



Insite

Partnerships for Schools
Quarterly
Spring 2010



Welcome to the spring 2010 edition of *Insite*.

The year has got off to a flying start here at Partnerships for Schools (Pfs) and we are celebrating the next six local authority projects to join and the 50th financial close in the BSF programme, which now sees 149 schools benefitting from capital investment, 16 of which have opened since the start of the 2010 calendar year. You can find out more about the latest authorities to embark on their projects on page 4 and the 50th financial close in Hull on page 5.

We are also very pleased that the free Energy Display Meter scheme, which was launched by the Schools Secretary at Pimlico Academy in Westminster in January, has proved so popular. The number of schools registering and visiting the website shows a real commitment amongst young people today to make a dedicated contribution to the sustainability issues the world is facing.

The importance of refurbishment in the BSF programme has been highlighted in our joint guidance document with the DCSF and English Heritage, and also in our work with Space for Personalised Learning. We hope that local authorities and schools will take advantage of these resources and inspiration from the schools that have successfully turned historical buildings into 21st century learning environments.

The 2010 Pfs calendar of events started with a very successful four days at BETT where we hosted Future Learning Spaces and contributed to the main conference agenda. The visitors we spoke to on our stand and the number in attendance at the show spoke volumes about the commitment there is within the education sector as a whole to deliver creative and innovative learning experiences that make the most of the opportunities that ICT brings.

This event was closely followed by the year's first BSF Open Day at the award-winning Beaumont Leys School in Leicester and I was delighted to visit this inspiring school once again and share in the experiences of those involved in this exemplar project. Our second BSF Open Day of the year was the first Academies-focused event and we were very pleased at the interest shown by delegates from across the country who made the trip to Sunderland to hear about the award-winning Academy 360, and as we go to press our third Open Day event of 2010 was held at the John Perryn Primary School in Ealing.

The BSEC (Building Schools Exhibition and Conference) event in February was another resounding success and both myself and my colleague, Steve Moss, were delighted to take part in the conference programme of this event that brings together the full schools building community.

Looking forward, the Pfs Annual Conference will be taking place at the QEII Conference Centre on 13 October 2010. This event is always a great opportunity to get the latest updates on the progress and new thinking in the schools building community.

Once again, the most innovative projects, people and organisations will be celebrated at the *Excellence in BSF Awards*. Further details on categories and nominations will be announced later this year but the ceremony will be taking place at the Grosvenor House Hotel on 11 November 2010.

We look forward to seeing you at these events and others throughout what we hope will be the most successful year of the BSF programme to date.

We hope you find this edition of *Insite* a useful update on progress and developments in the schools capital 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.

A handwritten signature in black ink, appearing to read 'Tim Byles'.

Tim Byles CBE

Chief Executive



Schools project progress

Some of the latest schools to benefit from investment are:

Local Authority	School	Opened	Programme
Hackney	Mossbourne Academy	January 10	Academies
Haringey	Highgate Wood Secondary School John Loughborough	January 10 February 10	BSF BSF
Islington	Holloway School Highbury Grove + New Sixth Form	January 10	BSF
Kent	Dane Court School The Community College Whitstable	January 10 January 10	BSF BSF
Knowsley	All Saints Centre for Learning St Edmunds Arrowsmith Centre for Learning	January 10	BSF
Leeds	City of Leeds School PrimroseHigh School	January 10 January 10	BSF BSF
Newham	Brampton Manor	January 10	BSF
Southwark	Walworth Academy	January 10	Academies
Swindon	Seven Fields Primary School	January 10	PCP
Torbay	Torquay Community College	January 10	BSF
Waltham Forest	Walthamstow School for Girls	January 10	BSF
York	Joseph Rowntree School	March 10	BSF

BSF progress

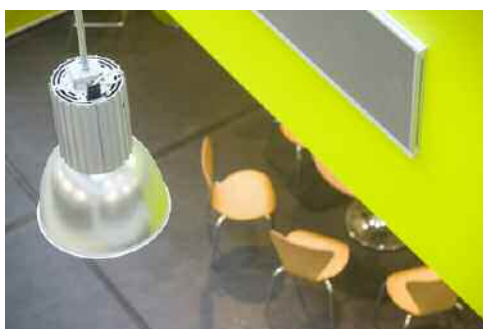
Schools benefitting from BSF investment (including Academies)	149
Deals closed	50
LEPs formed	30
No. of local authorities in programme	101

Academies progress

Projects on site	24
Projects in procurement	184
LEPs/BSF	89
Academies Framework	94
Other procurement route	1
Academies open via the framework	7

Primaries progress

No. of projects	32
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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.



The construction firm responsible for the new Bolsover School in Derbyshire has compiled some interesting facts and figures to illustrate building progress. Work began in May 2009 with a planned finish date of October 2010 so the project is over half way through. 30,000 tonnes of earth and rock were moved to prepare the site; 530 tonnes of steel have been used for the steel frame – equal to the weight of over 400 family cars; 800 sq metres of pre-cast concrete floor and roof units have been used, which is enough to cover a football pitch; while 60,000 bricks and 36,000 blocks have been used to build the walls. 5,600 sq metres of roofing membrane has been used – enough to cover 22 tennis courts and 15,000 tonnes of limestone rock has been crushed and reused on site. Phew!

All of Knowsley's BSF schools are now complete, and will open their doors to the public so that they too can benefit from the state-of-the-art kitchens and learn about healthy cooking. The schools' kitchens will be venues for educational cooking workshops, run by Knowsley Primary Care Trust's trained 'community cooks'. The area's director of public health, Dr Diana Forrest, said: "Delivering Community Cook sessions in centres for learning would allow us to access modern facilities in the heart of our communities, giving residents greater choice in how and where to access services."

Hull's BSF project, the 50th to reach financial close, will recruit over 200 apprentices to work on the refurbishment and building of the area's schools. Esteem, the consortium chosen to deliver Hull's BSF scheme, has begun to recruit a

workforce of the future. Over 50 new appointments will be made each year until 2014, making it the city's biggest apprenticeship recruitment scheme. Sam Whitaker, Esteem's general manager, said: "An intake on this sort of scale is great news for Hull, particularly in view of the uncertain economic times which have highlighted employment gaps in the local market – especially among younger people."

Pupils from Big Wood School in Nottingham City made it through to the regional finals of the 'Make Your Mark' challenge in November. The event which featured a number of schools from across the East Midlands was held at Nottingham's Bulwell Academy, itself part of the Nottingham BSF project. The team from Big Wood School created a business called Eco Cafe which could float up the River Trent offering a menu using locally sourced organic food.

Walsall City Council has launched its BSF Young Voice blog which will give school pupils the opportunity to have their say on the area's BSF project. The site will include photos, designs and competitions geared to involving young people – a crucial stakeholder group in any BSF project. You can view the page here: <http://bsfyoungvoice.blogspot.com/2010/02/walsall-bite-size-is-now-live.html>



Southampton City Council held their Bidders' Day at St Mary's Stadium on 3 February. More than 250 individuals from nearly 120 organisations attended to find out more about the city's project to invest in its secondary school estate. Councillor Paul Holmes, Cabinet Member for Children's Services, said: "BSF is a huge commitment by the council to improve education. So it is reassuring that so many organisations have invested their time to find out more about our proposals. This is a once in a lifetime opportunity for the city and we hope that from this event we can move forward to find the right partner to help us deliver our programme."

Neale-Wade Community College sixth form student, Tom Searle, has been nominated for the *Kids Are Alright* award for his work on Cambridgeshire's BSF project. Tom has been working closely with his teachers, governors,

fellow pupils, the council's BSF team and architects. Tom said: "It's very important that the students play a part in making this school the best it can possibly be."



In January, nearly 100 pupils and teachers from schools in the first phase of Hampshire's BSF project attended the first of a series of design workshops at the Council's new headquarters in Winchester. Participants worked with architects on a series of practical, creative and fun activities aimed at teasing out ideas and inspiration. They explored the use of space to develop an awareness of design features, using a variety of large-scale materials and equipment. Katy Howard, a pupil at Horndean Technology College, said: "It's exciting to think what new facilities and equipment would be available to us through BSF. We could have brand new classrooms, sport and music equipment as well as unique facilities that would benefit the whole community, like a climbing wall or an indoor arena."

Following on from the publication of English Heritage's new document *Refurbishing Historic School Buildings*, Tim Brennan of English Heritage and the headteacher of Elm Court School, Bill Hutcheson, were interviewed on BBC Radio 4's *PM* programme in January. The reporter visited the school in Lambeth – winner of the Best Design for a Remodelled School in the 2009 *Excellence in BSF Awards* – to see how a formerly vacant and derelict building has been given a new lease of life through BSF.





