

# Insite

Partnerships for Schools  
Quarterly  
Autumn 2009

**partnerships** for schools

building schools for the future



Welcome to the autumn edition of *Insite*.

As the new school year is just about to start, the focus at Partnerships for Schools is on sharing best practice with the BSF community so that those about to start their journey can benefit from the lessons learned by those who have been involved in early projects.

We are also preparing for the expansion of our remit on 1 October when we take on responsibility for delivery of all schools capital programmes. We will be bringing more information on this in the next edition of *Insite*.

The first of our events this autumn provides a great platform for knowledge sharing and we hope you can join us at our Annual Conference at the Southbank Centre on Thursday 10 September.

Hosted by the BBC's Emily Maitlis and featuring presentations, debates and discussions on the many different aspects of the BSF programme, the day promises to be a lively and informative one. Further information on the sessions and speakers can be found on pages 5 and 6.

With around 30 new schools opening their doors to students this month, the programme continues to gain momentum and we look forward to bringing you news from the latest students, teachers and communities to benefit from BSF investment over the coming months.

Our events programme continues in October with our second BSF Open Day at the Huyton Arts and Sports Centre for Learning in Knowlsey, which opens on 8 September 2009.

The first BSF Open Day in Leeds at the end of the last school year was a great success with almost 100 delegates from the public and private sectors in attendance. They gained much from attending and the feedback from the day is informing the design of the next one so we can ensure it delivers even more value. The format of the day will see representatives from the LEP, the local authority and the school share their experiences and top tips for getting the most out of BSF projects.

In addition, we will be holding two events, one in London and one in Manchester, to launch the co-location toolkit and provide guidance for the local authorities whose projects recently received backing from the Government's £200 million Co-location Fund. These events will be taking place on 7 October in London and 20 October in Manchester.

The 2009 *Excellence in BSF Awards* kick off our November events on Thursday 12 at the Grosvenor House Hotel. This year 18 categories will be contested, recognising the very best in design, ICT, community integration and more, and comedian and television regular Dara Ó Briain will be host for an evening of celebration of all things BSF. The deadline for nominations is looming so if you haven't done so already, ensure you submit yours by 16 September.

2009's events schedule then ends with our second annual PFS Design Conference, held in the inspiring setting of the British Museum on 24 November. As the first public sector building programme to launch a Minimum Design Standard to encourage excellence in design, BSF is already leading the way. Design experts and representatives from schools and local authorities will join together to explore how intelligent and inspirational design is a catalyst to transforming education.

We are delighted that award-winning architect and author, Herman Hertzberger, will be joining us at the event to share his insights on how the learning environment influences behaviour. Find out more about him on page 12.

Already we are learning that students feel safer and enjoy coming to school more because of their light, bright and welcoming learning environments - and this conference will share the latest thinking on how to create schools that meet the needs of young people, teachers and the local communities they serve.

There's more to come in 2010 with events focusing on the role of ICT and workforce transformation, so there really is something for everyone. My PFS colleagues and I look forward to sharing the latest programme news and views with you.

We hope you find this edition of *Insite* a useful update on progress and developments in the BSF and Academies programmes. As ever, if there are topics or specific projects that you would like to hear more about, please do get in touch with the team.

Tim Byles CBE

Chief Executive



# Project progress at a glance

## BSF progress

Schools benefitting from BSF investment	87
Deals closed	44
LEPs formed	26
Non-LEPs formed	9
LAs in programme	85
Projects in progress	94

## Academies progress

Projects on site	28
Projects in progress	157
Through LEPs/BSF	69
Through Academies Framework	87
Through other procurement route	1



## Amongst the schools benefitting from BSF investment in September 2009 are:

Local Authority	School	Date opening
Darlington	St Aidan's CoE Academy	September 09
Gloucestershire	Rednock	September 09
Hackney	Clapton Girls Technology College Stoke Newington School	September 09
Islington	Samuel Rhodes SEN School	September 09
Kent	Northfleet School for Girls (phase 1)	September 09
Knowsley	Huyton Arts & Sports Centre for Learning Kirkby Sports College Knowsley Park Centre for Learning	September 09
Lancashire	Ridgewood Community High School (SEN) Sir John Thursby Community College	September 09
Leeds	Allerton Grange City of Leeds Swallow Hill Community College	September 09
Liverpool	Lower Lee SEN School	September 09
Milton Keynes	Milton Keynes Academy	September 09
Newcastle	Brunton First School (primary) Heaton Manor	September 09
North Yorkshire	Richmond School (sixth form)	September 09
Nottingham	Big Wood	September 09
Solihull	Smith's Wood	September 09
South Tyneside	Mortimer Community College	September 09
St Helens	Cowley	September 09
Tower Hamlets	Wessex Centre (sixth form)	September 09
Westminster	Pimlico St Marylebone CE Westminster City Boys	September 09

# News in brief

This section provides a round-up of the interesting snippets of news and information we pick up through our contacts with local authorities, private sector contractors and our government partners. If you have a news item that you think *Insite* readers would be interested in, please send it to [insite@p4s.org.uk](mailto:insite@p4s.org.uk).

