2 submission. We are required to submit this document by 9 May 2008. However this will be as a draft which is attached as Appendix 2 for comment.
- 2.3 Part 2 is the Detail and Delivery section of the SfC. This adds contextual, qualitative and quantitative information to Part 1, showing how we intend to achieve our objectives. It is the 'how it will be done' component. The document has been developed in line with the detailed guidance issued to Local Authorities by Partnerships for Schools, PfS. Some of the key areas outlined in SfC 2 are:
- Educational outcomes, diversity of provision, fair access and choice.
 - How BSF investment will provide added value to local educational outcomes.
 - How the authority will ensure robust challenge to schools including strategies for early intervention in the case of underperforming or failing schools.
 - How the authority will deliver personalised learning to ensure that every pupil is fully stretched and can access a broad curriculum that best suits their needs and talents.
 - How the authority will ensure the effective delivery of the 14-19 entitlement in partnership with local LSCs and local FE providers.
 - How the authority can ensure effective integration of education and other services through Every Child Matters.
 - How the authority plans to champion the needs of all pupils, including those with SEN.
 - Change management strategies – for both the authority and for schools – to achieve the local BSF vision, including Continuous Professional Development and Workforce Reform in schools.

- 2.4 Derby's SfC Part 2 submission needs to be approved by Partnerships for Schools, PfS, and the Department for Children, Schools and Families, DCSF, for the project to proceed to the next stage, which is the Outline Business Case.
- 2.5 Following endorsement by PfS, the full SfC, Parts 1 and 2, will be circulated to all Departmental policy teams for assessment in accordance with their stated priorities. PfS and the DCSF will also check that an authority's Part 2 submission is in line with the previously approved Part 1, and that there are no significant departures from the overall strategy as previously approved by Ministers. The DCSF does not anticipate the need to seek further Ministerial approval, in addition to that already secured for Part 1

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Background Papers:	None
List of appendices:	Appendix 1 – Implications Appendix 2 – Strategy for Change Part 2

IMPLICATIONS

Financial

1. Building Schools for the Future, BSF, is the biggest ever investment programme to transform secondary education in Derby, with a currently estimated £180 million to replace or renovate secondary schools at January 2007 prices, plus an estimated £25 million specifically for ICT. This estimated funding is an indicative allocation from Partnerships for Schools, PfS, based on our projected pupil numbers for 2017, and is subject to final agreement on SEN and Post 16 pupil numbers.

Legal

2. Eversheds have been appointed as external legal advisers to the project. The Council's internal lead has also been identified and legal work is about to commence on the preparation of the title information required for each site. All the sites have been identified and it is hoped that by commencing this work ahead of the procurement process this will enable early identification of possible issues that may affect the sites. There is a large amount of work to be undertaken in this task and is likely to ongoing for a number of months. By commencing this work it is hoped that any site or title issues will be resolved by the time procurement commences.

Personnel

3. This will need further consideration as the programme develops.

Equalities impact

4. The BSF programme will provide significant levels of capital funding to improve and modernise school buildings. The overall objective transforming secondary education will embrace narrowing the gaps in opportunity and achievement.

Corporate Priorities

5. This report supports the Council's key priorities in supporting everyone in learning and achieving, making us proud of our neighbourhoods and giving excellent services and value for money. BSF should also be a catalyst for community regeneration

Derby BSF Programme SfC2 version control (latest draft)

Version	Date	Editor	Changes Made
1			First draft
2	23/04/08	KA	Inserted Section 1
3	24/04/08	KA	Inserted updated Section 2
4	24/04/08	KA	Inserted updated Section 1
5	25/05/04	KA	Inserted updated ICT and sustainability sections

SECTION 1: MEETING EDUCATIONAL CHALLENGES AND KEY OBJECTIVES

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

1.1 WHERE IS THE AUTHORITY NOW IN TERMS OF EDUCATIONAL OUTCOMES, DIVERSITY OF PROVISION, FAIR ACCESS AND CHOICE?

"We recognise the strength of the city is linked to the education and skills of all individuals, the motivation of people to learn throughout life, and the commitment of employers and learning providers. We are working with partners to encourage lifelong learning and achievement by focusing on two key outcomes: improving achievement and narrowing gaps in attainment; providing learning opportunities to raise skill levels for all." Derby Corporate Plan 2007-10.

Derby has steadily improved performance relative to the National Average for KS3 in recent years. In 2007, Derby attainment equalled or exceeded statistical neighbour averages in all subjects at L5 and L6 and KS2-3 CVA was 15th best nationally. However, the city scored below national averages in all core subjects at both L5 and L6, after briefly achieving NA levels in 2006, and it is our priority to ensure that future performance exceeds the national average.

At KS4, the Council exceeded the statistical neighbour average for all measures in 2007, showing high KS2-4 CVA and a relatively high proportion of pupils achieving 5+A*-G grades. In these measures Derby exceeds national averages. Other measures, however, are lower and we are particularly committed to improving Key Stage 3-4 CVA, the headline figure of 5+ A*-C grades and that of 5+ A*-C grades, including English and maths, where there is a performance gap.

Under-performing groups of learners in Derby are similar to those on the national profile. White British pupils not only form the majority of low educational achievers; they also do worse than children with similar income levels from other ethnic groups. Research commissioned by the Joseph Rowntree Foundation *Tackling low educational achievement – Cassen and Kingdon, 2007* concludes that if white children do less well at primary school, they are more likely than any other ethnic group to remain low achievers. We recognise the need for early intervention and extended support if we are to address the needs of those learners who underperform.

The city has a good history of supplying high quality support to pupils for whom English is an additional language. However, the minority ethnic population of Derby has increased and diversified in the past three years, principally due to migration from European Community accession states. This, together with economic migration connected to a booming Derby economy, has caused issues for the four city schools with surplus places. Each of these schools has recently had to make provision for large numbers of in-year admissions. Our Secondary admissions system continues to meet a high level of parental preference, and in September 2007, 87.7% of parents received their first choice secondary school.

We have recently completed the OFSTED cycle of inspections and, while no Derby school requires special measures or a notice to improve, there are areas of concern in a number of schools which we will address. Foremost amongst these are the suitability of some buildings and teaching areas and ICT provision. These shortcomings have had an adverse effect upon the potential to develop curricula in some schools, particularly limiting vocational approaches. There is also evidence that poor learning environments contribute to lowered motivation and aspiration. *"Inadequate buildings are a barrier to improving standards of achievement. It is clear from our research that better facilities contribute to improved teaching and more opportunities for pupils and students. (HM Chief Inspector for Education and Training in Wales, Susan Lewis, 2007)*

Merrill College and da Vinci College have been subject to full re-builds under PFI in the past two years, while Sinfin Community School will open as a BSF Pathfinder School in September 2008. We believe that the major gains in attainment and improvements in behaviour and attendance are associated with greater pupil pride in their new buildings and designs being fit for purpose.

According to the most recent OFSTED for each school, the quality of teaching and learning is satisfactory or better in all schools. It is good or better in 61% of schools and 1 school was

deemed to offer outstanding teaching and learning. It is our ambition that teaching and learning should be at least “good” in all our schools with an increasing number judged to be outstanding.

11 of our 13 schools have specialist status and there is a good balance of specialist subjects across Derby. The benefits of these specialisms have, as yet, only been partially shared across secondary schools, primary partners and local communities. We acknowledge that further enhancement based upon specialist expertise and reinforced through an associated deployment of ASTs has the potential to improve teaching and learning and raise standards.

Although individual schools and localities feature good practice, and work has been positively reviewed and assessed through JAR and APA, we acknowledge that the integration of children's services needs to gather pace across secondary schools. Our ambitions for extended schools have so far not been achieved to the degree we hoped and this is an area for special emphasis.

In terms of choice and diversity, Derby has six community schools, six foundation schools and one voluntary-aided school. In the light of the ever-developing national picture, we recognise that the degree of choice and diversity within Derby needs to be transformed.

The city secondary schools and Council have developed a thriving Education Improvement Partnership in recent years. While there are many good examples of constructive partnership work across the city, we recognise that in order to effectively deliver personalised learning and to successfully implement the evolving national framework, partnerships must be further strengthened. This is particularly so for the 14-19 curriculum where we see the need for our city-wide partnership to be strengthened through federation and arrangements for joint activity underpinned by firm undertakings, based upon clear written understandings and commitments.

The development of a broad, balanced and relevant 14-19 curriculum, delivered in partnership across Derby, is a main focus of current activity for all schools and Derby College. We recognise the immense size of the challenge we face if we are to achieve a total re-construction of the 14-19 offer and the radical overhaul of teaching and learning, information, advice and guidance we require. BSF will greatly enhance the possibilities for 14-19 development, but only if building design accurately reflects curriculum need.

ICT provision is patchy across the school estate. Most schools have developed their own strategies, some good and embedded, but with others having little quality infrastructure. VLEs operate at West Park and Murray Park and the new PFI builds at da Vinci and Merrill Colleges have improved facilities, but elsewhere development is less pronounced.

We aspire to ensure that schools can make better use of data, within schools, but where relevant, across the city and in particular, data which will be increasingly available from multi-agency services. This will provide a wider, contextual view of the “whole child” to improve our knowledge of students and to help identify sometimes temporary early intervention strategies which might be needed.

Our secondary special school estate consists of 5 special schools serving learners with different needs, supplemented by enhanced resource placements at Woodlands, Saint Benedict and Lees Brook. After review, we recognised the need to re-accommodate our provision and have recently completed the building of Kingsmead School, and Ivy House Special School is being re-built in a co-location situation with Derby Moor School.

After achieving a very significant fall in the number of pupils excluded from mainstream secondary schooling in 2005/6, figures rose to a historic high in 2006/7 and currently stand at 287. It is not entirely clear why this happened; the fall was associated with the establishment of managed moves and hard to place panels in 2005/6 when the whole city was focused upon the need to tackle exclusion levels. Reduction in these high numbers is a high priority for Derby. We also recognise the need to ensure that accommodation, curriculum opportunity and levels of support for learners excluded from mainstream are appropriate to support their re-integration and prevent young people becoming NEET.

Our Strategy for Change Part 1 submission makes clear that we recognise the major commitment to workforce reform that will be necessary in order to effect the major changes required to support the step-change we will achieve through BSF. Derby has a strong record in change management, as evidenced through the way in which we have successfully supported schools through National Curriculum change, Teaching and Learning Review and other developments. Our ambitious plans for transformation will, however, require the development of an effective change management strategy which supports and develops school leaders at all levels and which equips all staff to deliver the enhanced pedagogy and pupil support envisaged in the Council's vision and articulated through individual School Change Plans.

The massive investment in ICT through BSF will require particular focus. We are actively encouraging all schools to engage with the Becta ICT Self Review Framework to ensure effective decision making about all aspects of ICT across and between learning establishments. This will ensure that ICT is embedded in the curriculum, learners and teachers feel empowered, leadership decisions are made supported by evidence from data sources, and the administration and management of schools operates more efficiently

1.2 WHAT ADDED VALUE WILL BSF INVESTMENT PROVIDE TO LOCAL EDUCATIONAL OUTCOMES?

BSF will provide the catalyst to enable us to effect the fundamental changes required to achieve our vision. In particular we believe that the investment will help us improve standards to a level where Derby's attainment and CVA measures exceed national average levels in Key Stages 3, 4 and 5. This will be a big step for Derby in terms of our ten-year trend, where we have slightly exceeded the pace of national improvement, but never attained national averages in key headline measure, other than KS3 in 2006. Specific details on our Key Performance Indicators can be found in Appendix 2.