Six more BSF projects given green light

On Monday 8 March six local authority projects across England were given the green light to join the BSF programme and rebuild or refurbish secondary schools in their area.

The six local authorities are (in alphabetical order) Buckinghamshire, Cornwall, Gateshead, Lincolnshire, Oxfordshire and Sutton. Each of these local authority regions will embark on their BSF schemes by summer 2010.

The authorities were confirmed following a rigorous selection process in which they demonstrated they were ready to hit the ground running with their projects to rebuild or refurbish their secondary school estate. It means the six can start now planning in detail to fast-track their most urgent building projects or deprived areas, far earlier than originally planned with capital investment released from 2012/13.

Tim Byles, Chief Executive of PfS, said: "With over 130,000 pupils and 12,000 teachers already benefitting from BSF investment the length and breadth of the country, today's announcement will ensure that even more young people and staff are given the schools that they deserve over the coming years.

"As well as delivering the new schools and facilities that local communities need, BSF is also welcome news for local employment, supporting tens of thousands of jobs on the ground in the construction and related industries.

"For the last three years BSF has met or exceeded all key delivery targets, and we are now seeing a convergence of perception and reality – with around 90 per cent of all local authorities and private sector companies involved in BSF agreeing that the programme is now delivering.

"As well as delivering the new schools and facilities that local communities need, BSF is also welcome news for local employment, supporting tens of thousands of jobs on the ground."

"With over two thirds of all local authorities engaged in BSF, we look forward to working with this latest cohort of local authorities to help deliver schools fit for the 21st century, and to ensure that taxpayers get maximum value from every education pound spent."

Five of the six areas announced today are new to BSF, with Gateshead a repeat local authority which is working alongside South Tyneside to regenerate schools across the two areas. Two BSF schools are already open in South Tyneside, a further seven in construction or design (two of which are in Gateshead), plus the delivery of the BSF ICT Managed Service to improve access to technology in three additional schools.

This announcement keeps up BSF's rapid acceleration in the last 12 months, with 24 projects getting approval this financial year including 20 local authorities new to BSF. This brings the total number of local authorities in England engaged in BSF to 101.

There are 149 schools benefitting from BSF investment now open in nearly 40 local authorities across England. A total of 50 deals have now reached financial close, with 20 of them – worth nearly £2.5 billion – signed since April 2009.

Local authority	Indicative amount NB: Calculated at Sept 2009 index, prices will change as the project matures
Buckinghamshire	£80m (£73.5m + £7.3m ICT)
Cornwall	£69m (£62.6m + £6.5m ICT)
Gateshead (repeat)	£80m (£71.6m + £8.6m ICT)
Lincolnshire	£70m (£62.1m + £7.6m ICT)
Oxfordshire	£62m (£56.3 + £6.0m ICT)
Sutton	£56m (£51.6 + £4.6m ICT)
Total	£418.3m



Building Schools for the Future reaches 50 deal milestone

The Building Schools for the Future (BSF) programme has reached a significant milestone with the 50th deal signed between a local authority and its private sector partner to rebuild and refurbish schools, bringing the total value of contracts signed to over £5 billion.

Hull City Council's BSF scheme is the 50th to reach financial close – the 20th contract signed during this financial year – and also the 30th Local Education Partnership (LEP) to be established with the potential to deliver not just secondary schools but academies, primaries and even wider regeneration projects such as social housing and leisure facilities.

Tim Byles, Chief Executive of PfS, said: "Economic conditions over the past 12 months have provided us with a challenging backdrop for BSF, but we have worked closely and collaboratively with colleagues in the private sector to ensure that we could deal flexibly and nimbly with the prevailing climate. As a result we have reached this important milestone – and outperformed the gloomy predictions of some – by signing 20 deals worth nearly £2.5 billion this financial year already.

Students enjoy the new learning environment at All Saints Catholic Centre for Learning, the final school to open in Knowsley that completes their BSF project.

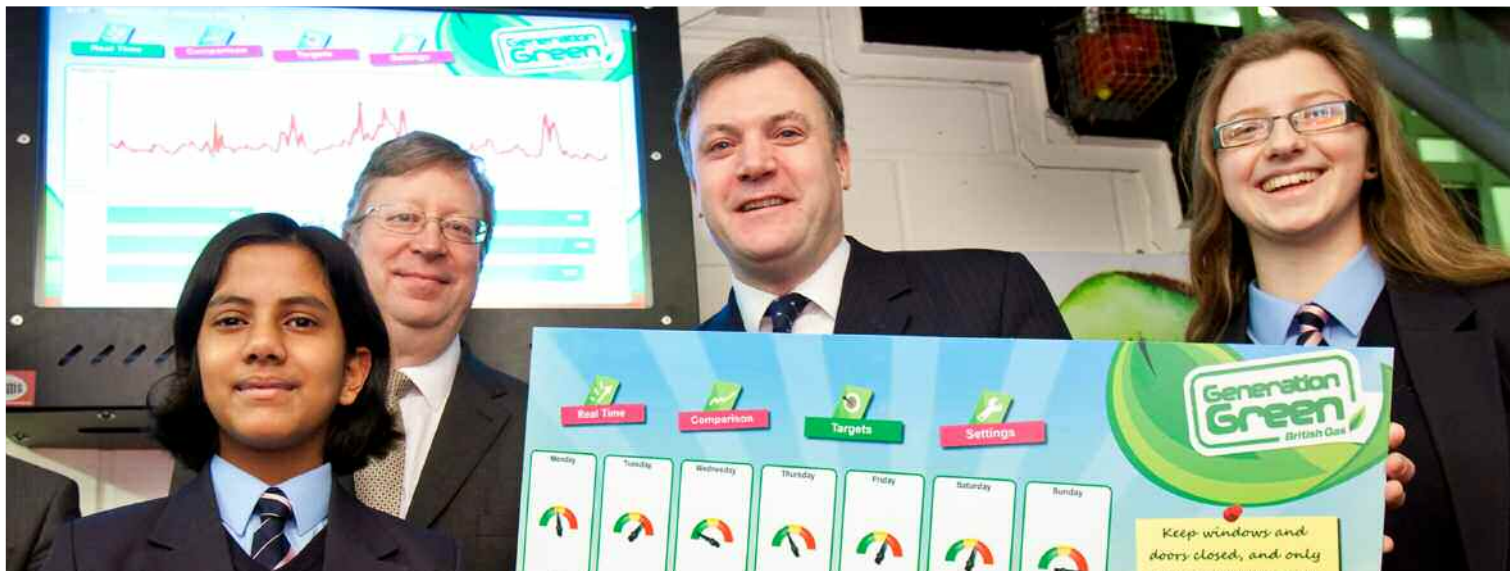
"Whilst from a business perspective this signals that BSF remains not just on track, but ahead of agreed business targets at this stage of the programme, crucially it means that more schools are now under construction the length and breadth of the country. Over 130,000 pupils and 12,000 teachers are already benefitting from BSF investment in almost 150 schools throughout England, and recent deal flow activity will ensure that this number increases rapidly over the coming years with over 200 schools a year due to open from 2011 onwards.

"The pace of delivery and the quality of new and refurbished schools we are seeing is also testament to the good relationships PfS has nurtured with both the public and private sector."

"The pace of delivery and the quality of new and refurbished schools we are seeing is also testament to the good relationships PfS has nurtured with both the public and private sector. Indeed a recent survey indicated that almost all private sector providers and four out of five local authorities questioned said they were satisfied with BSF as a whole."

BSF Financial Close facts

- The first BSF scheme to reach financial close was Bristol in June 2006.
- The first LEP to be formed was in Bristol with partners Skanska. Bristol has completed its Wave 1 project which includes four schools – Bristol Brunel Academy, Bristol Metropolitan College, Brislington Enterprise College and The Bridge Learning Campus.
- The highest value financial close reached to date is for around £600 million for the first phase of Kent's £1.8 billion BSF project.
- Knowsley is the first local authority to complete its BSF project, with seven new mainstream schools now open benefitting over 20,000 pupils. The final school – All Saints Catholic Centre for Learning – officially opened in February 2010.
- Hull is the 50th project to reach financial close and the 30th LEP to be formed. The LEP comprises Hull City Council, Esteem (Morgan Sindall Investments Ltd, Robertson Capital Projects Ltd and Sewell Group plc) and Building Schools for the Future Investments.