\* \* \*

Building Magazine has announced that with school building on the 'top' of their agenda, the magazine is expanding its education coverage, which will include a regular newsletter from Tim Byles, Chief Executive of Partnerships for Schools. In his first edition, Tim explains how schools have opened their doors to local communities in the summer holidays and states: "BSF schools are often as busy in the holidays as they are in term time, with their sports facilities, libraries, dance and music studios, ICT suites and business centres buzzing with activities for people of all ages. BSF as a catalyst for regeneration, with schools as hubs for local people and local services, is something we have long advocated."

\* \* \*



Robot teachers, interactive globes and electricity-generating skipping ropes are among the innovations that pupils from schools in Camden Town would like to see in their future schools. The student's ideas were presented in the form of art work, poems and essays and were displayed at the German Gymnasium in Kings Cross as part of the *Imagining My School of the Future* exhibition. The student's drawings and written work earned them medals for inspiration, imagination, innovation and vision as well as categories including healthy schools and technology. The exhibition was organised by the London Borough of Camden as part of its BSF and Primary Strategy for Change programmes to transform learning and facilities in the area's schools.

\* \* \*

A Public Art Commissioning Panel of 12 students each from Chilton Trinity Technology College, Robert Blake Science College and Elmwood School in Somerset, helped select artists from over 100 applicants for public art work in the new schools.

The three chosen artists have since been working with students, teachers and others to establish how to incorporate public art into the new schools.

They will also work with the bidders' architects and designers, helping to interpret the schools' desires and bring creative ideas to the school environments. These schools are all in Somerset's Wave 4 BSF project.

\* \* \*

The Bolsover School in Derbyshire's Wave 3 BSF project has a blog that enables subscribers to stay up-to-date with the school's progress, including a link to pictures displayed on the school's Flickr site. Students recently met with Bill Poole, Project Manager for the construction company Bowmer and Kirkland, to discover what it is like to work in the building industry and get a better understanding of how their school is to be transformed.

\* \* \*

Cardinal Newman School in Luton's Wave 6 BSF project officially opened its new chapel garden last month. Brendan Doran, Planning Manager at QED Wates, said: "We were aware that Cardinal Newman has Year 10 students studying for the Construction BTEC First Diploma Level 2 at Barnfield College, we therefore suggested the garden could be relocated so that together with student involvement we could proceed with the chapel garden project. By participating in the project, pupils would also be fulfilling the work-related learning element of their course and the school would have a new garden well before 2012."

\* \* \*

Students from nine secondary and special schools have presented the results of eight months worth of collaborative work with the Sorrell Foundation at a celebration event at the Brindley Arts Centre in Halton. Gerald Meehan, Halton Borough Council's strategic director for children and young people, said: "Getting young people's views on how we are to redesign our schools is essential to the success of the programme. Young people are the users of the buildings and know exactly how the buildings affect their learning."

\* \* \*

Lord Sebastian Coe, head of the London 2012 Olympic bid, visited Halewood Learning Centre in Merseyside which is being built as part of Knowsley's BSF project. He met with the town's 'Young Ambassadors' and viewed a number of sporting activities. Lord Coe commented: "The innovative Merseyside projects I am visiting today offer exciting potential for further increases in sports participation, greater social cohesion and healthier lifestyles in the run up to

2012 and beyond."

\* \* \*

More than 100 firms attended the launch of Wandsworth's BSF project. The council is proposing an initial 10-year commercial partnership to rebuild and update the borough's 16 secondary schools. Council leader, Edward Lister said: "This is a great opportunity for a private sector partner to work alongside a successful authority with a clear vision of what it wants to achieve for its schools."

## Events Calendar

### September

**Thursday 10**

PfS Annual Conference, Queen Elizabeth Hall, Southbank Centre, London

### October

**Friday 2 - Saturday 3**

TES Education, National Hall, Olympia, London

**Tuesday 20**

BSF Open Day, Huyton Art and Sports Centre for Learning, Knowsley

### November

**Thursday 12**

*Excellence in BSF Awards*, The Grosvenor House Hotel, Park Lane, London

**Tuesday 24**

PfS Annual Design Conference, British Museum, Great Russell Street, London

### January

**Wednesday 13 - Saturday 16**

BETT 2010, Olympia, London

### February

**Wednesday 24 - Thursday 25**

BSEC, ExCeL, London

Find out more at [www.pfsevents.com](http://www.pfsevents.com)

# PfS Annual Conference

Queen Elizabeth Hall, Southbank Centre, London

Thursday 10 September 2009



## The Main Stage

The main theatre will feature a full day of sessions focusing on the key elements of the BSF and Academies programmes, here are just four of the highlights...

### Show me the money

*One Conversation - What will Strategic Capital Spending mean for you?*

This session will focus on the new responsibilities PfS is taking on for the management and delivery of all schools capital programmes. An overview of how a more strategic approach to the delivery of capital programmes operates and how it could improve efficiency will form the opening speech before a panel discussion and audience interaction opportunities take the debate to a deeper level.

This session will be presented by PfS Chief Executive Tim Byles with a panel made up of Andy Buck, PfS board member; John McDonough, CEO of Carillion; and Barry Sheerman, Chair of the Children, Schools and Families Committee.