These major improvements in attainment will be achieved through a wide range of strategies to promote personalised learning. Principally these focus upon developing an understanding of **how** learners learn and deploying correct strategies, involving the learner in the design of their own learning; supplying high quality support and guidance and innovating curricula to promote a wide range of opportunities for learning, increasingly within a relevant context.

BSF will provide the flexible and adaptable learning environments within which exciting and invigorating learning for all, including for those who are gifted and talented, can feature. The new environments will be home to an appropriate range of activities, delivered during and additional to the school day.

BSF will support locality-based work on building partnerships with parents, carers and the wider community, focusing particularly upon vulnerable groups and underachieving individuals.

In particular, the needs of under-attaining groups, especially white working-class boys, will be met through teaching and learning approaches that are boy-friendly and a curriculum that offers relevance and chances to succeed through a variety of learning pathways.

BSF will enable further enhanced multi-agency support to newly arrived learners, especially those for whom English is an additional language.

We will use BSF to respond to the specific areas of concern highlighted in the recently-completed OFSTED cycle, in particular, to address deficiencies in the learning environment and ICT.

Through the opportunities afforded by BSF, Derby will secure improved teaching and learning in all schools so that it is at least good in all and outstanding in many.

The high level of estates investment will permit an expansion in the range of specialist schools in Derby. We will ensure balance across the LA and broker partnership agreements to promote the sharing of expertise across the city's schools. Teaching and learning will benefit from a major investment in the learning environment and in continuous professional development. Advanced Skills Teachers will be at the vanguard of our ambitions to transform teaching and learning.

BSF will enable us to accelerate the pace with which we can promote and extend the integration of Children's Services and Extended Schools in order to meet the needs of learners and their families at locality level. In particular our capacity to meet the urgent needs of the most vulnerable groups, including new arrivals and learners admitted during the school year, will be greatly enhanced. Extended schools will increasingly become hubs of locality development and activity and bases for a wide range of learning and recreative programmes of activity that will contribute to the regeneration of neighbourhoods and community cohesion.

OFSTED has noted that many of our schools have improved their KS3 and KS4 curricula in recent years; several have been rated outstanding. The Council will support schools in further developing the Key Stage 3 curriculum by continuing co-development work with QCA. In particular, we will ensure that school building plans recognise the shifts in curriculum offer and radical changes to ways of working that will characterise the future of education. The ubiquitous provision of ICT is a key aspect of this.

The co-location of special needs and mainstream schools will be a major step in advancing the principles at the heart of *"Removing Barriers to Achievement"*, particularly in the appropriately-designed facilities that will emanate from BSF.

Our already effective Healthy Schools strategy will further develop through the improved sports facilities and catering provision that will be developed through the BSF building programme.

Derby's schools will offer greater than ever choice and diversity and present a rich mix of academies, trusts, voluntary-aided, foundation and community schools. This choice and diversity will be widened through an increase in the range of specialist subjects and opportunities afforded through federations in which all will play a part. The Council will facilitate this change and work to support and co-ordinate the rich and productive partnerships that will be triggered through BSF.

Nowhere will this added value through partnership be more obvious than in the area of the reformed 14-19 curriculum. BSF will enable a 14-19 choices to stem from a rich KS3 experience where basic skills are fully developed and learners display high level thinking skills and a positive approach to learning. The city-wide breadth and quality of the KS4 and KS5 experience will be transformed through BSF and feature top quality teaching, state of the art facilities and partnership delivery reinforced by specialist expertise.

Derby's currently high level of exclusion from schools will be consigned to history as we work towards a zero exclusion situation. This will be realised through surrounding under-achieving and disaffected learners with the support, guidance and stimulus necessary to develop positive self-esteem and motivation. In our schools of the future, it will be much easier to put together effective strategies and support frameworks at an early stage to ensure that more and more of our young people succeed in mainstream situations.

Underpinning this transformation will be a highly effective Managed ICT service that will support every component of change to equip all learners with the keys to unlock their individual potentials.

Finally, we believe that the huge potential value that will be added through the BSF programme will only be achievable through implementing a major change-management and workforce reform initiative in parallel. BSF will clearly be a stimulus for this, but will also provide the motivation for enthusiastic participation by all schools and those who work within them.

1.3 HOW DOES THE LOCAL AUTHORITY PROPOSE TO ENSURE CHOICE, DIVERSITY AND ACCESS FOR ALL PARENTS AND PUPILS IN LOCAL SCHOOLS?

"It is clear that schools do best when they work in partnership and collaboration with other schools. They achieve most when they work with and learn from other schools; and when they work closely with their local community" (2020 vision)

Derby, in common with most local authorities, has a history of ad-hoc positive collaboration between schools. This has developed through good interpersonal and professional relationships between individual head teachers and the support and challenge of the L.A. In particular, a strong Education Improvement Partnership between all schools and the Council has been instrumental in developing a high level of commitment to collective endeavour. Established in 2005, this has been reinforced by common continuing professional development for all secondary and special school head teachers, including away days to tackle city-wide issues and a business agenda planned in partnership. Tangible results of improved collaboration include the establishment of hard to place and managed moves panels, joint deployment of ASTs and the development of the 14-19 Partnership. Mutual support amongst Derby schools has improved standards of attainment and helped secure a situation where none are currently in any OFSTED category of concern.

However, the Council recognises the need to formalise and strengthen partnerships if we are to continue to secure ongoing improvement of provision, raise standards and lift educational outcomes in a rapidly changing educational, employment and leisure environment.

In January 2008, the authority engaged a consultant with significant experience in supporting Pathfinder and Early Adopter Trusts, Federated schools and Academies. He has met individually, and collectively, with the head teachers of all schools for initial discussion of the potential benefits of Trusts or Federations. He has also explored partnership possibilities with the University of Derby which has a strong commitment to working with Derby schools. Initial work has revealed a positive attitude on the part of most schools towards promoting choice and diversity in Derby.

As of April, 2008, the Council has proposed two Academies, envisaged as partner institutions, replacing the current Sinfin Community School and Bemrose Community School, with Derby College as the main sponsor. Neither of these schools is likely to meet the national threshold target of attaining at least 30% GCSE A*-C grades including English and maths by 2011. The Council has engaged a consultant to support the development of the academies' expressions of interest and ongoing liaison with the sponsor.

We are proposing that da Vinci College, Merrill College and Noel-Baker Community School, which have yet to achieve the threshold will be supported to do so through a combination of strategies, establishment of Trust status and identification of suitable partners, including local high-performing and effective schools. All Derby secondary schools are committed to offering support to schools achieving below the national threshold and we intend to use our Trust consultant to further develop and formalise arrangements to secure appropriate arrangements. In so doing he will promote consultation with key stakeholders including parents, the community, the LSC, Derby College, Derby University, the Derby diocese, sport organisations, the Council and others as appropriate.

A number of other schools are actively considering Trust status and their potential participation in federations. These schools will also be supported by our Trust Consultant. Two schools have affirmed that they do not, at this stage, wish to explore Trust status, but have indicated their willingness to support schools in danger of not meeting the national threshold. A full summary of emerging developments is included as Appendix 3.

Our schools are committed to the extension of their existing specialist status. As an active partnership initiative, each Derby secondary school currently contributes a half-day FTE of Advanced Skills Teacher time to a partnership collective pool. This is deployed to help schools address agreed needs. We expect similar partnership arrangements to be extended, once formalised through our choice and diversity agenda.

At this stage, a precise timescale for implementation of our choice and diversity agenda is not available. It will form part of the brief of our Trust and Academies consultants, and we hope it will be developed through OBC phase.

As in all areas of our collaborative work, we will exploit the potential of ICT to engage with each other across Derby City, whether this be through on-line forums, sharing virtual resources, virtual communication and information sharing and in particular, through the development of robust and integrated data systems to track student progress, development, achievement and attainment.

1.4 HOW WILL THE LOCAL AUTHORITY ENSURE ROBUST CHALLENGE TO SCHOOLS INCLUDING STRATEGIES FOR EARLY INTERVENTION IN THE CASE OF UNDERPERFORMING OR FAILING SCHOOLS?

Derby's programme of support and challenge has been drawn up in consultation with our schools and developed through the Education Improvement Partnership.

Any school that is placed in an OFSTED category of concern, returns attainment figures below national thresholds, performs at, or below, FFT B estimates, shows a declining trend in results, exhibits poor pupil behaviour or attendance, is identified as not meeting statutory requirements in areas such as special educational needs, admissions, or has a budget deficit, will be placed in one of two categories of concern. Case Conferences will be established, together with an improvement plan which will be monitored by LA personnel. Derby supports the DCSF commitment to all schools exceeding the 30% 5+A*-C, including English and maths, threshold by 2011 and will build upon and develop current strategies to meet this expectation.

Derby has embraced the concept of School Improvement Partners, SIPs, who are now embedded within our systems and structures. Individual BSF School Strategies for Change have been informed by the ongoing SIP dialogue which identifies issues of concern for schools and the Council, and locates effective solutions. Our implementation of the SIP programme has been judged good to outstanding by the National Strategies and we believe strong evidence of impact is emerging.

The role of the SIP is to provide support and challenge to the school leadership and governors through a focus upon the school's own self-evaluation and the outcomes for the students. Particular attention is paid to the achievement of vulnerable groups such as those with learning difficulties and disabilities and from black and minority ethnic groups.

The SIPs are complemented by the Secondary Strategy consultants who work to support schools and to secure the improvements required through the SIP dialogue.

The Council has co-ordinator for gifted and talented students, who works in conjunction with the secondary national strategy team to implement a programme of training and support for schools and directly for students. SIPs encourage schools to identify gifted and talented students and set ambitious targets for them, supported by challenging personalised programmes.

Building upon the previous work of School Improvement Officers, our system of challenge and support has contributed to a situation where, for the first time since OFSTED inspections were instituted, no school is in a category of concern. However, Derby currently has five schools not attaining the threshold level of 30% 5+A*-C Grades including English and mathematics at GCSE, and it is our main priority to ensure that this level is exceeded by all of them in the future. These schools benefit from more intense support levels than the norm. All are currently improving and a number of them are returning high Contextual Value Added levels. We believe Noel-Baker, Merrill and da Vinci are on track to exceed the 30% threshold this summer. Specific proposals for ensuring success in these five schools are listed in Appendix 4.

Our vision for Derby is one of inclusive partnership where all schools are involved in formal arrangements that work to the benefit of young learners across the city.

The authority will also work within the Derby 14-19 Partnership to promote a city-wide curriculum that meets the needs of all learners and results in improved attendance, low exclusions and allows us to aim for a NEET rate approaching zero. We will explore the potential for triangulation of data between schools, multi-agency services and the Local Authority to monitor how our strategies are working. This will further provide evidence for our JAR. SIPs have recently received intensive training on ways of evaluating post-16 progress and will have a key role to play in ensuring the quality assurance of 14-19 programmes of study. Full details of this extended partnership framework can be found in Appendix 5.