Over 10,000 register for Energy Display Meters

Thousands of people from across England have signed up for a free Energy Display Meter for their school after the £12 million initiative was launched by the Schools Secretary at the end of January. Within the first weeks of the initiative being launched, more than 10,000 people had registered their interest by visiting the bespoke Energy Display Meter website.

Primary and secondary schools in England are able to apply for one Energy Display Meter, which will be provided and installed free of charge by British Gas. The meter provides real-time information about the amount of electricity used by the school, with information relayed to a special dashboard on their school PCs. Pupils and teachers can use the information to see how much electricity is used at different times of the day, different days of the week, and different months of the year.

By understanding more about how much electricity is needed to power their school, and by seeing for themselves the difference it makes if they remember to turn off lights and switch off computers properly, it is hoped that pupils – and teachers – will make changes to their behaviour which could have a big impact on the amount of electricity used.

Schools account for around two per cent of UK green house gas emissions, with 9.4 million tonnes of carbon dioxide emitted



Students at Pimlico Academy attend the launch of the Energy Display Meter scheme with Schools Secretary Ed Balls and PFS Chief Executive Tim Byles.

annually by schools in England. The energy display meters are expected to help reduce consumption by 10-15 per cent and it is estimated that it could save an average 900-pupil secondary school more than £3,000 a year on fuel bills alone.

Tim Byles, Chief Executive of Partnerships for Schools – which is managing the Energy Display Meter project – said: “The interest in the free Energy Display Meter offer demonstrates the real appetite in schools to take control of their electricity use, do something to help the planet and save money too. I look forward to seeing this initial interest in the scheme translate into display meters being installed in primary and secondary schools across England.”

Kanat Emiroglu, Managing Director of British Gas Business, added: “The Energy Display Meter, along with the learning resources available to all users, will be a useful tool to help pupils become even more aware of how their individual actions collectively have a big impact on their school’s energy use. We are looking forward to getting free Energy Display Meters up and running in schools over the coming months.”

The Energy Display Meter, funded by the Department for Children, Schools and Families, was officially launched at the Pimlico Academy in Westminster by the Schools Secretary Ed Balls. During the visit he spoke to pupils and teachers about energy awareness and the sustainable features of the new school built by Bouygues. He also saw the first meter installed as part of the scheme in action in a science class, where pupils asked why so

much electricity was used in the school at weekends. The answer? Out-of-hours use of facilities by clubs and residents – with the students agreeing they should encourage other users to do their bit to switch off lights and reduce electricity consumption too.

The new initiative was launched to coincide with the publication of the Zero Carbon Task Force final report, which recommends the use of energy display meters and a comprehensive awareness campaign to help change energy efficiency behaviour in schools.

The full application process for schools to fill in an online request for an Energy Display Meter is now live – for more information visit: www.energydisplaymeter.co.uk

Copies of *Road to zero carbon*, the final report of the Zero Carbon Task Force, can be downloaded at: <http://publications.teachernet.gov.uk/eOrderingDownload/00111-2010DOM-EN.pdf>





New schools for 2010

The Walthamstow School for Girls – linking the original building with the new.

Twenty-one more schools, from Knowsley in the north to Southwark in the south, have opened in new or refurbished learning environments so far this year as part of the BSF, PCP and Academies programmes, bringing the total number of pupils to benefit from BSF investment to around 130,000 in 149 schools across England.

New BSF schools in 2010

- All Saints Centre for Learning, Knowsley
- Brampton Manor, Newham
- City of Leeds School, Leeds
- Dane Court School, Kent
- Highbury Grove + New Sixth Form, Islington
- Highgate Wood Secondary School, Haringey
- Holloway School, Islington
- John Loughborough, Haringey
- Joseph Rowntree School, York
- Mossbourne Academy, Hackney
- Primrose High School, Leeds
- St Edmunds Arrowsmith Centre for Learning, Knowsley
- The Community College Whitstable, Kent
- Torquay Community College, Torbay
- Walthamstow School for Girls, Waltham Forest
- Walworth Academy, Southwark

One of the latest cohort to open is the Walthamstow School for Girls where staff and pupils returned in January to new and refurbished facilities – including eight new science labs, two new drama studios and a new sports hall. These new facilities are spread across the site, which incorporates the original Edwardian school building which has been a local landmark since 1913.

“A lot of time was spent making sure the original aspects of the school were not overshadowed by the brand-new buildings.”

The headteacher at Walthamstow School for Girls, Rachel Macfarlane, which has benefitted from £18 million investment as part of Waltham Forest’s BSF project, said: “A lot of time was spent making sure the original aspects of the school were not overshadowed by the brand-new buildings.”

Lizzie Stockdale (pictured right) recently completed work experience at PFS in the Communications team and on a visit to the Walthamstow School for Girls was inspired by the new learning environments on offer: “I am currently in Year 12 at a school not in the BSF programme and the difference between my own school and the one I

visited was amazing.

“I found that, in comparison, the school worked a lot more efficiently and there were no obstacles to overcome in order to provide high-quality education, as is often the case in the average secondary school.

“The facilities were excellent and I was especially impressed by the beautiful outdoor spaces including roof terraces and a Greek theatre. I believe that as the pupils are in inspirational surroundings they will be encouraged to respect their school and so ultimately achieve more. I’m extremely jealous of the lucky girls who go to school there!”

Seven Fields Primary School in Swindon also returned to a brand new building at the start of the year and there is more on their experience in the feature on page 17.





A new lease of life

A new guidance document to support local authorities' decisions in relation to historic school buildings has been published by English Heritage, in conjunction with PFS and the Department for Children, Schools and Families (DCSF).

Refurbishing Historic School Buildings demonstrates the huge potential and flexibility of traditional school buildings which can be adapted, made more energy efficient and expanded with new buildings. The publication features the award-winning Elm Court School, part of the London Borough of Lambeth's BSF programme, which has transformed an unused and near derelict former Edwardian school into a light and bright learning environment for students with special educational needs. Elm Court successfully blends the existing school building with new build elements – meaning that pupils and staff benefit from the best of both worlds.

As part of the guidance a model brief, which will help local authorities to undertake a simple but effective assessment of the heritage importance of the school buildings in their schools estate, will be available from the English Heritage website.

Tim Byles said: "PFS colleagues have been pleased to work with English Heritage on their new publication to encourage local authorities to look carefully at potential refurbishment projects.

"Refurbishment need not be seen as the poor relation of new build. We are passionate about making best use of existing buildings and sustainable refurbishment projects – and indeed over 50 per cent of schools planned will be refurbished. There are already some great examples of cherished local landmarks being given a new lease of life through BSF

investment, and this new publication should encourage many more."

BSF works on the model of allocating funding for 50 per cent new build; 35 per cent major refurbishment; and 15 per cent minor remodelling. Of the BSF schools already open, and those which have funding approved, 46 per cent are new build and we anticipate this balancing out throughout the course of the programme.

"We are passionate about making best use of existing buildings – and indeed over 50 per cent of schools planned will be refurbished."

Mairi Johnson, Strategic Director of Design at PFS, said: "While there are straight new build schools, and straight refurbishments, there are lots of schools which mix old buildings with new blocks and facilities – the best of both worlds – which makes for a stimulating and inspiring place for young people.

"BSF is most certainly not a threat to historic buildings, it is an opportunity to provide our young people, our teachers and our communities with the schools they deserve – whether through new or refurbished buildings – at the same time preserving what is great about our historic buildings."

For more details visit English Heritage's website: <http://www.english-heritage.org.uk/historicschools>

Refurbished schools

West Hill Primary School, Wandsworth

PFS is working with Space for Personalised Learning (S4PL) to look at using buildings in new 21st century ways. At West Hill Primary School in Wandsworth (pictured above), S4PL has remodelled the school hall in the Victorian building to support personalised learning. It has gone from a drab, empty space into a bright, light area full of colourful bean bags, booth-style seating, and washable walls to write ideas on.

Clapton Girl's Technology College, Hackney

The first phase of work on Clapton Girl's Technology College (pictured below) included the refurbishment of the main Victorian building. This opened in September 2009 as part of Hackney's BSF project and included the school's main reception, general teaching, language offices and the Learning Resource Centre. Further phases of work at the school include new build teaching spaces which have been sympathetically designed to complement the existing Victorian building.



Space for Personalised Learning

Space for Personalised Learning (S4PL) is a joint DCSF/PfS project in conjunction with DEGW that aims to support all schools – primary or secondary, new build or remodelled – who are looking at how to evolve the physical environment to create a more personalised approach to learning.

Tom Weaver (pictured right) – the DEGW Lead Consultant on the project - spoke to *Insite* about S4PL.