### The 'R' Word

*How can BSF Weather the Economic Storm?*

The economy has been struggling for some time now and the BSF programme has responded to this with effective management and more streamlined and efficient processes. As experts predict the recovery is going to be

slow, this session will consider the economic challenges still to come.

With Charles Lloyd of HM Treasury as main speaker and a panel made up of Andy Buck, John McDonough, and John Ransford, CEO of the Local Government Association, this promises to be a lively and enlightening debate.

### The Importance of Design

*Designed for Life?*

The effect of design on behaviour and attainment has long been a hotly debated topic. This session will give audience members the chance to put their views forward to the main speaker, Sir John Sorrell, and the panel of Diane Haigh from CABE and Paul Monahan, a Schools Design reviewer and judge on the RIBA Awards panel, which presides over the Stirling Prize for Building of

the Year.

With feedback on the first stages, the new Minimum Design Standard will also be under debate. Will it really improve the schools that are delivered or is it just another step that will slow down the process?

### Academies, Trusts and the Swedish Model

*Is this the Shape of Things to Come?*

With the Government's intention to establish 400 academies and the Opposition's proposals to introduce a Swedish-style system of education, independent state schools look set to be a key feature of the educational landscape for years to come. But how have they fared so far and what can we learn from our European counterparts?

With John Bangs, Assistant Secretary for Education and Equal Opportunities at the NUT; Sam Freedman, Special Adviser on Opportunity and Poverty for the Conservative Party; and David Douglass, Operational Director, Partnerships and Performance Networks at SSAT, confirmed for the panel this session will bring the many sides of the story to the floor.

\*\*\*

Other sessions on the main stage include a Q&A with Emily Maitlis and Tim Byles; a motivational keynote from Sir Steve Redgrave, Gleeds Ambassador; a ministerial address; and a live case study from Beaumont Leys - one of the new BSF schools in Leicester.

Register now at [www.pfsevents.com](http://www.pfsevents.com)



# PfS Annual Conference

Queen Elizabeth Hall, Southbank Centre, London

Thursday 10 September 2009



## The Fringe

The Fringe theatre will be hosting niche interest sessions for much of the day and showcasing case studies over the lunch break. The following four sessions will be running on the day.

### Co-location, Co-location, Co-location

*Shall We Move in Together?*

With the recent announcement of the 101 projects that will benefit from the £200 million Co-location Fund, this session will explore how the range of state-of-the-art facilities and resources made available through BSF can reach out to the hearts of the communities they serve.

Chaired by PfS's Colin Howell with a panel comprising James Kennedy from the DCSF's school's capital unit; Ty Goddard, CEO of BCSE; and Nike O'Keefe, Employment Engagement Manager at the David Young Academy, this session will explore how co-located facilities can provide better services for local communities.

### Local Education Partnerships

*A Match Made in Heaven?*

In what promises to be a lively debate, this session explores the question of whether LEPs allow you to procure more quickly and

efficiently or are too costly and actually slow down the process? In this highly interactive discussion, audience members will be able to say where they stand on the subject.

Harry Scarff from PfS will be chairing this hot topic session with a panel made up of LEP, local authority and private sector representatives.

### An Introduction to and Preparing for BSF

With more local authorities joining the programme all the time, these sessions are a must for those of you involved in new projects.

These sessions run throughout the day and will be answering the questions you have as you prepare to enter the programme and get

started on your projects. The first session will be running over the registration period so if you need to find out all there is to know about the BSF programme and how you can prepare for it, make sure to arrive early!

### Talking Heads

*How was it for You?*

This is a must-see session for teachers and heads about to embark on the BSF programme. We bring together headteachers who have already been through it to share their thoughts on what worked, what didn't work and what they would do differently if they had their time again.

John Matthews, headteacher at Brislington Enterprise College, has confirmed his participation for this session. Brislington was highly commended at the inaugural *Excellence in BSF Awards* last year in the Best School Design category and won the Best School Team award so there is much to be learnt from his presentation.

Bill Hurcheson from Elm Court School in Lambeth, which opened in March 2009, will also be sharing his insights into the BSF process.

\*\*\*

Other topics in the Fringe include sustainability, student engagement and a presentation from students working with the Sorrell Foundation.

Register now at [www.pfsevents.com](http://www.pfsevents.com)





# Design icon confirmed for PFS conference

The PFS Design Conference is taking place on 24 November at the British Museum in London and award-winning architect and author Herman Hertzberger will be presenting the keynote address.

With a career spanning five decades Herman Hertzberger's architectural practice is known for its many cultural, school and residential buildings, not only in his homeland, The Netherlands, but throughout Europe and beyond. He has been granted many honorary fellowships and has received international acclaim both for individual projects and his work as a whole.

Previously editor of Dutch magazine FORUM, Herman Hertzberger's projects have been published and exhibited all over the world. Along with many magazine articles he has written several books: *Lessons for students in*

*architecture* (1991), which was translated into Dutch, Japanese, German, Italian, Portuguese, Greek and Chinese; and *Space and the Architect, Lessons in Architecture 2* (2000) which elaborates on the content from many of his lectures and charts the background to his work and the ideas informing it.

In 2008 *Space and Learning* was published, a book that brings together his knowledge and ideas in a theoretical study of the spatial conditions of learning. Publication of his next book *All Schools* is expected in October 2009.