In addition to the schools that are identified as being below government thresholds, the SIPs and LA will continue to challenge any under-performance by groups of pupils or by school subjects. Particular attention is paid to the performance of the most vulnerable groups.

Intervention plans are agreed for all under-performing schools and monitored through a system of case conferences that are convened by the Head of Secondary Learning and attended by all parties responsible for aspects of the intervention plan. SIPs also attend these conferences which are held at least once a term until the necessary improvements have been achieved. Under BSF, ICT will be used for sharing progress details between conferences, where appropriate.

We will use ICT to disseminate exemplary practice and virtual resources to wider audiences, for example, in our gifted and talented programme so that training and support for schools and students and partnership working can be accessed more widely. We will similarly explore the use of ICT in enabling accurate diagnosis and early intervention at pupil, teacher, curriculum and school levels.

We recognise that a Learning Platform, LP, will be a useful base for storing ideas, planning, developing virtual materials and e-discussions for individuals and groups of staff as well as for students.

ICT provision for the Local Authority and its schools must meet BECTA requirements at least, and full consideration will be given to enhanced provision. Appropriate training for staff roles and responsibilities in the use and applications of ICT will be identified and delivered, to ensure that staff are confident and competent in its use to support their work.

The Council willingly accepts the challenge of making “every school a good school and every good school an outstanding school” and we firmly believe that BSF will enable this vision to be achieved.

1.5 HOW WILL THE AUTHORITY DELIVER PERSONALISED LEARNING TO ENSURE THAT EVERY PUPIL IS FULLY STRETCHED AND CAN ACCESS A BROAD CURRICULUM THAT BEST SUITS THEIR NEEDS AND TALENTS?

We believe that the step change in educational outcomes which we are committed to attain will be enhanced by the capital element of BSF. However, little of consequence will be achieved without a simultaneous transformation in approaches to teaching and learning and re-modelled curriculum experiences that result in individual learners experiencing improved motivation, enjoyment and aspiration.

Curriculum provision in Derby schools has been commended by OFSTED, with many schools being judged outstanding or good, and all classed as at least satisfactory. Teaching and learning has been similarly judged, and improving test and examination scores have supported the inspection findings. BSF will enable us to accelerate the pace of improvement. In particular, it will permit us to ensure that all pupils can be involved as partners in designing their own learning, so that individual personal needs are met, both in school and beyond. Through BSF we will be better placed to provide the coordinated support and structures required if all are to achieve their potentials, whatever their abilities, talents or socio-economic backgrounds.

We will use BSF to further our work in constructing the key components of a structure within which a culture of personalised learning can thrive. This includes:

- ensuring that teachers and learners understand the how learners learn;
- increasingly involving the learner in the design and ownership of her/his own learning;
- utilising a wide, suitable range of teaching and learning approaches;
- providing flexible and adaptable learning environments;
- supplying high quality support and guidance;
- embedding assessment for learning;
- innovating curricula to promote a wide range of opportunities for learning; increasingly within a relevant context;

- constructing a full range of 14-19 provision delivered in a city-wide partnership encompassing schools, Derby College and other learning providers;
- exciting and invigorating learning for all through an appropriate range of activities within and additional to the school day and curriculum, including for the gifted and talented;
- locality work on building partnerships with parents, carers and the wider community;
- focusing particularly upon the needs of vulnerable groups and underachieving individuals.

Key to enabling and achieving all of this, is appropriate ICT provision to which BSF funding will contribute a step-change. ICT provision will massively improve our ability to:

- monitor closely the tracking and progress of all our students by a range of professionals within and across establishments;
- provide opportunities for partner organisations to collaborate and share virtual resources;
- enrich all areas of learning, providing access to virtual communication tools; information and resources to children, their families and the wider community;
- provide individual devices to our students to empower learners to engage with learning when and where they wish to do so, and ensure that this is seamlessly integrated into a system that can both store and be accessed from anywhere, at any time, by anyone with permission to do so.

In 2007, the entire Learning Division launched its involvement in promoting personalised learning through a development day during which “personalised” was defined and strategies discussed. This work has developed in a number of ways outlined below.

Derby has begun to actively promote Learning to Learn through a pilot project based around Murray Park. The lessons learned from this project will be disseminated across city schools.

Common city-wide closure day programmes involving virtually all secondary schools have taken place in each of the past three years, with improving learning at the centre of activities. These will continue into the future and promote the place of learning within BSF.

Our Secondary National Strategies, NS, Team has completed the roll out of the initial tranche of training in the new National Curriculum framework for English, maths, science and ICT. This process has begun effectively and will continue in pace with NS requirements.

Derby has been working to co-develop and pilot KS3 curriculum approaches alongside QCA and has an established structure of clusters, which include the city's special schools. These clusters form a firm basis for further developing flexible and responsive curriculum approaches in KS3.

The Secondary National Strategies Team successfully introduced Assessment for Learning into our schools in 2006/7 and intends to re-visit this initiative to ensure that it remains an embedded key component of our city learning strategy.

Derby's SIPs are continuously challenging schools on their development of their curricular offers and promotion of appropriate and effective teaching and learning styles. As new curriculum changes are being planned, SIPs will continue to ensure that these address the learning needs of individual school populations and are appropriate to the age and abilities of students. SIPs will maintain a continuing dialogue with schools about the appropriateness of learning infrastructure developments through BSF in an effort to ensure that visions of learning are supported by the provision of appropriate learning environments in Derby's schools of the future.

Further information on how 14-19 diplomas are being introduced across Derby are included in Appendix 5. Through the Derby 14-19 Partnership the authority will continue to lead and co-ordinate developments at a city-wide and cluster level in order to ensure maximum possible access to the widest possible range of high-quality courses. The role will be strategic, include a significant element of quality assurance and evaluation and involve taking the lead on organisation and planning, an important part of which will be devising a change management programme that ensures that appropriate teaching and learning is developed to effectively deliver the diplomas.

The authority will continue to work in a thriving partnership with Connexions Derbyshire to provide excellent care and guidance for all learners. The 14-19 Partnership has already established two key committees: the IAG group and the Inclusion Group which will continue to develop and assure best practice in information, advice and guidance and also champion the needs of vulnerable groups and individuals.

Opportunities for personalised learning through the formal curriculum will be expanded by a much enhanced range of complementary opportunities, promoted both within and beyond the school day. The individual visions of all schools are high on commitment to opportunities for students, their families and the wider community to expand upon their formal learning. Derby LA will support this through the development of extended schools and locality provision. BSF will facilitate this work through the provision of high quality and appropriately-designed facilities.

1.6 HOW WILL THE AUTHORITY ENSURE THE EFFECTIVE DELIVERY OF THE 14-19 ENTITLEMENT IN PARTNERSHIP WITH LOCAL LSCS AND LOCAL FE PROVIDERS?

Derby City 14-19 Partnership was established in summer 2006. Constituent membership of the partnership includes: the head teachers of Local Authority secondary and special schools in Derby City, the principal of Landau Forte Academy, The Executive Director of Derbyshire Learning and Skills Council, The Chief Executive of Derbyshire Connexions, The Principal of Derby College, the Assistant Director (Learning) Derby City Children and Young People's Services, Project Leader Derbyshire Education Business Partnership. An invitation into the full partnership has recently been extended to Derby University.

An external consultant has worked with the city over the past year to complete an audit of the 14-19 curriculum and develop mechanisms for future delivery. The Partnership has been working on developing a city-wide curriculum framework to ensure effective implementation of 14-19 reforms.

In constructing the framework, account has been taken of the STAR review, the detailed discussions held with most centres over the last 12 months, an analysis of ALPs data, the LSC LAT data, PANDA data where available.

The city is dividing into four area-based clusters in order to effectively deliver the full range of diplomas. A full list of individual cluster, school and college plans for roll out of diplomas is attached as Appendix 6.

Many protocols are already established; these include a Partnership Collaboration Agreement, Learner Agreement and Transfer of Learner Information Agreement. A number of collaborative arrangements are already in place between schools, Derby College and training providers.

Clear criteria have been agreed by the partnership to ensure the quality of the curriculum offer and to obtain effective value for money. These include: agreements over suitably qualified teachers and instructors, minimum group sizes, appropriate facilities, transport arrangements, guidance and support and standards. Common timetabling approaches will be increasingly developed at cluster level.

High quality information, advice and guidance is essential to support learners. The Derby IAG group has made draft policies, an entitlement statement, and a self assessment audit tool available. Work is progressing towards a common application procedure. The group has a lead role in developing best practice and will be responsible for monitoring the quality of provision.

BSF funding will allow us to provide data on every student to all professionals who have permission to access it across the learning estate. In terms of the 14-19 initiative, this means that attendance and assessment data will be made available across all the learning establishments to ensure that the "home" school of the student has a timely record of the student's progress and achievement from all establishments where learning takes place for that student. This will complement contextual data which will be increasingly available from the multi agency services. Our aspiration is that accreditation for learning which may take place in the voluntary sector is also included, to give the school a deeper understanding of the student's wider interests. This will permit more focussed planning for their continued learning experience

The Derby Area on-line prospectus 'Routes Ahead' was launched in 2007 with promotional materials, a magazine, supporting leaflets and lesson materials. It has links to a range of useful websites, as well as sections for practitioners, parents/carers and employers. Changes to functionality and design were made following consultation with 300 young people aged 13-24. Information on performance data and progression pathways is currently being developed. The Prospectus will be promoted as an integral part of IAG/CEG. A range of curriculum materials e.g. lesson plans and information for tutors and parents will be developed in the future.

Our strategy also requires access for students to a range of personal digital devices and on-line learning materials, support, time-tabling arrangements and related learning information and guidance. This is to ensure that they have no barriers to their learning that cannot be identified and addressed by an appropriate professional.

All students are guaranteed a 'learning offer' following review of post-16 provision, and the successful meeting of 2007 September Guarantee.

Across the city we believe the combined effects of improved learning experiences and environments, taken together with government legislation to raise participation, will improve staying on rates in existing school 6th forms by an additional five percent upon current figures. A further 500 post-16 places will become available at the proposed Sinfon and Bemrose Academies and a further 150 with the implementation of presumption at Lees Brook Community Sports College. New building by Derby College will also stimulate increased participation. There are other, smaller, variations to post-16 numbers and these are summarised in Appendix 7.

The city's special schools and PRU are key partners in our 14-19 strategy and special needs students across Derby have a lot to gain from our proposals. These and other specialist providers, including the Royal School for the Deaf, already play an active part in clusters.

We believe our strategies will support the government's intention "to ensure that young people stay in education or training until age 18". We also support the belief that raising participation will ensure that all young people - especially the most vulnerable - will benefit from the opportunities provided by continuing in learning.

We will ensure that our strategies impact directly upon standards by providing a more appropriate and engaging curriculum, particularly for those who are currently likely to become disaffected, or disengaged. Securing a reduction in the percentage of young people who are NEET is a high priority and we will focus particularly on supporting disaffected and under-attaining learners.

We expect ICT to be embedded in the curriculum and for ICT to empower and enthuse our students, as they become increasingly independent learners in control of their own learning.