What is Space for Personalised Learning?

It's an attempt to consider the spatial interventions that personalised learning might have in a school design project – whether a very small capital project or a very large, whole-school new build. The project aims to create an innovation process from beginning to end – from education through to the design – in a much more robust and holistic manner than has ever happened before, with the philosophy of personalised learning at its centre.

How did the project first come about and what's the philosophy behind it?

There was a successful predecessor project called Project Faraday which looked at the future of science space. But afterwards, we talked with the DCSF about how we needed to create something across a broader range of school types, project sizes and curriculum

West Hill Primary School



areas, and really cut to the core of where the learning agenda was at: personalised learning. It allowed us to consider new types of school organisation and new types of learning spaces.

Personalised learning is a well-established concept in education. What does S4PL bring to it?

I think my colleagues in education will say that good teachers have been personalising learning for a long time, and when we started the project a lot of people said to us: "You don't need space to personalise learning." That's partially true, but for us the focus has been on looking at how to do some of the more innovative things around personalised learning. This can include looking to change the way the learner progresses through school; grouping people together in a more flexible manner; managing relationships between teachers and learners in a new way; and challenging the use of the curriculum. These all have spatial implications.

I understand this is an action research project. Which schools are you working within at the moment?

We are working on 10 schools, all very different, both in terms of the type of school, and also the scale of each project. In the case of West Hill Primary School in Wandsworth (our first completed project), we were remodelling the school hall from an empty Victorian space into one more responsive to the needs of personalised learning, particularly around pupils having more control and ownership of their learning experience. At the other end of the spectrum we're dealing with whole school design for a new build secondary school. That was very purposeful as it allows us to explore all different types of intervention one could make, so we can do something regardless of the budget.

So West Hill Primary is the first completed pilot. Can you tell us more about this project?

West Hill had a very typical Victorian primary school hall and it was a space in the school that was not fully utilised. It had a real feeling of emptiness and just being part of the general circulation of the school. What we did was to work with the school leaders to identify what types of activities they wanted to take place and also their understanding of personalised learning. Then we worked to create spaces that would actually support those activities, which has created a very vibrant, rich atmosphere and an environment which is unique to the context of that school. We wouldn't necessarily want to roll it out to every Victorian primary school – but it works for this school.



Across the whole S4PL project what have you learnt?

I suppose one of the surprises for me has been the way we've had to deal with change management – it's been a very important part of the project. From all the research we ever did, we knew that trying to engage with as broad a spectrum of staff as possible was going to be critical to the success of the environments being used. The paradox of that is that we're aiming for innovative exemplars within our project, and it can be really difficult if you're engaging with people that are at a more conservative end of the spectrum and you have an output-based process. That's been a really tricky balance to get right and one that we've learnt a lot from as we've gone through the process.

Where can people go to find out more?

We have a project website (www.space4pl.org) where we are starting to publish a lot more of our materials – and in particular, a guide to the process that we are going through – even down to the level of all of the facilitator guides and tools that we're creating for our teams to go through this process. These are for guidance and inspiration only. In reality there is no one space for personalised learning – it is personal in itself to each school and learning environment that's out there. So the message is "Take our materials, use our materials, and adapt them to your own individual projects."

You can see Tom talking about the progress of the project in this video: <http://www.space4pl.org/index.php/home/about-us/news-updates/background-to-the-project-and-progress-to-date>



PfS Events 2010

The PFS stand in the Future Learning Spaces area at BETT 2010. Image courtesy of Factotum Design.

PfS remains committed to sharing knowledge and best practice from across the schools capital community – so far this year there have been three BSF Open Days, the Future Learning Spaces and conference programme at BETT and participation in BSEC.

Open Days

BSF Open Day: Beaumont Leys, Leicester

Beaumont Leys School, which opened last April and won 'BSF School of the Year' and the prestigious 'Grand Prix' award at the 2009 *Excellence in BSF Awards*, played host to over 100 delegates involved in various BSF projects throughout England, who came to hear how the new school was benefitting pupils and the local community.

On 21 January 2010, delegates came from all over England – from Bolton in the north to Lambeth in London in the south – and took back valuable tips on their school building projects.

There were a number of presentations from parties involved in the project including Leicester City Council, Leicester Miller Education Company, Northgate Information Solutions and Aedas Architects.

Beaumont Leys pupils played a huge part in the day by helping out headteacher, Liz Logie, with tours of the building and its stunning facilities.

Councillor Vi Dempster, Leicester City Council's cabinet member for children and schools, said: "We were delighted that Beaumont Leys has again been chosen to demonstrate the benefits of BSF. It was very pleasing to see so many interested people

wanting to hear about Leicester City and the improvements that we are already making to the lives of our young people through this investment in our schools."

BSF Open Day: Academy 360, Sunderland

On 26 February 2010, Academy 360 in Sunderland hosted the first Academy-focused BSF Open Day.

The new all-through Academy 360 opened in September 2009 with a specialism in Business and Innovation (including Performing Arts), replacing the existing Quarry View Primary and Pennywell Secondary Schools.

Thanks to its well-tailored vision, strong design and excellent stakeholder engagement programme, Academy 360 won the prize for Best BSF Academy at the 2009 *Excellence in BSF Awards*.

Presentations came from PfS Academies Director, Colin Howell, Mike Foster from Sunderland City Council, Aedas Architects, social housing provider and Academy sponsor Gentoo and the Academy's chief executive, Paul Prest.

Delegates undertook a tour of the Academy which gave them an opportunity to see the school's open-plan learning spaces, cyber café, state-of-the-art amphitheatre and high-tech music facilities.

PCP Open Day: John Perryn Primary School, Ealing

As *Insite* went to press the first PCP Open Day was being held in a new-build primary school, which opened in April 2009 in the London Borough of Ealing.

Future Learning Spaces at BETT 2010

PfS spent a busy four days at BETT 2010, the world's largest educational technology event, which took place at Olympia in London in January. PfS hosted a large area entitled 'Future Learning Spaces'. This zone included a seminar theatre; 12 exhibitors offering specialist information about ICT in BSF and other programmes; the Local Authority and Network Manager Lounges; and two interactive learning spaces showcasing the latest technology developments.

The free seminars brought together experts from schools, local authorities, designers of physical and virtual spaces, furniture and ICT companies, advisers and pupils to share their experiences of the added value capital programmes are bringing to all areas of education nationally and internationally.

Subjects included green technologies; reaching the YouTube generation; change management; flexible, adaptable and integrated spaces; and The Transformation Trust, a new educational charity that funds extra-curricular activities in BSF schools.

The main conference featured a keynote from Tim Byles who discussed the new role of PfS and how capital investment is making a difference to children's life chances and, through initiatives such as the co-location of wider services, is helping to put schools back at the centre of communities.

Steve Moss, Strategic Director of ICT at PfS, spoke about how ICT is transforming BSF schools, and Ged McClinton, Education Director, presented a case study about how design, ICT and new facilities are improving

continued on Page 10...

PfS Events 2010, cntd.

schools for people with special educational needs.

Staff from across PfS welcomed approximately 2,000 visitors to the stand, including many international visitors. If you would like to know more about Future Learning Spaces and our plans for BETT 2011 please contact Education ICT Adviser Anne Casey at anne.casey@partnershipsfor schools.org.uk

'Fit for the Future' at BSEC – Designing for PE & Sport

PfS had a stand at the BSEC show in ExCel, London on 24 and 25 February where PfS staff met with visitors to advise on the BSF, Academies, Primary Capital and other programmes; and promote a new resource called 'Fit For The Future' (see 'New from PfS' section on page 11 for more information on this). A free seminar about this resource was also held at the event.

Tim Byles spoke in the main conference programme on Wednesday 24 about the key points new schools and local authorities need to know; how capital programmes will be delivered in the current economic climate; and how PfS's delivery of all programmes is

enabling 'one conversation' between the public and private sectors.

Steve Moss, Strategic Director of ICT, took part in a discussion session about ICT on Wednesday 24 focusing on how teachers and local authorities must have a long-term vision for education before considering the design and layout of buildings, and how ICT is revolutionising education.



Fire safety update – February 2010

Fire safety is of paramount importance to both DCSF and PfS and always front of mind across all schools. This edition of *Insite* includes an update on PfS's position.

In March 2007 the then Schools Minister, Jim Knight MP, announced the Government's new policy on sprinklers and their value as a measure against arson. He said: "It is now our expectation that all new schools will have fire sprinklers installed. However, we do not intend to make this a compulsory measure. There may be a few cases where local authorities or other promoters of schools consider that sprinklers are not needed. If so, they will need to be able to demonstrate that such schools are low risk and that sprinklers would not represent good value for money."