Other books by Herman Hertzberger available in English include: *Articulations* (2002); *Shelter for Culture. Herman Hertzberger & Apeldoorn* (2004); *The Theatres of Herman Hertzberger* (2005); *Waternet Double Tower* (2006) and *Hertzberger's Amsterdam* (2007).

At the PFS Design Conference, Herman Hertzberger will be sharing his thoughts and insights on how the spatial possibility philosophy can influence school design to provide truly transformational learning spaces and experiences.

The full agenda for the event is still being finalised but you can find out more information and register for the day on our events website [www.pfsevents.com](http://www.pfsevents.com)

## New from PFS

August saw the publication of several guidance documents, all of which are now available on the PFS website.

### Educational Key Performance Indicators

This guidance is for local authorities and schools who are developing educational key performance indicators (EKPIs) for:

- Readiness to Deliver (RTD) and Strategy for Change (SfC);
- Schools' Strategy for Change (SSfC); and
- Collective Partnership Targets (CPTs) for Schedule 14 Part 1 in the Strategic Partnering Agreement (SPA).

It sets out the principles underlying the nature and purpose of EKPIs in BSF, and provides guidance on how they might best be developed and structured.

### FBC Approval Process

This document sets out the internal PFS approvals process and responsibilities for review of Final Business Case (FBC) submissions from local authorities to give clear guidance on when and how FBC submissions should be made, and how they will be processed by PFS and the Department for Children, Schools and Families.

### Confirmation of Procurement Approval for Subsequent Phases in a BSF Wave (Stage 0)

This document sets out the internal PFS approvals process and responsibilities for review of Stage 0 submissions from local authorities to develop existing practice and give clear guidance on when and how Stage 0 submissions should be made, and

how they will be processed by PFS.

### Supplementary Clarification (no 2) on OBC Guidance (Updated)

This paper provides clarification of the requirements in the Outline Business Case (OBC) step of the process and assists PFS Project Directors in supporting projects through the development of fully compliant OBCs. It should be used as a supplement to existing guidance on the production of the OBC.

### Supplementary Clarification (no 3) on OBC Guidance

This document provides clarification of the requirements in OBC in respect of Accounting Opinion requirements for PFI Credits.



# Young people of Haringey have their say

As PFS publishes new guidance for local authorities in the second half of the BSF programme about culture and cultural learning, one London borough has been taking a proactive approach to finding out about the cultural and sporting activities young people get up to across the area.

Haringey's BSF team has undertaken the biggest survey of its kind as part of its programme of major investment in improving the life chances of young people in the borough. With more than £200m spent on improving schools in the area, Haringey's BSF team has been finding out from its young residents about how they spend their time and their favourite after school activities.

Pupils were asked what they do, and what they would like to do in the future, as part of a schools survey on arts, culture and sports.

Most pupils said that they find out about what is going on through word of mouth from friends and family. When asked how they would like to be informed about activities, 36% said their own web account with regular updates was their preferred option. Over three-quarters of respondents like the activities available and think they are cool to do.

The survey also paints a picture that young people in Haringey are sociable and outgoing

with four out of five feeling comfortable taking part and doing activities with their friends.

Outside school, two thirds take part in sport, with 41% doing three hours at weekends. Cinema going is also popular with more than half of respondents (56%) watching a film every month.

**“This is a great chance for young people to help us plan how we provide sport and recreation facilities and events in the future.”**

One pupil from Hornsey School for Girls said: "The questionnaire will help the council see how to improve the sports and other facilities around Haringey and hopefully more kids will join more clubs and activities."

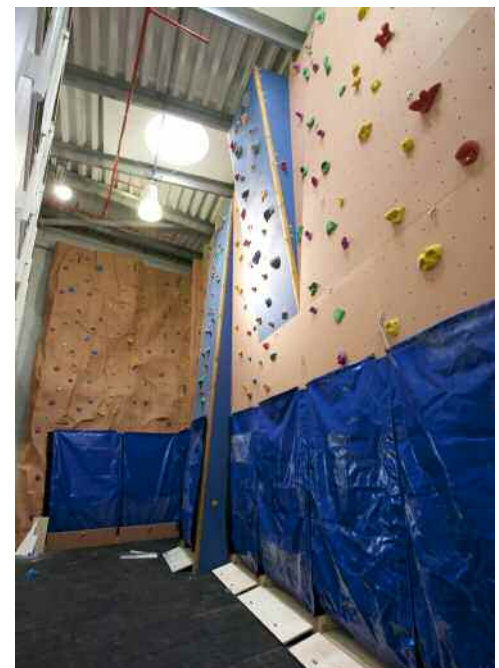
The survey is part of a fact-finding mission to help the council plan better services and opportunities and aims to find out what engages young people and the activities offered in schools to pupils and to the wider community. Nearly 1,000 questionnaires were completed by young people in the borough aged 9 to 15 across 20 schools.

The results of the survey will shape the way that services are provided and delivered for young people. It will also influence the methods used to engage with young people and it is hoped the responses will show trends in media and knowledge-finding, pointing the

way for future communications campaigns around arts and culture.