1.7 TO WHAT EXTENT IS THE LOCAL AUTHORITY ENSURING EFFECTIVE INTEGRATION OF EDUCATION AND OTHER SERVICES TO SUPPORT THE DELIVERY OF THE EVERY CHILD MATTERS AGENDA AND OTHER RELEVANT CORPORATE PRIORITIES?

Every Child Matters is at the heart of the Derby vision for Integrating Children's Services. Our Children and Young People's Plan is the overarching strategic planning document for the CYPD and its wider partnership. It identifies the challenges and confirms our priorities in the delivery of integrated working practices.

In February, 2008, Derby's Joint Area Review concluded that: *"Services are effective in engaging with children and young people and their carers to promote their health and well-being. The Healthy Schools initiative has been very successful in Derby. There is a good range of initiatives to promote sexual health, smoking cessation and reduce alcohol and substance misuse. Staff in schools, and other services, are also well supported and trained to provide targeted help in these areas."*

We view the BSF programme as crucial to furthering our aims and aspirations particularly through enhancing our capacity to:

- Transform the ways in which young people learn during and outside the school day by providing high-quality buildings, stimulating learning environments and the opportunity to engage with on-line learning tools and materials when they choose to do so, allowing learners greater autonomy in their choice of when and where to learn;
- Increase community access to learning and recreational opportunities and improve the quality of support and guidance to families. This will include exploitation of the learning platform to engage with families, offer learning opportunities for them in, for example, parenting skills and advise them of, for example immunization programmes. We aspire to a learning platform which, once used confidently by the community, will store their learning experiences, encourage engagement with life-long learning and promote their development into e-confident citizens;
- Improve the quality of services and the efficiency of their delivery by supporting increased multi-agency working and a local delivery model;
- Complement and enhance strategies to address local regeneration priorities. We will use the learning platform to advertise courses to help residents secure employment, increase opportunities for improved employment prospects and access services in our drive to regenerate areas of the City;
- Provide excellent learning environments within well-designed buildings where management of behaviour, safeguarding and reducing bullying will be supported by improved ICT access and security systems, and purpose-built accommodation;
- Improve access to information and data via a bespoke LP enabling all agencies working with children and families to better co-ordinate support programmes.

The overall future development of Integrated Childrens Services in Derby is being informed by the outcomes of the Area One Trailblazer which was established in November, 2006. The Trailblazer has pointed the way to the resolution of many of the logistical issues involved in integrating services at a locality level, and recent lessons from Area 1 may well enable other areas to co-locate services much more easily. Other parts of Derby are already beginning to benefit from the pilot work undertaken in Area One, notably the Mackworth/Morley Sure Start PCT access.

The formal evaluation of the Trailblazer by the University of Derby will be completed shortly. However, a number of consistent positive messages are emerging:

- improved communication, information sharing and co-ordination
- increased understanding of worker roles
- development of shared language, trust and co-operation
- improved service to vulnerable children and young people, bridging to prevention
- shared responsibility; efficiencies arising as duplication is avoided
- gaps in service covered more easily and closed
- progress on quantitative performance targets maintained or improved
- improved consistency of key professionals around the child and service response
- professionals in integrated teams learning from one another

With the increasing availability of data from multi-agency services, over time, and with protocols in place with regard to data security and protection, schools will be able to take account of this, to give them a better perspective of the “whole child”. This contextual data will help schools to identify earlier, the need for intervention, and more closely focus on the individual student needs in terms of progress, interests, health, domestic circumstances and emotional well-being when this is needed. This additional data will also assist in planning their learning pathways.

Area One schools report a significant improvement in partnership working. The establishment of multi-agency meetings in schools has provided a practical demonstration of the partnership’s commitment to share responsibility and secure the right service for the right child/young person at the right time. Although meetings are routinely hosted in secondary schools and a significant number of primary schools, more work remains to be done to further develop best practice and Derby is committed to pursuing this. At secondary school level this work will be supported through the development of partnership agreements between schools and the Youth Support team.

We will look to “triangulate” our data to check that our strategies for improvement are working and that we develop the evidence for this. For example, electronic registration in schools several times a day would help to reduce truancy levels. Reduction in truancy levels could be linked to reduction in day-time petty crime, as reported and evidenced by data from our Youth Offender team. This could further be linked to reported reduction in Juvenile Court appearances.

At the heart of the BSF Strategies for Change for all our schools is a commitment to improve partnership working facilities. Through BSF all schools will be better able to support the work of agencies operating within the school and the local community, including providing facilities for our virtual area teams and networks. Derby LA is committed to incorporating school aspirations into our plans for the roll-out of locality services to respond to the needs of learners and their families.

Design improvements in all our schools will create appropriate meeting places, interview rooms and reception areas that are increasingly aligned to support multi-service activity.

Derby is explicitly committed to supporting and contributing to local regeneration priorities and will support schools in developing solutions to accessing increasingly co-ordinated locality services delivery. In particular, we will emphasise work with the proposed Sinfon and Bemrose Academies and the federated schools centred upon da Vinci and Merrill Colleges in order to provide more effective support to the increased numbers of pupils admitted after the start of the school year.

All our schools will be involved in extended services clusters, providing access to learning for communities, including remote access via ICT.

Significant improvements in ICT infrastructure will improve schools’ capacities to manage behaviour, safeguard children and reduce bullying and harassment.

We recognise the importance of Sport in Schools and our strategy for securing improvements are set out in Appendix 8. We are committed to ensuring all pupils have the opportunity to take part in up to 4 hours of sport each week.

We obtained Beacon Authority status for Healthy Schools in 2007 and the 2008 Joint Area Review identified this as a strength for Derby. We will continue to promote healthy and safe lifestyles. BSF will add value through enhancing the facilities and opportunities for physical exercise within and beyond the school day and providing environments that support healthy lifestyles.

1.8 HOW DOES THE AUTHORITY PLAN TO CHAMPION THE NEEDS OF ALL PUPILS, INCLUDING THOSE WITH SEN?

We are dedicated to delivering our corporate vision of: *“building a brighter future for children and young people that provides a healthy, safe and happy childhood, with the opportunity to achieve their full potential.”*

1.8.1 SEN pupils

Our forward plan for Special Educational Needs has been developed to reflect the government strategy for SEN *‘Removing Barriers to Achievement’*. The plan reflects the four key themes of the government strategy – early intervention; removing barriers to learning; raising expectations and achievement; developing and improving partnerships.

BSF will enable us to better realise these four themes through:

- Supplying better learning environments that are carefully and appropriately designed;
- Improving access to a wider range of facilities and activities;
- enabling a more involving and appropriate curriculum to be offered;
- facilitating access for multi-agency provision to support learners and their families;
- widening opportunities for young people with SEN to integrate into mainstream activities;
- enhancing personalised learning enriched by 21st century ICT resources which empower learners, provide access devices to the curriculum for those who need it;

- allowing improved assessment through a data-rich managed learning environment, allowing self-assessment for learning, and that of peer and professionals ;
- furthering opportunities for family learning through the LP;
- Embedding ICT in the curriculum, but also in the management, organisation and administration of schools to provide greater efficiency in the wider business of schools;
- considering how data/electronic reports from a wide range of professionals can contribute to decisions about IEPs, enabling closer focus on identifying and meeting needs.

In order to maximise participation and remove barriers to learning for all children and young people in their local educational setting, we have taken the opportunity afforded by BSF to close some existing special schools and co-locate replacements alongside mainstream schools. Special schools working directly with those pupils with the most complex needs will support mainstream schools develop their capacity to support children with a range of special educational needs. We believe our strategy, enhanced by BSF, will allow us to provide a much enhanced service to learners with special educational needs.

The proposed co-location of special schools alongside or close to mainstream schools offers pupils and staff from special schools the 'best of both worlds' with access to a wider range of facilities, resources and experiences, whilst retaining the specialist teaching and support. Co-location will allow much increased pupil integration, especially social development, and in sport, music, drama, art and vocational courses.

For the mainstream schools, there will be significant benefits for young people who will gain through interacting with a wider peer group and through this develop their understanding of all members of society. Staff will be able to access a wider range of expertise to assist them in meeting the needs of learners.

Working arrangements between co-located schools will start as memoranda of agreement, but may well develop into harder federations or Trusts over time. Co-location on mainstream sites also offers opportunities to organise the delivery of Health based services and family support services alongside special and mainstream provision.

Our specific proposals are for:

- St Martin's School to co-locate with Noel-Baker School
- Ivy House School to co-locate with Derby Moor School
- St Andrew's School, which is sited adjacent to da Vinci College, to federate closely with da Vinci and other secondary schools in the N E Derby Cluster
- St Clare's School to remain on the existing site, but to benefit from new build and enter a virtual federation with secondary partners to deliver a wider curriculum
- The newly established Kingsmead School to cater for 45 KS3 and KS4 EBD pupils and be the hub support for Derby PRU activities. It will thus link with all secondary schools in the city, supporting them in attempts to retain and re-integrate EBD pupils
- The hearing impaired unit at Woodlands Community School and the visually impaired unit at Saint Benedict Catholic School and Performing Arts College to have slightly increased numbers and to federate with the Royal School for the Deaf.

We believe that increased co-location will allow Derby City to offer parents opportunities for their children to access the full range of provision. However, where learners have significant complex needs a small number will be accommodated in special schools in other Local Authorities.

It will be a high priority to plan and work jointly with other key partners in implementing the inclusion strategy. We are committed to working co-operatively and flexibly with Social services, Health Service, Connexions, Learning and Skills Council and the voluntary sector to ensure that inclusive principles are central to assessment and planning for all pupils.

The increasing availability, over time, of data from multi agency services, referred to earlier, means that schools will have more frequent and timely information available to them, so often needed for children with special needs. This will mean that for some students, shorter term intervention strategies can be put in place and monitored closely, as well as those for longer term.

We value the contribution of partner establishments and the voluntary sector to the achievements of our students, and wish to have assessment, attendance and behaviour data available to the 'home school' of our students so that schools have a better picture of their students' interests and accomplishments. This will inform the planning of learning pathways for individual students.

We will explore the use of ICT for collaborative working opportunities, shared planning brainstorming and communication.

A number of schools house learning support units and these will continue. Additionally, each of the four secondary school clusters in Derby has agreed to locate within its area a Key Stage 3 re-integration facility for 8-12 pupils who are in danger of being excluded. These units will be supported by Kingsmead School and will deal with assessment, turnaround and Day 6 provision.

Kingsmead will work on a number of additional sites: The former St Martin's site will be refurbished and equipped for supporting vocational education and will be the base for work with Junction 16. It will house the KS4 pupils registered at Kingsmead School, provision for sick children and the hub for the LP. The existing Southgate site will be refurbished and equipped for vocational education. The former Ivy House Special School site will be re-built and designated for post-16 students who would otherwise be NEET.

We will monitor progress towards inclusive education by collecting data and evaluating practice at LA, school and individual pupil level using the Office for Standards in Education reports - OFSTED, pupil attainment data, Performance and assessment data - PANDA and end of Key Stage results. Where relevant, we will include the contextual data derived from the integration of data from multi agency services.

Our BSF proposals have been discussed with and agreed by our SEN Regional Advisor.