DCSF and PfS encourages and expects client bodies to install sprinklers in new schools and major refurbishments as a matter of good practice. Only those buildings which are unsuitable or of very low risk should not now include sprinklers. This approach has resulted in over 70 per cent of current new schools including sprinkler systems, whereas before the introduction of the policy fewer than 10 per cent of new schools had them fitted.

DCSF works closely with the Home Office, Health and Safety Executive, Department of Communities and Local Government, National College of School Leadership and other agencies to improve leadership on fire

risk management in local authorities and schools.

Although the protection of property is important, the Government's primary concern is for the safety of pupils, teachers and other users. The legal requirements for fire safety measures in schools are set by the Building Regulations, which prioritise the life safety of pupils, teachers and other users. Sprinklers are not required for life safety and are primarily a property protection measure. A school building designed to the Building Regulations should be safe whether or not it includes sprinklers.

PfS believe that BSF funding is sufficient to meet both regulatory requirements for life safety and departmental expectations for property protection. Recent analysis shows that it is possible to contain the costs of sprinklers within existing funding envelopes with good design and efficient procurement. DCSF Building Bulletin 100 *Design for fire safety in schools*, which is a compliance document for the Building Regulations (available from www.teachernet.gov.uk/fire), shows clearly how the requirements for life safety can be met. Building Bulletin 100 also stresses the importance of protecting the fabric of schools and provides risk analysis and cost benefit analysis tools to help clients decide whether to install sprinkler systems.

Q&A

Will all BSF schools have sprinklers installed?
PfS's expectation is that all but a very few

Becta ICT Services Framework Procurement under way

Becta has published the OJEU notice for the first of two new ICT Services procurement frameworks.

The first of these ICT Services Frameworks consists of two lots. The first lot focuses on infrastructure and mobile connectivity services and replaces the previous Infrastructure Services Framework. The OJEU notice and the PQQ for the framework one can be found at: www.becta.org.uk/industry/ictservices with responses due by 29 March 2010.

PfS has worked closely with Becta to shape the requirements and terms and conditions of the ICT Services Framework. The first framework is intended to be the default route for Academies in areas where there is no BSF ICT Managed Service. It will also be an option in BSF for those local authorities who are procuring ICT services for schools outside of a LEP.

The ICT Services Framework is expected to be available for use in late September 2010.

low risk or unsuitable new schools or major refurbishments will have them fitted.

Is BSF funding sufficient for sprinkler installation?

PfS consider that they are affordable within the current cost limits of the BSF capital programme given that over 70 per cent of new schools have been able to install them. In PFI projects, lower insurance premiums mean sprinklers pay for themselves in 10-12 years providing a good payback whatever the risk.

Who has responsibility for ensuring a safe and appropriate environment?

It is a matter for local authorities, who take fire safety very seriously and will decide on a case-by-case basis whether there are good reasons for sprinklers not to be installed in new schools.

For further information, please visit these links:

Teachernet webpage on fire safety
<http://www.teachernet.gov.uk/fire>

Fire safety design guidance Building Bulletin (BB100)
<http://www.teachernet.gov.uk/management/resources/financeandbuilding/schoolbuildings/legislation/firesafetyforschools/firesafetyguidance/>

Standard Specifications, layouts and dimensions 8 (SSLD 8)
http://www.partnershipsfor schools.org.uk/documents/Design/SSLD_8_Sprinklers.pdf

New from PFS

Several new case studies and guidance documents have been published on the PFS website recently. The site navigation has also been reworked to make it easier to browse through the various resources and new feedback options have been added.

Guidance

- Guidance on FM arrangements for BSF D&B schools;
- BSF derogations review process clarificatory memorandum; and
- Joint LEP guidance.

These guidance documents are available from http://www.partnershipsforschools.org.uk/library/bsf_guidance.jsp

Case studies

- A look at one of the first projects completed as part of the Primary Capital Programme in Ealing;
- a focus on how one local authority organised its bidders' day to showcase its BSF project to potential partners;
- how in Nottingham the private and public sector have worked together successfully to become an award-winning Local Education Partnership;
- a look at the REAL centre which demonstrates the integrated design of furniture and equipment with technology;
- the benefits of the ICT Managed Service for both schools and ICT staff; and
- the importance of including external learning spaces as part of one local authority's BSF scheme.

There is also a brand new Arts and Culture section within the case studies area of the website containing several best practice case studies from schools around the country.

To browse through these and other case studies please go to <http://www.partnershipsforschools.org.uk/library/casestudies.jsp>.

Fit for the Future

The *Fit for the Future* guide has been developed by the PFS PE & Sport Design Steering Group and aims to challenge current thinking, provoke discussion and provide advice. It will be particularly relevant to BSF PE & Sport Stakeholder Groups in their role supporting schools to translate their vision for PE & Sport into a design brief.

You can download the document as a pdf or

view it as a flash presentation at http://www.partnershipsforschools.org.uk/programme/Fit_for_the_Future.jsp

Site structure

You can now find all the capital programmes PFS administers at <http://www.partnershipsforschools.org.uk/programme/programme.jsp>. You can also search for your local area to see the progress of the BSF programme near you.

The BSF Progress page has been updated as of January this year – to find out more please visit <http://www.partnershipsforschools.org.uk/programme/progress.jsp>.

The About Us section has been thoroughly revamped, and an online form added so that users can provide feedback. You can see the changes for yourself at <http://www.partnershipsforschools.org.uk/about/aboutus.jsp>.

The Library can now be accessed from the website's top level navigation, so you can get to it with one click from any page on the site. Work is well underway to expand the library with content for the new programmes PFS has taken over – see the next edition of *Insite* for details.

If you have any feedback about the website we'd be happy to hear from you – please contact our Web Editor at john.winters@partnershipsforschools.org.uk

Events Calendar

March 2010

Tuesday 23

Learning Through Landscapes
Venue: The American School, London NW8

Tim Byles, Chief Executive of PFS, will be presenting a keynote at this event.

October 2010

Wednesday 13

PFS Annual Conference
Venue: QEII Conference Centre, London

November 2010

Thursday 11

Excellence in BSF Awards
Venue: Grosvenor House Hotel, London

Co-location Fund: Coin Street Neighbourhood Centre

The Coin Street Neighbourhood Centre in Waterloo, London, forms part of Coin Street Community Builders' strategy to provide childcare, learning, enterprise support and leisure opportunities that are affordable to all members of the community. The Co-location Fund delivered by PFS has enabled the centre to convert existing basement space into a suite of two consulting rooms with an adjacent waiting room for use by a range of services including:

- Guys' & St Thomas' Hospital Trust (GSTT) Maternity Services;
- Coin Street family & children's centre (CSfcc) family support & outreach;
- Contact a Family, the UK-wide Charity for families with disabled children;
- Southwark and Lambeth Child & Adolescent Mental Health Services; and
- Coin Street Community Builders (CSCB) training & advice service.

Each of these services require space for confidential sessions, often where children and other family members have accompanied the client to the centre. The new suite offers a dedicated, comfortable and calming waiting area.

Specialist provision was required for the GSTT Maternity Services which, prior to the new facilities, were based in a small room adjacent to the CSfcc nursery while the main reception on the ground floor was used as the waiting area.

CSCB's training and advice service is delivered at the Waterloo Job Shop, Johanna Primary School and Coin Street neighbourhood centre and offers benefits advice, signposting to training, assistance with job search, and support with CVs, job applications and interviews.

It is expected that co-locating these services in an accessible neighbourhood centre with existing infrastructure (reception, marketing materials, networks) will make each more effective and economic.

For more information on the Co-location Fund go to <http://www.partnershipsforschools.org.uk/programme/colocation.jsp> and to find out more about the Coin Street Neighbourhood Centre, visit http://www.coinstreet.org/neighbour_centre.aspx



Delivery in Action: Oak Field – a community hub

Oak Field School and Sports College opened in Nottingham in November 2009 and was delivered by the city's award-winning Local Education Partnership – inspiredspaces Nottingham Ltd.

The school is part of Nottingham City's BSF project and came about after the decision to merge Shepherd and Aspley Wood special schools. Headteacher, David Stewart OBE, is delighted with the school and he should know what goes into making a successful school having worked at Shepherd School for 30 years.

Mr Stewart said: "It is still less than 40 years since all children in England and Wales were entitled to an education and we owe it to those families and professionals who fought for this right to ensure that every child gets an outstanding education."