The survey also included a section on libraries to capture how and when young people use local libraries. The aim is to change the way young people interact with libraries and their services.

Commenting on the largest ever survey to take place in Haringey, Cllr Lorna Reith, committee member for Children and Young people said: "This is a great chance for young people to help us plan how we provide sport and recreation facilities and events in the future."







# Designing the science labs of the future

Teachers, architects and technicians from across the country have been attending a special course at the National Science Learning Centre (NSLC) in York to understand the possibilities offered when designing new science spaces. Simon Quinnell, Professional Development Leader at NSLC, writes about the benefits of taking time out to plan for the changes ahead.

Developed as a joint project between the DCSF and the Wellcome Trust, the NSLC in York runs a programme of continuing professional development courses for those working in science education.

One of these courses is *Lab Design: Future Science Accommodation for Teaching and Learning*, which is a residential course run over three days. This course - now in its fourth year - has been developed to give an overview of science accommodation possibilities for schools and colleges undergoing new build or refurbishment programmes.

The course has one of the widest ranges of delegates of any NSLC offering, with teachers, senior managers and technicians from schools and colleges learning alongside local authority advisers and architects. The main guiding principle of the course is that science accommodation should be led by the teaching and learning that takes place in it, or could take place in the future.

So the design should respond to the needs of the students, staff and the department or school vision. The course has been designed so that it is suitable for all types of new science build from secondary schools involved in the BSF programme to Further Education colleges and private schools.

Input for the course comes from professional development leaders at the NSLC, who come from a range of teaching and technical staff backgrounds and external consultants, including course leader Andy Piggott an experienced science consultant.

materials was hugely useful."

"Very successful course, I now feel far more confident and equipped to discuss issues relating to our BSF rebuild."

"Good, I have a much better understanding of the process of school design and got some great ideas."

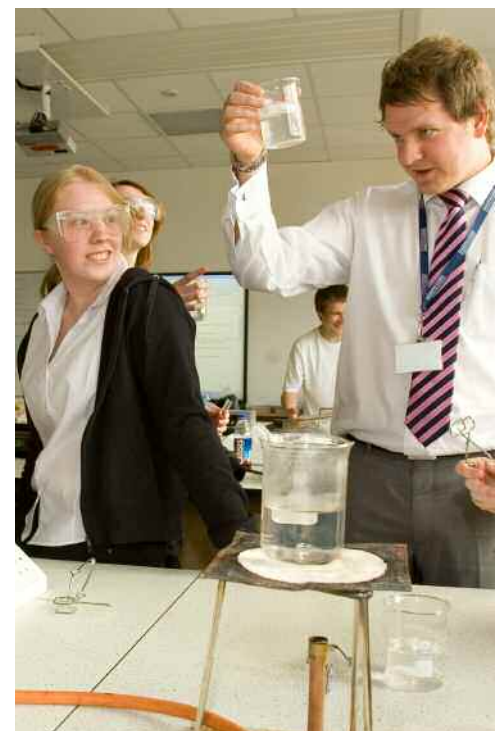
For more information about the NSLC see [www.sciencelearningcentres.org.uk](http://www.sciencelearningcentres.org.uk)

**"I have a much better understanding of the process of schools design and got some great ideas."**

The course content also includes input from BSF managers and schools involved with Project Faraday - the major research and design project on teaching science in UK schools. Sessions include accommodation design, health and safety, guidance and regulations, materials, design activities, Quality and Sustainability and research tasks.

All delegates fill in learning and evaluation tools during their time on the course. Here are a few examples of delegates' thoughts on the success of the course:

"Very successful - knowledge of lab design, its implications for change management and





*Fred Ward in Smith's Wood School, a BSF project he worked on in his time at Solihull.*

# Delivery in Action: Transferring BSF skills

Coventry's BSF project is gaining momentum and is now benefitting from two team members with prior BSF experience. Fred Ward was previously at Solihull, while Azeem Mohammed worked on Birmingham's BSF project, and the pair bring some extremely useful knowledge to Coventry's scheme.

Fred was BSF Contract Manager at Solihull from May 2007 until August 2009 and the primary point of contact for all stakeholders and the Special Purpose Vehicle (SPV). The SPV is the company established by the Local Education Partnership (LEP) to operate and manage individual parts of the BSF project. Its sole purpose is the delivery of a specified part of project work using Private Finance Initiative (PFI) funding. For a period he undertook many of the duties of the Project Director.

At Coventry he will be taking the lead role in the development, implementation and project management of major capital schemes under the authority's BSF and PFI schemes.

Fred has project management experience in complex multi-faceted contracts, technical knowledge of construction processes and procurement expertise, as well as the ability to engage with a large and diverse range of stakeholders. These skills will be of enormous benefit to Coventry as it enters the crucial procurement phase of its BSF scheme. Fred states there are vital areas that will help to avoid delays or other problems. Regular and effective communications and stakeholder engagement are essential elements in a successful BSF project. For example, where possible it is advisable to

have the entire team in place at the start of the process to avoid the introduction of administrative and technical complexities. Coventry have recognised this and resourced appropriately.