1.8.2 Supporting New Arrivals

A variety of linguistic, cultural and religious heritages are represented in Derby. Significant minorities include the Pakistani, Indian and African-Caribbean communities. Over 60 languages are spoken. Recently, an unpredictable pattern of new arrivals with little or no English, largely from the EU Accession states, has been emerging and we have identified this as a major priority.

Four schools in Derby have become centres for new arrivals: Sinfon Community School and Bemrose Community School have been proposed as Academies sponsored by Derby College. The expertise of the College in providing courses to newly-arrived adult learners will compliment and support the good practice of the two schools and the potential to provide extra resources to address a diverse range of needs. da Vinci College and Merrill College will benefit from federated support from other schools in the city, additionally to improved links with Derby College.

Derby will continue to support new arrivals and more advanced bilingual learners within the context of national improvement strategies. This will include English as an Additional Language, EAL assessments, appropriate teaching methodologies, professional development, specialist language support staff, including bilingual support where available, and differentiated learning resources. BSF will provide the flexible learning spaces and improved ICT facilities required to meet the needs of individual and small group support work.

We will encourage schools to develop on-line video clips produced by students so that potential new arrivals can have insight into the school they will attend. Excerpts from a typical working day in the school will provide a flavour of what to expect in a new culture and environment.

Derby's Access Service has already developed a range of high-quality resources to support the language needs of EAL students and an improved ICT infrastructure will allow these to be easily accessed by young people and their families. Provision of appropriate learning materials will be a priority for development on the LP. The transformed reception areas that are being factored into BSF design plans will ensure that access to information and signposting to appropriate services is appropriate to the needs of new arrivals.

Where there is a need for students to be absent for a lengthy period, we will ensure that they can access on-line learning materials from abroad, hospital or elsewhere, where they have access to the Internet, so that they can continue to engage with their studies.

1.9 WHAT IS THE LOCAL AUTHORITY'S CHANGE MANAGEMENT STRATEGY FOR ACHIEVING TRANSFORMATION THROUGH BSF, INCLUDING CONTINUOUS PROFESSIONAL DEVELOPMENT AND WORKFORCE REFORM?

Derby City LA recognises the need for a change management programme designed to support the transformation of learning through BSF that exploits the full potential of new buildings and new ICT infrastructure. Our approach ensures coherence to developments at three levels – Local authority wide, locally-based partnerships, clusters and networks and at school level.

1.9.1 Local authority wide developments

These are placed within the established successful secondary Education Improvement Partnership, Derby City Secondary EIP, which includes all 13 secondary schools, the five secondary special schools and the LA to meet identified needs through a range of collaborative programmes.

The following actions have already been taken to achieve the local BSF vision and support schools during a complex transition in order to avoid any 'change dip' in performance:

- all schools are part of the established Derby City Excellence Partnership. Learning and teaching is emphasised in all initiatives through the established city-wide Excellence Partnership Executive group representing secondary, primary and special schools, along with the LA, to ensure developments impact on raising pupil standards
- all secondary schools and special secondary schools have been engaged in developing strategies for change and building planning through the NCSL BSF programme. Attendance was good, including a very high turn-out at a two-day residential course in Harrogate. The Executive Director for Childrens' Services and key Assistant Directors participated in this event
- a 'Core BSF group' consisting of head teachers and key LA staff has been formed to consult, manage and co-ordinate BSF developments; the Executive Director for CYPS holds scheduled meetings with core BSF officers
- a secondary CPD co-ordinators' network ensures that CPD, workforce development and recruitment and retention issues receive a high priority and developments are co-ordinated across all schools
- an annual programme of CPD/workforce development opportunities has been produced containing a range of centrally co-ordinated events including networking opportunities for curriculum leaders, NQTs, ASTs and school leaders/managers
- a co-development between all LA schools and QCA has lead to three secondary networks being established to address KS3 and 14 – 19 curriculum and qualifications.

The next stage in our development is to produce a robust plan to include timeline, responsibilities, resources and performance indicators. Derby City Council will continue to provide regular opportunities for school staff to think about learning and teaching in the future, and in so doing stimulate innovation, encourage transformation, continuing professional development, and recruitment and retention. We will:

- support head teachers through opportunities to visit recent new-builds, in order to see how different designs and working practices can impact on learning
- provide further for a for developing ideas, through newsletters; web pages; expert speakers; workshops and conferences
- offer school based consultancy and support and challenge to schools to achieve joining-up between the LA's and individual school SfCs
- continue to impress upon head teachers the need for sufficient capacity in schools so that they can continue to raise pupil achievement while progressing their BSF programmes
- continue to challenge schools through workshops and school-based consultancy to ensure innovative and effective improvements are achieved through BSF

- provide leadership and management CPD, including local delivery of NCSL programmes such as Leading from the Middle, and work with the Specialist Schools and Academies Trust programmes
- encourage teachers to be leading learners in a programme for lifelong learning.
- encourage schools to achieve or renew the Investors in People standard
- encourage schools to engage with the Becta ICT Self Review Framework in order to inform their planning for BSF.
- implement and sustained developmental performance management of teachers, head teachers and support staff linked to standards
- continue to address the under representation of Black and Minority Ethnic, BME, teachers
- support those interested in taking school based routes into teaching and those interested in masters level qualifications through partnership work with The University of Derby
- support and advise on structural reviews that support new learning in the lead up to and beyond BSF
- ensure that if changes in roles and responsibilities are identified, including the use of ICT to support these, timely and relevant CPD with opportunities for consolidation is available
- Ensure we make use of ICT systems and data to monitor the progress and effectiveness of our Strategy for Change.

1.9.2 Local Partnerships, clusters and networks

These will continue to support workforce reform and change management in a number of ways:

- Derby City Secondary EIP meets identified school and LA needs by co-ordinating collaborative developments such as a common secondary closure day for school to school networking; the development of coaching and mentoring through the agreed deployment of ASTs and other opportunities for pooled staffing and resources
- Derby City Excellence Partnership leads initiatives such as a new Derby City approach to Transfer and Transition and the further development of a significant infrastructure of facilitated local curriculum and leaderships networks to share good practice – with a specific focus on the development and use of ICT to enhance learning, staff development, sharing practice, school to school networking, work with parents, administration, and improving work-life balance

1.9.3 School level

At school level, core teams will continue to work on BSF, developing vision and strategy. Schools are approaching the visioning process in their own ways, based upon their existing consultation and development planning processes. Members of the school's senior and middle management, teaching and teacher support staff, and governors are all involved. More extensive consultation on specific proposals will follow, in which the Student voice will continue to be an important contributor, usually articulated via the School Council. There has been extensive parental consultation through parents' evenings, newsletters, school websites and other media. One school has produced a short drama set in the school of the future.

Meetings have been held between schools and their principal education partners in the public and private sectors. Schools identified for co-location will work to develop a mutual vision. The senior leadership teams of Sinfon Community School, Bemrose Community School and Derby College will work together to develop a vision for the proposed Academy.

Representatives from school core teams have joined colleagues from other schools and the Council to form an authority-wide transformation group. This has been focused through a 5 day course run by The National College for School Leadership and will help steer BSF.

To support BSF, two consultants have been retained to provide support to individual schools in developing their strategies for change. Each school has a named consultant whose role is to ensure that school visions address the national policy areas set out in the LA SfC Guidance, key outcomes and KPIs for post BSF investment, with appropriate targets and timescales and the development a robust approach to monitoring progress and evaluating improvements

The LA has also recruited a consultant to promote discussion and partnership work that is likely to lead to the development of Trusts and Federations across Derby.

The SIPs for each school have been briefed and will support schools in developing individual strategies for change that meet agreed priorities emerging from the SIP dialogue.

Schools will have a data-rich environment where students can be identified in terms of, for example, their progress, attainment, location-at-any-time, learning pathways, targets and any other relevant information. E-portfolios will store, for example, their prior learning on the learning platform, to be accessed from wherever learners choose, including partner establishments.

We will ensure that schools are supported to make judgements about the pedagogical benefits of ICT resources, before purchase, in order to ensure that the potential impact of these on learning is understood. This will ensure the sustainability of these beyond the initial motivating factors associated with new equipment. We will encourage suppliers to offer piloting opportunities to schools in order for schools to assess how emerging technologies will benefit learning.

1.10 HOW WILL THE LOCAL AUTHORITY HARNESS THE OPPORTUNITY OF BSF TO DRIVE DOWN CARBON EMISSIONS FROM SCHOOLS AND PROMOTE SUSTAINABLE BEHAVIOURS AMONG PUPILS AND THEIR COMMUNITIES

1.10.1 City Council Targets

Derby City Council has set itself a target of a 25% reduction in carbon emissions from all its activities by 2011. As Council buildings account for around 80% of the Council's admissions, improving the energy efficiency of schools will have a significant part to play in achieving this goal. The Council has developed a comprehensive action plan to put measures into place to meet its 25% target. Although none of the schemes in Derby's BSF programme will be complete by 2011, Building Schools for the Future gives the Council a unique opportunity to reduce carbon emissions from Derby schools and to improve the sustainability of its communities by showcasing best practice and leading by example to encourage behaviour change.

We will achieve this target by developing a sustainable energy strategy for each school in the programme. Specifically, we aim to achieve a BREEAM 'Very Good' rating for all new build

schools making best use available of the extra funding available. We also aim to reduce carbon emissions in our refurbishment schemes by prioritising sustainability in the design process.

1.10.2 Promoting sustainable behaviours

We aim to make our school buildings showcases of sustainability and we will work with school users to encourage sustainability practices in schools. We recognise that user behaviour is very important to support this. All schools in the programme will have a school travel plan and we will support school involvement in the Green Flag initiative to save energy and exhibit sustainable behaviour.

SECTION 2: ADDRESSING KEY ESTATE PRIORITIES AND PROJECT PLANNING

2.1 PROCUREMENT STRATEGY

We will be procuring a Local Education Partnership, LEP, to deliver our BSF programme and to procure an integrated managed service to deliver ICT to schools. This approach has been agreed by Cabinet on 18 March 2008 as set out in the Cabinet paper contained in Appendix 9.

We have also committed to use the PfS standard documentation in the procurement process, subject to minor variations to reflect project specific issues, including:

- template ITN/ITCD documentation;
- template output specification for PFI, Design & Build and ICT;
- the Strategic Partnering Agreement;
- the Shareholders' Agreement;
- the PFI contract;
- the Design & Build contract;
- the ICT contract; and
- Voluntary Aided School or other back-to-back agreements, where required.

This commitment is set out in the Cabinet paper dated 22 April 2008 in Appendix 10.

The local LSC is represented on the Project Board and has been very supportive of the Council proposals. The Council has explored with the LSC the possibility of joint procurement for FE capital projects but a suitable opportunity has not been identified at this stage. Discussions are continuing as part of our work to identify the scope of the LEP.

It is currently envisaged that the services to be provided by the LEP will be:

- PFI provider for the operation of possible new build schools
- Facilities Management, FM, provider for PFI schools
- Design and Build contractors for the remaining schools
- Design team for all schools; and
- ICT managed service for all schools.

At this stage, we anticipate that catering will not be included within the FM similar to the approach adopted by elected members in our previous Grouped Schools PFI project.