The school caters for 140 pupils with severe mental and physical needs and offers a wealth of specialist facilities including a hydrotherapy pool (the only one in Nottingham), a theatre and sports areas. Oak Field benefits from a fundamental ethos that we should respect what people can do rather than limiting them by what they can't.

Catering for pupils aged from three to 19, a number of considerations have been made to reflect these different ages. The school has been built in specific sections for different age groups as well as a sixth form. Key Stage 1 is colourfully decorated for younger pupils while the sixth form area has a more adult feel and professional working environment. Sixth formers can remain at Oak Field until they are 35 and an onsite flat is available to assist them with the transition from school life to adulthood.

"Schools prepare pupils for life and in doing so should be real world environments that have features both able and disabled people will encounter."

In planning for the new school, Mr Stewart visited a number of schools around the country including some as far afield as Sunderland. He noted one school that made use of a lift: "Schools prepare pupils for life and in doing so should be real world environments that have features that both able and disabled people will encounter."

The school features a central 'heart' which is the focal point for the school and a number of activities such as communal dining. Indeed, healthy eating is actively encouraged and pupils spend time with catering staff to learn about the importance of a good diet so that they can provide for themselves as they grow up.

To aid integration with mainstream schools, a bridge will be built between Oak Field and the adjoining Hadden Park High School, itself a BSF school which opened in April 2009. This will encourage interaction between both schools as they share facilities such as sports equipment.

Oak Field has fully embraced its community ethos. The school will be a one-stop-shop where a range of services, such as education, health and social care, can be easily located providing a holistic approach to the education and care needs of all the pupils. Oak Field has been awarded 'Centre of Excellence' status which places a huge amount of expectation on everyone to succeed. The school seeks to be an exemplar in terms of good practice as well as being at the cutting edge of research and development. It is hoped its status will encourage pupils and staff to be experimental and creative as well as having the capacity to improve.

Councillor David Mellen, Nottingham City Council's portfolio holder for children's services, said: "David (Stewart) believes that every child with special educational needs should have the opportunity to reach their full potential in school and to make a successful transition to adulthood.

"His dedication to improving the life chances of young people with additional needs in Nottingham is remarkable." He added: "David is renowned internationally for his work and his experience and knowledge is a real asset to the city."

Find out more here:
<http://www.oakfieldsportscollege.org.uk/>



Delivery in Action: an award-winning LEP

With the first two schools now completed as part of South Tyneside Council and Gateshead Council's (STaG) joint BSF project, Mortimer Community College and Jarrow School, *Insite* looks at STaG's BSF journey so far and its track record of achievements.

In 2004, STaG submitted a joint Readiness to Deliver application to join BSF and was successful for Wave 1 of the programme, and so began the journey of the first joint local authority BSF partnership.

In the beginning, STaG's BSF project was managed and procured by a small dedicated team working on behalf of both councils. An agreed Memorandum of Understanding endorsed by both councils confirmed to the market and to the wider community that this partnership was serious about selecting a private sector partner (PSP) to deliver not only the BSF project, but also other projects such as health and leisure facilities.

The journey was not without challenges, which is to be expected when procuring such a large and complex project across two councils. However, the strong partnership and close working relationship of the BSF team resulted in the procurement period being kept to a minimum. STaG reached financial close in less than 17 weeks, moving seamlessly into full operation, launching its sample projects and moving through to deliver its next stage ahead of timetable.

Financial Close took place in December 2007

and the Local Education Partnership (LEP), inspiredspaces STaG Ltd was formed, with a shared vision of true partnership, trust and efficient use of resources at its heart. To date, the LEP has achieved two operational BSF schools, Mortimer Community College and Jarrow School, amongst many other projects (including six more BSF schools in construction, the delivery of the ICT Managed Service in three more schools, four primary schools as part of PCP, one co-location fund project, and more). The LEP has also been successful in winning a range of awards; and is now working towards its next phase of BSF.

Additionally, both Mortimer Community College, which is part refurbishment and part new build, and Jarrow School have been awarded BREEAM excellent standard. Martin Townsend, Director at BREEAM, said: "Mortimer Community College demonstrates the importance of ensuring the open and honest conversation between the client and the design team. It was great to see a real pride from everyone involved in the process, from design professional to headteacher to pupil. All with the common goal to build the best school possible for current and future pupils. It is a true legacy for sustainable building design."



Stan Johnson, LEP General Manager of inspiredspaces STaG Ltd (pictured left), explains his BSF journey: "This project is very close to my heart as I have been lucky enough to see it through from the

very start up to now, a unique position to be in. I managed the project through the stages of pre- and post-procurement, and consequently set up the LEP as the BSF Project

Awards Overview

- PfS 2009 *Excellence in BSF Awards* – Buildings Beyond Schools
- *Public Private Finance Awards 2009* – Best Public Sector Project Team Award and Best Educational Project
- *4Ps Awards 2008* – Best Joint Public Sector Partnership
- PfS 2008 *Excellence in BSF Awards* – Best Community Integration

Director for both South Tyneside and Gateshead councils.

"I then made the decision to continue on this journey and was appointed as the LEP General Manager in 2008, and now have overall responsibility for the delivery of STaG's BSF programme and new projects. The STaG project is particularly exciting as it was the first LEP to be set up by Carillion, the first joint local authority LEP, and has achieved various awards in recognition of its achievements.

"My experiences throughout this project and my working life have enabled me to see the countless benefits of cross-border partnerships. To ensure the benefits of partnership working are promoted in the future I became the Vice Chair of the South Tyneside Business Forum, where I work with communities and businesses to promote and drive the regeneration of the borough and the wider region."



Academies focus: Bristol Brunel's proud students

If you ask students and staff at Britain's first new school to be developed under BSF what they feel about the place, many say it's pride – a stark contrast to views about their old school.

It is now 30 months since Bristol Brunel Academy opened its doors and in that time a transformation has come about in teaching and learning, as well as in attitudes and behaviour.

The new Academy was constructed alongside its predecessor, Speedwell Technology College, where attainment was poor and the 50-year-old buildings were crumbling. However, the Principal, Armando Di-Finizio, points out that the stunning new structure is only one factor in bringing about the transformation: "The new building has given us a great framework to put in place really good measures such as steps to improve behaviour and reduce the risk of bullying. We never let our students become complacent about the building and remind them in assemblies just how special it is."

As the country's first BSF school, Bristol Brunel drew many admiring glances and early visitors included the Prime Minister and the Education Secretary. But it is attitudes towards the

Academy among students that are most revealing, as shown by a study by the National Foundation for Education Research into the effects of the school's environment.

Surveys of students before and after they moved into the new building showed that the number who felt proud of their school rose from 43 per cent to 77 per cent; those who enjoyed going to school increased from 50 per cent to 61 per cent; and the number who felt safe at school rose from 57 per cent to 87 per cent.

"The new building has given us a great framework to put in place really good measures such as steps to improve behaviour and reduce the risk of bullying."

Attendance has risen to almost 93 per cent from a percentage in the low 80s before the move into the new building. The Academy – part of the Cabot Learning Federation with two other academies – has also gone from having the highest rate of exclusions in Bristol to one of the lowest in the country, helped by the alternative to exclusion strategies it has introduced and a drive to "nip things in the bud."

Parents who once might have sent their children to nearby secondaries are now voting with their feet. Soon after the Academy opened, first choice applications for places increased by 39 per cent, reflecting parents' growing confidence in the quality of education provided, and open evenings are

attracting high attendances. Staff morale is also good, with an independent survey last year finding that more than 90 per cent were happy with the school.

The building's design has been important in making students feel safe. They and their teachers were consulted by Bristol LEP and its construction partner Skanska early in the design stage, and identified toilets as a risk area for bullying. As a result the new toilets are open plan and unisex – and Mr Di-Finizio says: "There couldn't be a better design for a school!"

Skanska and Bristol LEP help the Academy make the best use of the building's 'green' features for teaching and learning. Experts give talks to students about its sustainability and a spare cycle shed has been turned into a greenhouse. There are also plans for an on-site allotment for students to grow produce and keep chickens.

The community not only shares the pride in the new Academy but also shares its facilities. Local clubs use the sports pitches and other amenities, and local community members are keen users of Brunel Fitness Centre, which offers a fitness suite and dance studio.

Mr Di-Finizio has some good advice for schools and local authorities yet to embark on their BSF projects: "When it comes to looking at the design of your new school, it's important to think about flexibility and have a building you can grow into and adapt. It's also important that it should not be designed in terms of one person's vision, when someone with a different vision may come along at a later stage."

Bristol Brunel's proud students, cntd.