School and community engagement must also be undertaken pre-financial close and during the construction phase to address specific issues relating to design development, change notices and decant. Meetings should also continue during the service delivery period to ensure a smooth transition as they help to overcome any day-to-day operational queries and address remedial work.

Mohammed Azeem, or Azeem as he likes to be known, worked at Birmingham BSF and helped them through the competitive dialogue process through to appointment of preferred bidder. He was involved in the delivery of the first sample school – Broadway School – as well as being lead officer on sustainability.

Azeem's key task will be to repeat this process for Coventry's project with a particular focus on partnering and Facilities Management (FM). Azeem also brings knowledge and experience of the New Project Approval Process, hard and soft FM, design development and principles, transition and decant, and general project management.

Azeem hopes to bring the successes from Birmingham's project to bear on Coventry's scheme. He is pleased that the dialogue process was a success. They worked hard to develop an education transformation model that developed into a built asset design solution. Hopefully this in turn will prove to be flexible and adaptable over a number of years and through a number of different curriculum delivery methods.

Azeem advises not to underestimate the time it takes to carry out and resource the competitive dialogue meetings. A poorly resourced and planned dialogue phase will elongate the dialogue and risk failing to deliver the outcomes a local authority wants to achieve.

Highlighting and resolving any land issues well in advance of Invitation to Continue Dialogue and final contracts will save time and money later on in the process. This also gives the Private Sector Partner and their supply chain confidence that the schemes are low risk and can be delivered to any challenging project timescales.

Azeem is encouraged by the fact that Coventry City Council have a refreshingly hands on approach to communicating and engaging with schools, which he believes is critical for success. All of Coventry's sample and Phase One schools have been carrying out pupil engagement, many with their feeder primary schools as well. Examples include pupils from President Kennedy School teaming up with their counterparts at Sherbourne Fields Special School to produce a DVD about what they would like to see in their new co-located schools. Meanwhile Year 9 students at Tile Hill Wood School spent a day discussing what they think is important for new schools.

Coventry's BSF scheme is now in a fantastic position to benefit from two individuals with such a wide range of skills, expertise and experience. With Fred and Azeem in post, the project will have the best possible chance of reaching its goal to transform the lives of students in the city and make schools focal points for the wider community.



# PfS Art and Culture update

Building Schools for the Future is about much more than bricks and mortar, it is about helping every young person to unlock their talent and fulfil their potential.

Art and cultural spaces – recording studios, studios for dance and drama, music rehearsal rooms, light and airy rooms for sculpture, painting, pottery, design, performance spaces with facilities fit for professionals – feature in many BSF schools across the country. They have proved valuable in delivering innovative learning to young people and communities.

For example, culture can help to engage previously disengaged young people. A group of girls in one school thought school offered little for them, but through dance, they achieved level two qualifications through the arts award, mentored younger students and went on to perform on a national stage.

This autumn PfS is publishing a range of documents - including a suite of case studies and a new section on the corporate website - to highlight the importance of culture and cultural learning in the BSF programme.

Building on existing practice in schools and local authorities, the new guidance will help local authorities to understand and harness the powerful role that culture can play in transforming education. With the second half of the BSF programme now under way, local authorities and schools will be asked to research and plan how the arts and culture will impact on their projects, from the delivery of their core curriculum, social, well-being and Every Child Matters outcomes, to family support, community delivery and change management.

The publication - Requirements and guidance on culture for local authorities entering the second half of the Building Schools for the Future programme – sets out the new requirements as well as suggestions on how these milestones might be achieved and signposts useful organisations and resources.

Local authorities entering BSF from this point onwards will need to meet a number of new requirements on culture in order to progress through the programme. These include the setting up of a Cultural Stakeholder Group – similar to that established for PE and Sport - and the nomination of a Cultural Workstream lead. However, it has also been designed to support projects in previous waves of BSF, and includes relevant advice and guidance for partners at any stage in the process.

This is the first publication of a range of resources to support partners in engaging with this agenda. From the autumn the PfS website will have a dedicated culture section and will profile a suite of case studies illustrating the value of transforming education through culture.

The 15 examples from projects across the country show how schools and local authorities, working with cultural organisations, have changed everything from how and where young people learn, to creating new opportunities for interaction and developing new skills and interests.

PfS is also currently working with specialist organisations to develop guidance for design. These tools will cover how to shape the very best environments for cultural activities and cultural learning to take place, starting with music and film.

Lizzie Crump, PfS Cultural Adviser, said: “To

date there has been a lot of good practice, but it has been somewhat ad hoc - perhaps fired by an individual or a school's passion and enthusiasm, or by a local authority's contacts and experience. The new guidance, together with web materials and case studies, will help all local authorities to recognise the role of culture and cultural learning in transforming education, and should lead to even more productive partnerships between cultural organisations and schools in the future.”

The culture guidance for local authorities is available at [www.partnershipsforschools.org.uk/documents/BSF\\_Guidance\\_Documents/Culture\\_Guidance.doc](http://www.partnershipsforschools.org.uk/documents/BSF_Guidance_Documents/Culture_Guidance.doc)





# PfS PE and Sport update

The PE and Sport Design Steering Group, made up of PE and Sport representatives from education, community sport and the private sector, aims to drive innovation and promote good practice in the development of transformational learning spaces for PE and Sport.