For the design and build schools, it is important take a consistent approach to FM services and avoid creating a 'two tier' estate. The current position is that schools purchase a range of hard and soft FM services, from both the Council and private sector providers. Our early thinking is that there is a real potential for greater opportunities and efficiencies if all hard FM services were delivered through a LEP model approach. We are therefore currently considering this further, and are identifying existing expenditure on schools maintenance in order to produce properly funded FM proposals for consideration by potential private sector partners, PSP.

We anticipate that the LEP will include a full ICT managed service for all secondary schools in the City not just the BSF schools. This will mean that the schools completed as part of our Grouped Schools PFI project, da Vinci Community College and Merrill College, and the Sinfin BSF Pathfinder School and Ivy House will also have the opportunity to buy into the ICT contract to ensure an integrated, city-wide service.

The Council is undertaking a formal options appraisal for early consideration of any wider services that could be included within the LEP. An initial workshop with senior officers from across the Council, supported by PfS, is scheduled for 19 May 2008. The appraisal will be completed during the summer, and the results fed into preparation of the OBC and our OJEU notice.

The Council recognises the importance of ensuring our proposals are acceptable to the market. We are planning to hold a soft market testing event in July 2008, to assess the level of interest in Derby's programme. This event will be followed by individual meetings with potential bidders, including ICT companies, and a more formal bidder's day in autumn 2008.

2.2 ASSESSMENT OF EXISTING ASSET BASE AND PUPIL NUMBERS

2.2.1 Existing asset base

The secondary school estate in Derby requires major transformation. The majority of the estate dates from 1920 to 1970s, with incremental developments added over the last thirty five years.

Five secondary schools in the city have been completely rebuilt in recent years or are being rebuilt at present. da Vinci Community College and Merrill College were replaced under the Council's Grouped Schools PFI Contract and opened in September 2006. This investment has provided the opportunity to transform education resulting in significant improvements in Key Stage 3 and 4 results.

Sinfin Community School is currently being rebuilt as a BSF Pathfinder following a major fire in March 2006 and will be completed for September 2008. Ivy House Special School is being rebuilt and co-located with Derby Moor Community Sports College and is due for completion by January 2009, and the Kingsmead Special School moved into new accommodation in September 2007. Both of these special schools were funded through successful Targeted Capital Funding bids.

The PfS Design Advisor and CABE – Commission for Architecture and the Built Environment – Enabler have visited all the secondary schools in Derby's programme. Although they have commented on elements of good design and good practice in schools, they have confirmed that the condition and suitability of many of the buildings means that they will not be capable of delivering educational transformation without major investment or replacement.

The Council's Property Services team began a five year programme of detailed visual condition surveys for all schools in the city in 2004. Our external technical advisors have reviewed surveys completed as part of this programme and have carried out surveys for schools in the programme that had not been surveyed. A summary of the condition information for each school is shown in Appendix 11.

A full review of the suitability information for all secondary schools in the Asset Management Plan was carried out in 2007. A full suitability survey of all special schools was completed in 2005. This data has been reviewed by our technical advisors and is summarised in Appendix 11.

The Council also holds Type 2 Asbestos surveys on all of its stock and Access Audits on a majority of its school properties which have been considered as part of the assessment of our existing asset base.

Our technical advisors have visited every site involved in the programme and have drawn up a number of options for each site. These options were informed by the Asset Management Plan data and have been costed to make sure that they are affordable.

A high level assessment of the FE estate in relation to the 14-19 delivery based on LSC data also is being on-going.

2.2.2 Pupil numbers

Derby has a good record in planning school places, having regularly reviewed numbers through the School Organisation Plan. Our projection model has proved to be an accurate indicator of future numbers, and provides a sound basis for the pattern of school organisation post-BSF.

Derby already has a close match between supply of and demand for school places whilst offering a good range of choice for parents. Surplus places are not a major issue in Derby following the

closure of a secondary school in 2003. A number of significant housing developments will take place across Derby over the next decade which is forecasted to result in a marginal increase in 11 to 16 pupil numbers.

In total, we anticipate that the need for secondary pupil places will increase from 14,322 as at January 2007 to 15,159 in 2017. The projected number of pupils that are expected in ten year's time in Derby is set out in tabular form below.

Year	Projected Secondary Age Pupils
2007/2008	14,245
2008/2009	14,155
2009/2010	14,242
2010/2011	14,406
2011/2012	14,531
2012/2013	14,698
2013/2014	14,746
2014/2015	14,941
2015/2016	15,026
2016/2017	15,159

Three of Derby's mainstream secondary schools are not part of the BSF programme. Two of these schools were rebuilt through the Council's PFI project and one through a BSF pathfinder bid. For those schools within the BSF programme, an increase from 11,983 places in 2007 to 12,140 in 2017 is forecast. This is the figure contained in our SfC1 submission. These figures have been used as the basis for our FAM calculations detailed in Section 2.6 and Appendix 7.

PfS have agreed that new outline planning approvals for proposed new housing developments can be included when the FAM is reviewed at OBC.

Please see Appendix 7 for details of proposed planned admission numbers, PANs, in schools pre and post BSF. These numbers take account of the current attendance data and future growth. The proposed aggregate PAN post-BSF is 3,106, which gives 15,530 places. Therefore it is projected that 371 surplus places will exist across Derby's secondary schools. These places will be spread across all schools in the city with around 2.5% surplus places city-wide. PfS have provisionally agreed the 11-16 numbers, however, discussions are continuing to align numbers to forms of entry.

Demand for post 16 provision is continuing to be assessed. The numbers allow for growth of 5% in the post 16 participation rate and also allow for additional provision in Derby's two proposed academies.

The need for SEN provision and enhanced resource places at mainstream schools has also been assessed and these numbers have been provisionally agreed with PfS.

2.3 PRIORITISATION OF BSF INVESTMENT

2.3.1 Phasing of BSF programme

Derby's BSF programme is a single wave programme which will be grouped into three sequential phases of schools. These have been prioritised in accordance with education and social need, as set out within the DCSF criteria, including GCSE results, eligibility for free school meals and Index of Multiple Deprivation data. A matrix has been set up to score each school on these factors, together with building need, so that the schools could be objectively split into three phases. Most scores were calculated by ranking the data for each factor and then using a variance calculation to give each school a rating within the local context. The factors used in the matrix and a copy of the completed matrix is shown in Appendix 12.

The Council wishes to minimise the risk of disruption caused by decant during the construction phase of the project. The options generated during the options appraisal process were also scored on levels of likely disruption to the learning environment during construction.

2.3.2 Sample schemes

During the procurement phase, each bidder will carry out detailed design work on two sample schemes, one of which will be a PFI new build scheme and the other a design and build refurbishment. The sample schemes need to be high value schemes that provide a good representation of the overall scope of the project.

Following the options appraisal there are three new schools requiring procurement under two PFI contracts; Lees Brook Community Sports College and one for Noel-Baker Community School with St Martin's Special School co-located on the same site. The Noel Baker/St Martin's site is a more challenging scheme from an educational transformation and design perspective with the desire for shared facilities. The capital expenditure on this scheme is also significantly higher than on Lees Brook and will therefore be more suitable as a sample project. It will also be useful to have the design of a special school as a sample because there will be significant capital work on special schools in subsequent phases of the project.

As the largest re-modelling scheme in the programme, incorporating elements of new build, major and minor refurbishment, Derby Moor Community Sports College has been selected as the second sample scheme. Derby Moor, Noel-Baker and St Martin's all score highly in the prioritisation matrix particularly on educational need.

The other non-sample schemes to be completed during the rest of the programme in phases 1b, 2 and 3. The phasing of Derby's BSF programme is shown in Appendix 13. The phasing proposals have been developed in consultation with our PfS advisors and secondary head teachers. This approach is also fully supported by Derby's Section 151 officer.

2.3.3. Proposals for overcoming 'blight'

We anticipate that no schools will be blighted by inclusion in later phases of the scheme as Derby is a single wave authority, with three phases of investment over a short timescale. The projection of pupil numbers at 2017 confirms the need to slightly adjust the capacities of some schools but as there are no proposals for amalgamations or closures of schools, we anticipate any blight will be minimal. Indeed secondary head teachers are supportive of the proposed phasing of schemes. We are, however, continuing to review the potential for blight throughout the options appraisal and prioritisation process and will continue to do so through the development of OBC. Potential blight was one of the considerations taken into account when identifying the phasing of the programme. We have also had dialogue with Derbyshire County Council, our neighbouring authority, about the phasing of their BSF schemes in schools close to the city boundary to ensure there is no negative impact on choice and diversity.

2.3.4 Asset management prior to BSF investment

The Council is aware of the importance of continuing to invest in schools prior to BSF and the BSF Project Team is working with the Asset Management Planning Team to ensure that health and safety issues are addressed and that devolved formula capital is spent wisely. Schools will be party to and made aware of the ICT proposals under BSF and can plan their investment prior to BSF in the interim years appropriately. Schools will continue to be appropriately supported in educational terms throughout the development and construction phases of the project.

2.4 ESTATE OPTIONS

2.4.1 Potential disposals, site acquisitions and amalgamations

There will be no major disposals arising from Derby's BSF programme, as there are no proposals for closure or amalgamation of any secondary schools. It is proposed that St Martin's Special

School will be co-located with Noel-Baker Community School. The current St Martin's site may be sold off or it may be wholly or partly retained for other Council use. The Council is currently reviewing its options. It is likely that the rationalisation of PRU provision will make some current PRU sites available for disposal, but this is subject to further development. These sites are not large, so will not have a significant impact on the programme.

Cabinet agreed that any proceeds from the sale of any surplus land arising as direct result of the BSF programme will be ring fenced to the BSF project and either used to fund additional capital expenditure over and above the funding envelope, or to reduce the unitary charge arising from the PFI contracts as set out in the Cabinet report on 22 April 2008 which can be found in Appendix 10.

There are no proposed land acquisitions as all proposals will be developed on existing sites, including co-locations.

2.4.2 School level options appraisals

The options appraisal process for individual schemes has been developed at school level by the BSF Project Team, representatives from the Learning Division and the programme's technical advisors with head teachers and the school's internal BSF teams.

The starting point for this process was a high level options appraisal exercise that was carried out prior to the Council's 'Readiness to Deliver' submission, which identified the likely level of new build required at each site. These investment levels were confirmed at an initial review of up-to-date AMP information compiled by our technical advisors prior to commencing the school level meetings to identify estate options.

The options for each site were developed within the parameters of Derby's programme to ensure that each proposal:

- was set within the authority's strategy for educational transformation as set out in SfC Part 1 and 2
- delivered the school's education vision with minimal disruption
- addressed condition, sufficiency, suitability and demand places within site constraints
- was deliverable within the overall programme funding envelope.

Details of the options appraisal methodology can be found in Appendix 14.

Once a number of options had been developed for each site, the options were scored to ensure that they met the school level and programme level education visions. This led to a preferred control option being selected for each site. A summary of the options appraisal process and the various site level appraisals carried out prior to selecting the preferred options are shown in Appendix 15.

2.4.3 Preferred options for each site

A summary of the proposed building programme for Derby's BSF programme can be found in Appendix 16.

Drawings showing the planned scope of works for the preferred option at each school are included in Appendix 17.

Our technical advisors have produced an indicative cost for each preferred option, which shows that the options are affordable within the overall capital budget available for the programme. These costs are shown in Appendix 18.