Flexibility in design has helped the Academy adapt to changing needs. For example, an under-used area close to the main entrance has been transformed into a contemporary café.



It was designed by sixth formers as part of their Business Studies and facilitated by Bristol LEP with Skanska's facilities team. Celebrity chef Martin Blunos (pictured above with two

students) officially opened the new café, where student volunteers serve snacks and hot drinks to students and staff. Apart from meeting a need and raising revenue Espresso @ Brunel – the name chosen by the students – is also giving them experience in running a business, catering and other fields that will prove useful in later life.

Working with Bristol City Council, Bristol LEP and Skanska have gone on to complete three other new secondary schools and are currently redeveloping six more in the South West's largest BSF programme, as well as working on plans to improve many of the city's primary schools.

Once the centre of national attention, Bristol Brunel now shares the limelight with other completed BSF schools but the pride is undimmed. Mr Di-Finizio says: "Our students are both proud of the building and of themselves."



The Transformation Trust celebrates its first birthday

The Transformation Trust – a new independent education charity set up by Partnerships for Schools to fund extra-curricular activities in new BSF schools – is launching two national competitions for 2010 to challenge the creativity of young people in schools which are part of the national BSF programme. Set up in May 2009, the Transformation Trust aims to give young people access to opportunities and experiences that will help them fulfil their potential and is already providing support in nearly 100 BSF schools across England.

Calling all budding filmmakers and designers

The **Transformation Trust Young Filmmaker Competition** and the **Transformation Trust Young Designer Competition** are open to all BSF schools across the country.

Oscar-winning film producer David Puttnam (*Chariots of Fire*, *Bugsy Malone* and *The Duellists*) will be judging the Young Filmmaker Competition and is looking for the best film illustrating the positive impact that a new school environment is having – and all in 90 seconds or less.

The Young Designer Competition gives students the opportunity to design a new logo for a national education charity, with the winning design seen and used by millions of people. It also seeks to give budding designers an insight into how the design industry works, with the winner being offered a week's work placement alongside an industry professional to finesse their logo design and further develop their skills.

The winners of both competitions will be unveiled at the Transformation Trust 1st Birthday celebrations, to be held at London's O2 Arena on 13 July, in front of up to 14,000 people. In addition to the awards ceremony, this exclusive event will feature student bands performing in the Blastbeat "battle of the bands" final, high-profile presenters, and well known artists and bands.

How can I get a ticket?

All BSF schools that have opened to date are invited to attend the end-of-term party celebrations free-of-charge. Although this is a special invitation-only event, the Transformation Trust has a limited number of boxes available as part of event sponsorship packages. To find out more contact Amy Leonard, Chief Executive of the Transformation Trust, by emailing amy.leonard@transformationtrust.org.uk

For more information about the Transformation Trust please visit www.transformationtrust.org.uk.





Primary focus: sustainable education improvement

Seven Fields Primary School in Swindon has been rebuilt in a £6.5 million Primary Capital Programme project. The school serves a local community within a socially deprived housing estate and a large number of pupils come from one-parent families, have had disruption to their early years, or have families with significant social and health issues.

This impacts on the readiness of children to start school and information on pre-school children shows a high percentage of families are supported by Children's Fund workers, Child and Adolescent Mental Health Services (CAMHS), Sure Start and the NSPCC. These links are continued within the school, which works extensively with children's services to provide extended school support to all parents.

The main aim of the school is to provide children with a good education that equips them with the relevant skills they need to give them the best possible start in life. The prime focus of the teaching and learning has been to tackle the low literacy and numeracy of the school's children and families and raise the standards of attainment of all children in these areas.

In September 2007 the school moved into a

temporary site from their condemned school building. After a 15-month construction project the Seven Fields Primary new-build school opened on the original site in January 2010.

School design

The design of the new school has seen the Early Years Foundation Stage department centrally placed within the building, directly next to a large Community & Family Learning Base. It is a large free-flowing space linking Nursery, Reception and Year 1 with a large atrium and outside learning spaces. The Community & Family Learning Base includes a range of rooms, spaces, offices and community sport facilities so the school can continue to deliver its extensive range of extended services for families and children.

“The technology is engaging their enquiring minds and the students are really enjoying the new learning spaces and want to come to school.”

The classrooms are now large learning spaces with flexible walls, which can be moved to create a wide range of learning environments, all supported by interconnecting Web 2 technology. Large corridors can be used to create areas for learning for vertical groups of children and creative cross-curriculum delivery.

Innovation in ICT

The school has invested in new ICT hardware and software and teachers all have laptops with wireless internet. As a result, ICT is being used in a range of ways across the curriculum. For example, students in history classes have been researching buried treasures on the internet and using their iPods and mobiles to send the articles and images they have found to the whiteboard. These discoveries are being broadcast across three lessons so collaboration has vastly increased. Headteacher Zita McCormick said: “The technology is engaging their enquiring minds and the students are really enjoying the new learning spaces and want to come to school. In the first week of term we had six out of 10 classes seeing 100 per cent attendance, compared to the usual rate of around 94 per cent.”

The school has its own TV channel, Life, and projects that the students have created are displayed here and through the whiteboards. Recent subjects have included cyber-bullying, a visit to a Roman museum and a GPS research trip to Cumbria. Many of the projects are also included in the school's newspaper, which is researched and written by the students, created using Microsoft Publisher and then sold for a nominal fee within the school. The funds raised by the newspaper sales are being used to support the development of a school library.

The next project is the launch of the school radio station and the teaching staff have just been trained on the use of the technology. Zita McCormick advises: “It is important to train the teachers first and ensure their skills are well developed to demonstrate these new

Primary focus, cntd.

technologies to the students, who then pick them up rapidly and start teaching the teachers new things!”

Eco School

The new building has been constructed from materials that help to reduce the longer-term carbon footprint of the building. The school has achieved Bronze level of the ECO Schools Award Scheme and the students’ contribution to this was through increased on-site recycling and incorporating it into the curriculum with research into the recycling of plastics.

As part of the bid for Silver level the students will work on developing the outside environments to attract a wider variety of wildlife. One project has already seen them working to attract insects to pollinate fruit trees in a community orchard, which forms part of the community nature reserve that Seven Fields faces – Wiltshire Forest. The school has also developed close links with the community through involvement in the management of the community orchard. The development of an on-site nature reserve has been a key element of the new school design and this is due to be completed in April 2010.

Future plans

Now that they have moved into the new building there are plans to develop further their cross-curricular and vertical group teaching and integrate ICT more fully into all lessons. The new outdoor spaces will be used to enhance science and the performing arts while the new larger internal spaces mean dance and drama opportunities can be developed.

The school is also hoping to extend their links with the community by expanding onsite literacy courses for parents, and hopes that they will be encouraged to learn in an environment that they know and are comfortable with. Plans to make Sure Start access easier are also being researched as traditionally only 27 per cent of parents engage with the organisation before their children join the school. It is hoped that the satellite working opportunities provided by the new building will help them engage with difficult to reach families.

Zita McCormick added: “Most importantly, we want to provide sustainable improvements. Our standards and attainment have been improving since 2005 and we want to ensure that improvement continues; the new learning environment will enable us to cement these plans.”

You can read the full case study on the Seven Fields project on the PFS website:
http://www.partnershipsforschools.org.uk/programme/Primaries_CS.jsp





Delegates learn about sustainability initiatives at Coventry's Carbon Busters event.

Delivery in Action: Coventry's Carbon Busters

Coventry is a Wave 4 BSF authority which will rebuild or refurbish all of the city's secondary schools, including 10 in the first phase. The project is currently at the procurement stage with three bidders in the running. The Selected Bidder is expected to be announced in September 2010.

In October, Coventry's BSF project was involved in the city's Carbon Busters event which was aimed at tackling climate change through the curriculum and educating young people in both primary and secondary schools. It also provided a forum for teachers to find out how local and national initiatives were implementing ideas to challenge climate change through the BSF programme and School Travel Plans.

Twenty-four of the city's primary and secondary schools were represented at the event and an eye-opening statistic was presented at the start: according to Coventry City Council, 36 per cent of the city's CO₂ emissions come from education buildings and in 2008 over £3 million was spent on energy bills in the city's schools.

Councillor John Blundell, Coventry City Council's Cabinet Member for Children, Learning and Young People, said: "Coventry's Carbon Busters event was a chance to promote the work that has been achieved in the city, our future plans and also to highlight how climate change can be tackled through the curriculum.

"It also provided the opportunity to showcase Coventry's BSF programme and the possibilities for carbon reduction and sustainability within schools."

The event gave a number of schemes and projects the chance to outline their plans and ideas which are covered in this article.