Following extensive consultation with the National Governing Bodies of Sport - including tennis, football, rugby, cricket, cycling, climbing, orienteering, dance and fitness - the group is currently finalising technical data sheets for internal and external PE and Sport spaces.

A discussion document - *Fit for the Future* - which challenges current thinking and encourages the development of transformational PE and Sports spaces that reflect the needs of learners, has also been commissioned by the group and once complete, it will be available on the PfS website and will include five different model schemes. Rebecca Bracey, PE and Sport Adviser at PfS said: "This emphasises that PE and Sport provision should reflect a clear vision and a strategic approach, rather than a one-size-fits-all model."

\*\*\*

Mark Perkins, PfS PE and Sport Adviser, delivered the opening presentation at this year's Sport and Play Construction Association (SAPCA) conference in June. His talk provided a general update on BSF progress, followed by the role of PE and Sport within the programme. The presentation and preceding question panel received much positive

feedback and everyone welcomed the profile that PE and Sport has within the programme.

\*\*\*

The Association for Physical Education conference in July was the first formal opportunity to present and receive feedback on the current work developed by the BSF PE and Sport Design Steering Group.

The conference focused on presenting possible design options for 21st century PE and Sport considering the possible development of innovative, flexible and adaptable spaces to be established on school sites.

The day explored possible alternatives to traditional PE and Sport facility models and considered smaller space options that offer a variety of alternatives for PE, physical activity, sport and lifestyle options. It also addressed the way in which today's curriculum could better support PE and Sport through effective use of indoor and outdoor spaces, integrating with other subjects areas and promoting wider community use.

\*\*\*

PfS is currently working with Sport England on a clear definition of an up-to-date Playing Fields Strategy, which is now a Readiness to Deliver requirement for all local authorities entering the programme. We will shortly be sharing this guidance with local authorities and ensuring a process is in place for checking that the strategies adequately

support the local authority as they develop their estate plan.

\*\*\*

The designated PE and Sport section of the PfS website provides a range of resources and documents to support the work of PE and Sport Stakeholder Groups across the country. Recent additions include a link to four new PE and Sport Case Studies, and a 'Top Tips' film to inspire headteachers.

View them at [www.partnershipsforschools.org.uk/library/PE\\_Sport.jsp](http://www.partnershipsforschools.org.uk/library/PE_Sport.jsp)



# Update: Delivery Partners

## NCSL

NCSL is inviting local authorities and school leaders to participate in their Primary Capital Leadership Programme, which starts in October 2009.

The Primary Capital Programme (PCP) is a 15-year capital investment programme to enable over half of all primary schools to achieve significant transformation.

Designed to support school leaders and local authorities as they enter the PCP process, the programme helps them create and achieve a shared vision for transformation and drives change forward by developing their understanding of the impact of environments on learning.

A total of 11 events will run in various locations between October 2009 and March 2010, bringing together teams of two local authority representatives and four school leaders from up to six different local authorities.

The two-day residential programme encourages school leaders and local authority representatives to achieve the best for their school developments. It aims to nurture a collaborative approach to the PCP process, addressing issues such as capacity to deliver, strategic working, vision, stakeholder engagement and change management.

If you would like to attend the programme, find out more on the website where you can complete the expression of interest form under "How to apply".

See [www.ncsl.org.uk/programmes-index/pcp-index.htm](http://www.ncsl.org.uk/programmes-index/pcp-index.htm)

If you require any further information about the programme, visit the website or email [pcpteam@ncsl.org.uk](mailto:pcpteam@ncsl.org.uk)

- From 15 September 2009, NCSL will be changing its name to National College for Leadership of Schools and Children's Services. The National College's remit has been extended beyond responsibility for school leadership to include the training and development of Directors of Children's Services. NCSL will continue to support school leaders with a range of strategic initiatives, leadership development programmes and policy and research activities to enable leaders of schools and children's centres to make a positive impact both in and beyond their own establishments.

## CABE

Making the right decisions before the procurement process begins is crucial for local authorities if they are to navigate the process successfully and get the most from the BSF programme – not only for individual schools but also for the wider community.

CABE is therefore providing support at the earliest stages – when local authorities are putting together their Readiness to Deliver (RtD) documents for PfS. In a series of one-day workshops in different parts of the country, local authorities will be helped to identify the opportunities offered by BSF to improve education, local services and quality of place, and also plan for a socially, economically and environmentally sustainable schools estate.

The workshops aim to give local authorities a head start in developing spatial plans and RtD documents, with practical advice on corporate strategy; estate planning; integrated children's services; extended schools; sustainability; and joining up within the local authority. CABE's support through these workshops will help lay the ground for making the right decisions and putting a strong team in place to take BSF forward.

To reap the greatest benefit, each local authority should be represented by the person making key decisions at RtD stage, as well as someone who will be following the BSF project from procurement through to construction. This could include the person coordinating the RtD document; the BSF project director; the director or assistant director of education/children's services; and the head of asset management or property services.

The workshops are expected to take place in December 2009 and January 2010 in three regions – the South West, the North, and London. CABE will shortly send invitations, and more details of the workshops to those local authorities currently preparing their RtD documents.