A number of options for the pupil referral unit are being developed in discussions with PfS. These will be based on an initial proposal to site Key Stage 3 and 4 provision on either existing mainstream school sites or stand alone units. The vision for the PRU continues to be developed

and more detailed proposals will be set out in our OBC submission. We have included provisional sums within the overall BSF funding envelope as the vision continues to emerge.

BB98 and BB77 recommendations and Asset Management Planning data have been considered in developing the control options. Members of the BSF Project Team and our technical advisors are in on-going discussions with the Council's Planning and Highways departments about the proposals.

2.4.4 Risks likely to impact on costs

The BSF Project Team has set up both a programme risk register and a register of risks at each site. More information on the risk management approach can be found in Section 2.8.8.

The scoping of the project has included a detailed examination of the options at all sites and the cost of each option has been supplied by our technical advisors. The preferred option at each site can be contained within the overall funding envelope allowing a prudent contingency to be retained for unforeseen capital costs on individual project and to reduce the risk of overspending. A further contingency for ICT capital works has also been set aside for this purpose.

It is recognised that the cost of site abnormalities in excess of the amounts allowed by PfS is a potential risk. There are no new sites, which reduces this risk but it is recognised that individual refurbishment projects might involve significant temporary accommodation and decant. Early identification of these abnormal costs and agreement with PfS on funding is therefore a high priority in developing our OBC. To support this process, detailed site investigations have been commissioned with our technical advisors and are about to commence for all schools. In addition, title investigations for each site have already commenced and are on-going at the time of SfC2 submission and discussions with the planning department continue. The information identified will be used to update the site and programme risk logs and identify any cost implications for the schemes.

We anticipate that as there are no amalgamations or school closures as part of the programme, the proceeds of land sales are not expected to contribute significantly to the project. The sale price risk will therefore have a low impact on the project.

It is understood that the risk of change in building inflation and other elements of cost included in the financial models between PRG approval to the OBC and financial close will be borne by the Council. With support from our technical and financial advisors we will ensure that the factors used in the models will be robust and that sensitivity analysis should measure the cost of potential changes at all stages. We recognise that the cost of any delay in the programme between these two events would have to be borne by the Council and should be avoided.

2.5 ICT MANAGED SERVICE

2.5.1 Scope of service

BSF gives the Council the chance to create new physical and virtual spaces at the same time. The two taken together will constitute our 21st century environment for learning. We believe that the successful implementation of our ICT strategy will result in improved outcomes in terms of professional practice and student learning and performance.

We are committed to the procurement of an ICT managed service as it will secure the required levels of functionality and performance for our new learning environments. To support our transformational strategy, we will require the managed service provider to be learning led and committed to delivering tangible improved outcomes and deliverables for all our learners.

It is our expectation that ICT will permeate our "smart" environments, where, for instance, intelligent IP networks will seamlessly harmonise access control, CCTV, telephony and acoustic solutions across flexible spaces that can be easily reconfigured.

The managed service will support the streamlining of management and administrative functions and thus increasing the effectiveness and efficiency of the way in which schools are run. We will

look to our managed service partner to provide a completely integrated ICT provision, including LP and MIS products and services, into a single flexible managed learning environment. This will enable effective assessment for learning, online registration and tracking of attendance in multiple virtual and physical settings, so reducing bureaucracy and workload. The area-wide managed service will support the development of more effective and responsive core service delivery, such as administration, finance and human resources. The service will also provide tools that facilitate school planning, self-review and self evaluation, benchmarking and effective area-wide communication and collaboration between schools and the authority, particularly Children & Young People's Services.

2.5.2 Transition

We have worked with colleagues from schools, including head teacher representatives, to establish appropriate and positive expectations. Following a number of information gathering events, including workshops and one-to-one meetings with schools, colleagues have agreed in principle to the establishment of a managed service for ICT.

Our current learning estate reflects the reality that not all of our institutions are at the same stage of development. We are looking to build on this platform and rapidly accelerate the development of ICT and its applications in all our schools whilst still permitting schools to develop their areas of strength and specialism through innovation and collaboration. We will be encouraging schools to utilise the BECTA Self-Review Framework to support them in their planning and transition arrangements.

Prior to the implementation of BSF, we will continue to make best use of existing ICT grants to continue to develop the infrastructure with particular emphasis being placed upon home access. We will also seek opportunities, in partnership with schools and other providers, to develop our awareness of systems, software and hardware solutions in order to ensure an informed client response to procurement and to provide a secure practical knowledge base for our professional development programme.

Currently our ICT advisers are supporting schools in the completion of School Change Plans. They are also supporting a total cost of ownership, TCO, exercise per school to enable head teachers and governors to accurately identify the costs which they currently incur for the provision of ICT services. As part of this exercise, the advisers will also complete an audit of current ICT commitments which will impact upon the transition from the current position to the managed service.

Where schools are currently seeking to negotiate ICT developments and contracts, such as to meet the Harnessing Technology targets, we will seek to ensure that these contracts do not extend beyond the introduction of the managed service.

During the development of OBC and the ICT output specification, we will further clarify the requirements for school-based technical support. It is already clear that some technical staff in schools currently contribute in significant ways beyond their technical support function such as by providing support for data analysis, staff development relating to ICT. We will clarify where these additional functions are being discharged and, if required, how staff will be redeployed from the technical role into a new role directly employed by the school.

2.5.3 Flexibility

The core service required will robustly deliver industrial strength anytime, anywhere, any pace, any place learning through a range of mobile ICT-on-demand devices that provide a mixture of universal and specialist facilities. However, the service must be customisable to meet the specific requirements and circumstances of the schools including where appropriate their specialisms. We will expect potential partners to identify and quote for core and enhanced services – including a full range of service options that support our ambitions for extended schools.

These core and enhanced services must be presented transparently and in a jargon-free manner to enable schools to understand the affordability and added value of the range of services and

solutions available to them and the learning gains that they might reasonably expect to accrue when procuring these items.

It is important that schools are empowered with a sense of ownership of the procurement process. We are looking for an enabling partner that will ensure schools are confident and competent to make pertinent and informed decisions about the level of provision they require to meet their strategic priorities regarding teaching and learning.

We have worked and will continue to work in a spirit of collaboration with our schools, through a number of channels including our BSF ICT Reference Group, to identify a minimum set of common or core requirements in all the four sections of the ICT output specification. This core must act as a platform for 0-19 collaboration and communication, supporting the strategy of the Education Improvement Partnership, and enable the development of flexible federated arrangements.

In particular, the learning platform must provide the opportunity for students across this age-range to have institution independent access to resources from all appropriate learning institutions including FE and Primary partners. Linked services and resources should be available from a range of devices and should cater for user preferences as well as taking account of developments in technology.

The introduction of a single flexible learning environment must not significantly impact on the progress made by schools who have already invested considerable time and resource in the technology. We will work with schools to identify best practice and will require the managed service provider to develop a clear transition strategy. We recognise and support Becta's interoperability strategy for online tools and services and will require the managed service provider to support its implementation.

We will emphasise the scope for innovation and research and development – both pedagogical and technical – as a priority. We expect that students and staff in our schools will need opportunities to explore new approaches and tools. Our managed service provider must facilitate and support innovations and provide straightforward processes for adopting those that are successful.

2.5.4 Scalability

The managed service will initially be focussed at the secondary schools in the BSF programme. However, our procurement strategy will enable us to extend the managed service to include all schools, primary and secondary, and potentially FE and work-based training partners. As a result, the managed service will need to be highly scalable from its initial deployment. To accelerate the impact of BSF ICT investment, we will establish those services that are not linked with the physical build process and make them available to the wider community at the earliest opportunity.

The service will link with other connectivity solutions that reach out into local communities – particularly those that have low rates of access – and the wider local authority area. To support effective multi-agency working it must provide secure connection to the home systems of those agencies whilst providing the requisite degree of security and confidentiality.

2.5.5 Wider context

The LA is currently procuring a major 13-year IT/FM contract that will provide a wide range of corporate services including strategic support, IT delivery and IT support services. To date, there has been no school involvement in the procurement of the IT/FM contract provider. It is recognised that the lack of school engagement in the IT/FM contract process could have a significant impact on school "buy-in" to the BSF ICT Managed Service if key services were delivered by the Council's IT/FM contractor.

The Council will clarify the interface between the Council's IT/FM partner and the BSF ICT managed service partner during the development of the OBC.

2.6 AFFORDABILITY

2.6.1 Capital Affordability

The Council proposes to contain the capital costs of the building proposals for each school within the funding envelope. In addition it has agreed to provide for any works external to school sites, that cannot be met from PfS funding, required as a condition of planning consent. This is currently estimated at up to £1.5m

The Council proposes to contain the capital costs of the ICT provision within the £25m funding envelope.

The capital costs of the proposed new build PFI schools are estimated by our technical advisors to cost £54.2m. The distribution of the capital funding envelope is therefore as follows:

	Capital Cost £m	Funding
Cost of PFI schools	54.2	PFI Credits
Capital cost of D&B schools	125.8	Capital grant
Total Building Cost	180.0	
Total ICT Funding	25.0	Capital grant
Total Funding	205.0	

The amount of capital resources available after assessing the new build costs of the PFI schools is a cash limit, subject to future building cost inflation by agreement with PfS, within which the proposals for the remaining schools must be contained. It is proposed to earmark a contingency within this sum to ensure sufficient resources to complete the programme, to ensure that ICT infrastructure can be put in place throughout each school and to act as a safeguard until PfS formally agree the SEN and post 16 pupil numbers.

The BSF Team has established a regular programme of meetings with colleagues in Corporate Finance to review affordability and this will continue throughout the programme.

2.6.2 Revenue affordability

In order to review revenue affordability a financial model has been developed based on three PFI schools in the programme – Noel Baker/St Martins and Lees Brook - as proposed in the preferred options set out in Appendix 16. The model of a PFI unitary charge for the three PFI schools has been prepared by our financial advisors to the Council. The capital costs referred to above, lifecycle costs and FM costs have been agreed with our technical advisors, as representing the current “market” costs.

The resulting unitary charge over the 25 year period of the contract has been compared with the total PFI grant available and the total of schools contributions for FM costs at the level of current costs inflated and adjusted for the change in pupil numbers, which discloses an affordability gap as follows:

Unitary Charge	£274m
PFI Grant	£212m
Schools' Contributions	£43m
Affordability Gap	£19m

The affordability gap totalling £19m over the period of the contract is equivalent to a sum of £540,000 in 2012/13, the first year when the unitary charge becomes payable, and subsequently inflated at RPIX assumed at 2.5% per annum and totalled.

The factors used in the financial model referred to above are based on current market assumptions on interest rates, taxation and inflation of both building costs and pay and price inflation and a prudent estimate of potential LEP set up costs. These will, in the event, vary and will all impact on the estimated affordability gap.

2.6.3 Derby City Council contribution to PFI projects

There is £622,000 already earmarked from the Dedicated Schools Grant, DSG, in each of the years 2007/08, 2008/09 and 2009/10 towards meeting the BSF project development costs.

The Schools Forum agreed in principle, at its meeting held on 25 March 2008, that this sum is inflated annually at RPIX and used towards the continuing development costs after financial close and subsequently, to meet the affordability gap at service commencement of the new PFI schools and provide a small contingency.

At its meeting held on 22 April 2008 Cabinet agreed in principle that the affordability gap arising from the PFI contracts will be met from the DSG.

The overall affordability of the wave has been considered and was approved by Cabinet on 22 April 2008 which is included as Appendix 10. Derby's Section 151 officer is fully aware of these proposals and has approved the approach in principle.

2.6.4 Funding for co-located services

There are no current proposals to co-locate non-school facilities on school sites at this stage. The opportunities for drawing in additional regeneration funding continue to be considered by the BSF Project Board and through ongoing dialogue with our Local Strategic Partnership, Derby City Partnership as part of wider regeneration agenda. We are actively exploring the opportunities from the DCSF myplace funding stream for youth facilities at particular sites.

We continue to work with colleagues in the Children and Young People department across divisions including Locality Services, to identify opportunities for co-located services and additional funding to support this.

The BSF PE and Sport Stakeholder Group recognises the huge opportunity that BSF provides to develop school sports facilities across the city for use by the local community. The group has carried out a mapping exercise, looking at existing provision in schools and at other council and private facilities alongside data on the physical activity levels of both adults and young people in different areas of the city. As a result of this, several schools have been identified as strategically important for increasing community use and physical activity. This information has been used to inform the options appraisal process and improvements to facilities at all of these schools have been factored in to the BSF preferred options. The Council's Sport and Leisure department is currently reviewing the future provision of sport and leisure in Derby, particularly the role of the city's leisure centres. This is an ongoing process, but the Stakeholder Group are working closely with Sport and Leisure to identify how new and improved facilities at schools could complement leisure centres and be part of a consolidated sport and leisure offer in Derby. The group are also looking into the possibility of any funding generated through a future consolidation exercise being joined up with BSF to provide additional facilities on school sites.

2.6.5 ICT funding

At its meeting held on 18 March 2008 Cabinet approved an integrated managed service to deliver ICT to schools within the BSF programmes as part of the LEP.

At its meeting held on 25 March 2008 the Schools Forum noted the Cabinet resolution and approved in principle that there will be an ICT managed service on the basis reported.

The Council's external advisors, Mouchel, have now consulted with head teachers and they have agreed in principle to the establishment of an ICT managed service. They are aware of that the likely cost will be in the region of £125 to £175 for each pupil each year. The agreement of individual Governing Bodies to this process within these indicative costs will be sought in summer term 2008.

2.6.6 Funding Allocation Model

The Funding Allocation Model has been used to calculate the overall funding allocation for Derby's BSF programme. This is attached at Appendix 19.

By using the completed FAM to reflect the proposed scope of works for each school in the wave we were able to ensure that the capital costs of the building proposals for each school were within the funding envelope. This has been developed in consultation with PfS and our financial and technical advisors. A copy of this is attached at Appendix 18.

Derby's BSF Team will continue to review costs on an on-going basis and any amendments will be fed into subsequent reviews of the FAM as part of our OBC submission.

2.7 CONSULTATION AND COMMUNICATION

The Council has consulted extensively on its BSF proposals throughout the process to ensure that the programme takes account of the local priorities and strategic concerns.

Our Communication and Consultation Strategy in Appendix 20 sets out how we are raising the profile and ensuring the active engagement of schools and the wider community in the programme. This work is forwarded by the programme's dedicated Communication Officer.

We have prioritised active engagement of stakeholders through the governance structures of the project. There is a broad representation on the Project Board from other internal Council services including Development Control, Property Services, and ICT and Performance Management and external partner agencies. Internally, we continue to work closely with services including Highways, Property Services, Planning and Estates who are actively involved in various work streams for the project.

External partner agencies and our wider external education partners are drawn into the process in a number of ways:

- The Project Board includes representation from key external partners including the LSC, Connexions and Nottingham Catholic Diocese which represents the one voluntary aided school in the programme.
- Other external education partners are drawn into the process through our 14-19 Partnership where BSF is a standing item.
- We continue to send regular updates to our Local Strategic Partnership, Derby City Partnership, through its City for Young People Executive which is chaired by the Corporate Director for CYP.

Sport England and the Derbyshire Sport, our County Sports Partnership, are drawn into the process through our BSF Sports and PE Stakeholder Group. This Group meets on a regular basis and also liaises with national governing bodies of all major sports on proposals through the County Sports Partnership. Our Sports Strategy is set out in Appendix 8.

The strong relationship between schools and the Council has been integral in shaping the programme and their own schemes. Schools have been involved at all levels of the process. There are three secondary Head Teachers on the Project Board representing all schools on the programme. BSF is a standing item on Core Head Teacher Group meetings and Secondary Heads Liaison Group. Regular updates and reports are sent for information and to consult about emerging proposals whilst at a formative stage and prior to consideration at Project Board. Schools are also drawn into the process through the established ICT Working Group to progress

the ICT vision. We have also sent reports to Schools Forum to consult about PFI implications for schools budgets.

We continue to engage with school governors and Governing Bodies through targeted communications and dedicated briefing sessions on the BSF programme in September 2007 and, most recently, on 23 April 2008. Consultation with this key stakeholder will continue throughout the programme to ensure that Governing Body agreements are secured prior to OBC submission.

Programmes of statutory consultation are scheduled for summer 2008 regarding the proposed changes in status, location and size of some schools in the programme. These include statutory consultations regarding changes in admission limits at Chellaston School, Derby Moor Community Sports College and Littleover Community School. Consultation regarding proposed changes to SEN provision within mainstream schools is also being planned in the same time-frame. A formal consultation is underway regarding the proposal to re-locate St Martins School to the Noel Baker site. All these consultations are scheduled to complete prior to submission of our OBC in October 2008.

Discussions are continuing regarding academy proposals and the Expression of Interest for Sinfin Community School has been drafted.

Derby has kept our neighbouring authority, Derbyshire County Council, aware of our BSF plans, particularly in relation to the phasing of schemes near county boundaries, so as to minimise potential blight.

2.8 MANAGING THE PROCESS

2.8.1 Commitment to high quality design

We are fully committed to delivering educational transformation through high-quality design and have structured the project to ensure that we can deliver this. We are following the CABE design process protocol and are working closely with our PfS design advisor and CABE enabler to clarify expectations for design options. Our technical advisors and the Council's property services and sustainability leads are supporting this process.

We are recruiting a Client Design Advisor, CDA, within the Authority's Property Services Division to work full-time on the programme and anticipate that they will be in post by July 2008. This CDA will be supported in the short term by a recently appointed RIBA accredited CDA to assist in the development of the Outline Business Case.

We have nominated our Cabinet Member for Children and Young People, Cllr Sara Bolton, as the Design Champion for the programme who will lead the strategic commitment to Design Quality in the BSF programme.

2.8.2 Indicative Project Plan

Our programme plan to financial close is contained in Appendix 21. Using the latest guidance from PfS, we anticipate that we will reach financial close in October 2010. The first school is programmed to open late 2012 with the final phase of schools opening in September 2014.

2.8.3 Commitment of stakeholders

There is full buy-in by principal stakeholders to the proposals contained in SfC2 including full Cabinet backing and Schools Forum approval to the proposals in principle.

2.8.4 Capacity to deliver

We have strong capacity to deliver the programme. A core programme team has been established which comprises a full time programme director, project manager, project accountant, three project officers, and administration staff. Dedicated BSF programme technical and legal leads are also part of the team. Two education consultants lead the development of the

programme's strategic educational vision. The team is also supported by an external project management consultant who brings experience from an earlier BSF authority. We are in the process of appointing a full-time, permanent, ICT Education Lead Officer to act as internal ICT lead for the programme with interviews scheduled for 21 May 2008.

The programme has recently engaged in the non-mandatory Gateway 0 review which found that Derby's programme has been well planned and resourced to date with strong project management and a very capable and highly motivated team. The report indicates that timescales have been adhered to, risks are carefully reviewed and managed and all of this has resulted in a sense of confidence in the management of the programme.

2.8.5 External Advisor Strategy

The project team is supported by high quality external advisors Atkins Faithful & Gould (technical), Deloitte (financial), Eversheds (legal) and Mouchel (ICT), who we engaged early in the process, and two external education vision consultants. A key principle of the use of advisors is that the project team takes ownership of all of the issues and uses the advisors for support as required. Our approach is structured to maximise knowledge transfer to the Council. The excellent working relations between the project team and our advisors ensure that this happens.

2.8.6 Project Team and External Advisor Budget and Resource Approvals

Cabinet has committed a dedicated budget of £4.2million at its meeting on 31 July 2007 to support the development phase of the project to financial close. A copy of this report is included as Appendix 22.

The development costs are being jointly funded by Corporate resources and a contribution from the Dedicated Schools Grant. At the Schools Forum meeting on 25 March 2008 it was agreed that support through the DSG would continue beyond financial close so that the project development costs would continue to be funded.

Regular updates on the development budget are reported to the BSF Project Board.

2.8.7 Project Governance, Management Structures, Roles and Responsibilities

The structure of Derby's BSF programme management and governance arrangements reflects the 4ps guidance and corporate approach to project management based around the Prince 2 methodology.

The organisation structure for Derby's BSF programme is summarised in our Project Initiation Document. The structure incorporates mechanisms for decision-making, the levels of delegated authority and systems for regular reporting and escalation of risk management to ensure the effective and timely delivery of the BSF project.

Project governance arrangements, management structures and roles and responsibilities were set out in the Project Initiation Document, PID. The composition and Terms of Reference of the Project Board and the Project Team, are also included in the PID.

Derby's BSF programme is forwarded by a number of identified work streams - programme management, education, technical, financial, ICT, legal, procurement, human resources and communications. All work streams are led by a full-time identified lead either within the core project team or named colleagues within the authority. The work is supported by other colleagues from within the Children and Young People Department, other Council sections including Property Service, Legal Division, Highways and Planning and by our external advisors detailed in Section 2.8.5.

2.8.8 Risk Management

Risk management is integral to the project and we maintain a comprehensive risk register for the programme. This is updated regularly by identified risk owners whenever a risk changes status and through structured fortnightly checkpoint reports. It is a standing item at Project Team and Project Board meetings. The risk log is included as Appendix 23. We have also developed 14 site specific risk logs for each scheme in the programme which are reviewed by individual project leads, external advisors and programme management.

Strategy for Change Part 2 Appendices

1	BSF proposals table - updated chart from SfC1
2	Key Performance Indicators
3	Choice and diversity proposals
4	Support for school improvement
5	14-19 proposals
6	Diplomas at school level
7	Pupil projections
8	Sports Strategy
9	Report/minute of Cabinet approval to the LEP 18 March 2008
10	Report/minute of Cabinet approval to affordability and procurement 22 April 2008
11	Asset Management Plan information - condition/suitability/sufficiency/school narratives
12	Phasing prioritisation methodology and matrix
13	Phasing of BSF programme and costings of likely scope of works
14	Options appraisal and scoring process
15	Summary of options appraisals carried out to preferred option
16	Proposed building programme
17	Drawings showing planned scope of works for each scheme
18	Costs summary of proposed capital works
19	PfS FAM summary
20	Communications and Consultation Strategy
21	Programme plan
22	Report/minute of Cabinet approval of development budget
23	Risk log