Further information can be obtained from Rachel Bagenal at CABE on 020 7070 6816 or [rbagenal@cabe.org.uk](mailto:rbagenal@cabe.org.uk)

## Local Partnerships

The Local Government Association has recently created a new joint venture company with Partnerships UK (PUK) called Local Partnerships.

The organisation has been established to support local authorities and other local public bodies to deliver excellent local service. This work encompasses those engaged in public private partnerships and other major complex procurement initiatives, such as BSF.

The combined experience and expertise of 4ps and PUK remains available to support local authorities preparing to join BSF or currently engaged in it, from project initiation through to contract management.

Local Partnerships also provides enhanced capacity and capability to assist those local authorities engaged in other transformational work around strategic asset management review, sustainable procurement and place-making multi-sector regeneration initiatives.

Local Partnerships will continue to deliver valued support such as the Resources and Skills Reviews, which help prepare local authorities to assemble the appropriate level of resource to deliver investment, programmes or projects effectively.

The organisation will also deliver some brand new initiatives in response to emerging needs. These include specific reviews of lessons learned and long-term strategic support through 'call-off' contracts.

Further details about these services are available from Juliet Manuel on 020 7296 6724 or [juliet.manuel@localpartnerships.org.uk](mailto:juliet.manuel@localpartnerships.org.uk)

Alternatively, you can contact a member of their core team to discuss the levels of support available:

Peter Farrell on 07917 198027 or [peter.farrell@localpartnerships.org.uk](mailto:peter.farrell@localpartnerships.org.uk)

Peter Hodkinson on 07795 491166 or [peter.hodkinson@localpartnerships.org.uk](mailto:peter.hodkinson@localpartnerships.org.uk)

# The *Insite* Interview

BBC *Newsnight* presenter and journalist Emily Maitlis is hosting our Annual Conference at the Southbank Centre on 10 September so we took the opportunity to turn the tables and interview her.

During her time at the BBC, Emily has covered the General Election, securing interviews with all the main party leaders; anchored the mayoral election coverage; and presented the 2006 budget alongside David Dimbleby.

She began her career in television in the Far East, working in China, Hong Kong, the Philippines and Cambodia on half hour documentary programmes. Subjects she examined included the Death Penalty in China, the growing exodus of Philippine women to become economic migrants, the slow re-birth of Cambodia after the Khmer Rouge, and the transition of power to China in Hong Kong. She covered the Handover itself working with Jon Snow and Channel 4, and went on to become a Business Correspondent with NBC covering the collapse of the tiger economies in 1997.

*Building Schools for the Future is about transforming education, and giving every young person the best start in life. BSF schools should be somewhere students want to go every day – were you an eager or a reluctant student?*

I sound like an appalling girly swot but actually I loved school - particularly A level classes which were pretty chilled and brilliantly taught at my school.

*What's your best – and worst – memory from your school days?*

My best memory was probably the season a girlfriend and I managed to stage a production of Arthur Millers' *View From the Bridge*. I was massively into theatre and we got the whole thing up and running - to much appreciated critical acclaim! We even got my English teacher in the cast and a letter from Arthur Miller himself.

My worst memory would be the bitchiness of little girl gangs between the ages of 10-12. Soul destroyingly awful. I remember thinking with some relief how pleased I was to have boys so they would - touch wood - never go through that agony.



*Where did you like to spend time at school. Were you a library swot or did you hang out behind the bike sheds?*

I was quite naughty at school. I think I definitely hung out in places I shouldn't have - but I won't say more!

*Students play an important role in helping shape the schools delivered through BSF. If you were designing a school, what would it be like?*

If I was designing a school I would start, primarily with the teachers. Pay them lots and get the most inspiring human beings I could find - people who were prepared to teach children how to think imaginatively and differently and have the confidence to express their own views.

*As part of involving students in BSF they learn about architecture and what makes an inspirational building. What's your favourite building and why?*

As buildings go, I adore the Tower of London because it makes my imagination run wild with the history it has seen. Not, I hasten to add, that I recommend that as a basis for a school building.

My own was a very imposing building with doric columns and steps up to the front. I loved the formality of the building, the

galleried assembly hall and more than anything, the grounds - grass - that surrounded it. Not bad for a comprehensive - we were very lucky.

*If you hadn't ended up working in the media, what would you be doing now?*

If I wasn't in the media I like to think there's a hundred other things I could be doing. I love the idea of adapting great novels for the screen, or working for a think tank, or even doing something really useful like working with children from care homes, which is the passion of the charity I support.

*In your career, what are you most proud of to date?*

What am I proud of? I'm proud to be able to say I love going to work. That's a real luxury. I love being part of the *Newsnight* team, I love having a major role in the next General Election, I love presenting the news at ten, and I'm also proud of some of the stuff I've written - I came late to the written side of journalism.

*Finally, the question we ask all Insite interviewees: Which three people – dead, alive or fictional – would you like to have dinner with?*

I'd rather choose three people I'd like to interview. I used to think dictators would be fascinating but now I think actually, they'd all say the same warped thing.

So now I think I'd like to have John Stewart, who would make me laugh and whom I respect enormously, and Matt Groening, who invented the Simpsons, and maybe Tony Blair because there are still so many questions I would like to ask him.