Eco Schools

Eco-Schools is an international award programme that provides guidance for schools on embedding sustainability principles into the heart of school life. The programme is one of five environmental education programmes run internationally by the Foundation for Environmental Education.

The Eco Schools scheme operates in over 40 countries with 40,000 schools registered worldwide. In the UK, over 12,100 schools have registered with 950 of them having achieved the highest level of green flag status. Coventry has 75 of its 114 schools registered.

Schools in England can work towards Eco School status and can gain one of three awards – bronze, silver and the prestigious Green Flag. Eco Schools recommends the use of a number of resources including Pod-o-meters, which give schools an opportunity to monitor their energy usage and learn about sustainability. Schools can now also take advantage of the free Energy Display Meter offer managed by PfS to help towards Eco School status. Find out more about this scheme on page 6.

Display Energy Certificates

All schools have been required to show Display Energy Certificates (DEC) since October 2008 to show the actual energy usage of a building. The Operational Rating is a numerical indicator of the actual annual carbon dioxide emissions from the building. This rating is shown on a scale from A to G, where A is the lowest (best) and G is the highest (worst).

DECs also show the Operational Ratings for the last two years to track whether the energy performance of the building is improving or not.

The presentations

At the event, Ben Ballin from TIDE (Teachers in Development Education) advised that sustainable schools should aim to empower learners to take action, understand and develop resilience, and in turn the curriculum aims to produce confident individuals, successful learners and responsible citizens.

Jane Barker, advisory teacher for science cited the latest Ofsted guidance on sustainability

Coventry's Carbon Busters, cntd.

which notes that carbon busting can offer a relevant and motivating context for learners and involve pupils in shaping solutions. She also mentioned Ofsted guidance for inspectors published in September which offers advice on sustainable development. More info can be found here:

http://www.coventry.gov.uk/ccm/cms-service/stream/asset/?asset_id=31629001

In addition, four students from Cardinal Newman presented on work they had undertaken around sustainability on the subject of food packaging. They used the following principles to apply their learning to real life situations:

- Representation
- Reasoning
- Interpretation
- Communication

BSF bidders

The three bidders for Coventry's BSF project – Aura, BAM and Coventry Partnerships for Learning (CP4L) – also outlined their plans for sustainability.

Aura made the following recommendations:

- Look for carbon saving opportunities from the site such as reusing existing materials and space to grow own fuel.
- Use the building's form to reduce its energy demand, e.g. using the building to capture the sun's heat and using trees to provide shade in the summer.
- Use the most efficient systems to meet the demand for energy, such as low energy computers and lights with simple controls.
- Generate green energy from renewable resources such as solar hot water, solar photovoltaic (PV) power, ground borehole cooling, biomass heating boilers, wind turbines and inter-seasonal heat batteries.
- Enable and encourage people to manage their use of energy through websites such as spacestolearn.org.uk. This in turn can be used in lessons such as science and geography.

BAM indicated they would:

- Disseminate the sustainable ethos to the wider community.
- Deliver school environments designed to enhance education. For example, research has shown that differing degrees of daylight and ventilation can have an effect on pupil concentration.

- Provide educational resources. For example, BAM's BSF schools will integrate ICT learning by displaying their energy usage.

CP4L stated that sustainable schools were made up of four elements:

- Design – taking into account pressures of local environment and the economy.
- Construction – addressing environmental issues and interaction with the local community, such as job creation.
- Operation – ensuring the project meets all stakeholder needs.
- Decommissioning – the school should provide a meaningful legacy for the area that can be reused in the future if necessary.

CO₂V Kids



The event also marked the launch of CO₂V Kids an initiative which uses schools as the focal point for action on efforts to reduce carbon emissions.

Student Energy Champions from Barr's Hill secondary school were present to share their experiences. It is their responsibility to identify causes of energy wastage and devise an action plan to target them. Their work had an impact on a number of areas of the curriculum:

- **Science** – the study of Green energy
- **Geography** – learning about climate change
- **Maths** – tracking results and presenting findings
- **Engineering** – looking at the construction of alternative energy supply, such as wind turbines
- **Media** – production and distribution of newsletters to promote best practice

Workshops

Two workshops were also held during the day entitled DCSF Carbon Detectives and British Gas's Generation Green. The Carbon Detectives Kit enables individual schools to prevent the predicted significant impacts of rising temperatures and encourages schools to rethink how they use and deal with energy and water, food and drink, waste and recycling, travel and traffic, purchasing, and buildings and grounds. More info can be

found here:

<http://www.carbondetectives.org.uk/content/home/index.html>

Generation Green brings together schools, pupils, their family and friends to help them to live a greener life. Its aim is to encourage 'greener' behaviour and show that by working together we have the capacity to effect long-lasting change. Find out more here: <http://www.generationgreen.co.uk/>

Meghna Das, Coventry's Sustainable Communities Officer, said: "Carbon Busters' aim is simple – to help schools understand about their carbon footprint and share information on how schools can cut their energy costs and carbon emissions. Coventry Carbon Busters happened as a result of Coventry signing up to the Covenant of Mayors (we were one of the first cities to sign up). Our aim in Coventry has also been to take every opportunity to establish curriculum links as well as work towards the Sustainable Schools agenda through this initiative."

Meghna cited a 2008 survey by DEFRA which found that 97 per cent of young people are aware of climate change, 60 per cent are worried about its impact on their lives and 92 per cent believe that their school could play a part in addressing climate change.

Schools expected to be included in Coventry's first phase project:

- Alice Stevens
- Baginton Fields
- Cardinal Wiseman
- Ernesford Grange
- Lyng Hall
- President Kennedy
- Sherbourne Fields
- Tile Hill Wood
- Westwood
- Woodlands



Update: Delivery Partners

CABE

Creating excellent primary schools



CABE's new client guide, *Creating excellent primary schools*, has been produced especially to help primary school clients, working in either the local authority or the school itself, to make the most of capital investment through the Primary Capital Programme. Good design is fundamental to delivery of the programme – and an informed school client is vital for successful school building projects.

Creating excellent primary schools explains the processes involved in a primary school building project and how to get the best from it, particularly in terms of design. Successful school design is the result of hard work and collaboration between clients, designers and contractors – and, of course, the people who will use the building also need to be involved.

The guide is divided into sections roughly relating to the different stages of the project and includes advice on how to arrive at:

- a clear vision on how education will be delivered in the future in the school;
- appointing a client design advisor who can help translate that vision into a brief;
- a well thought-through approach to sustainability;
- a clear idea of functional requirements and quality;
- a thorough brief developed in consultation with the school;
- skilled designers who can work well with the client, suppliers and end users;
- providers (builders and managers) who

will deliver the building;

- a programme that provides sufficient time for designers to achieve a good solution; and
- a realistic and robust budget that allows appropriate construction quality.

The guide takes you step-by-step through the process and provides practical tools. It also includes 15 case studies of primary schools from around the country which illustrate developing an excellent brief and designing a sustainable school.

Creating excellent primary schools is available to order or download from:
www.cabe.org.uk/publications/creating-excellent-primary-schools

National College

New support for capital investment

Since 2006 the National College has provided dedicated leadership programmes to develop the learning and understanding of local authorities and school leaders as they enter into and progress through the BSF process.

The National College has been committed to providing the highest level of support for school leaders and local authority officials as they take up the opportunities and challenges presented by a major capital investment project.

From autumn 2010 the National College will be providing an innovative new leadership programme which will build on the success of its predecessors – the BSF and PCP leadership programmes. The Capital Investment Leadership Programme (CILP) aims to equip, challenge and support local authority teams to realise the maximum potential of schools capital investment.

With a clear focus on helping school leaders develop strong Strategies for Change the CILP will develop the key themes vital to the success of a major investment project, such as:

- creating and realising a shared vision;
- driving change forward through innovation;
- the use of technology to meet future learning requirements; and
- engaging others in the transformation of learning environments.

Aligned to the needs of school leaders, CILP can be tailored to incorporate the development needs of each local authority as they embark on the early stages of a range of

capital investment projects, from remodel to new build covering the 0-19 age range.

The programme provides a blended learning approach spanning two academic terms, including five days of face-to-face events, facilitated activity within schools, targeted one-to-one support and online materials, resources and tools.

Selected local authorities currently engaged with PFS on schools capital investment projects will be invited to apply for the CILP from March 2010. Introductory elements of the programme will commence in the Summer term for all delegates.

Further information about the programme is available at www.nationalcollege.org.uk/bf



The *Insite* Interview

Adrienne Bloch is Head of Strategic Development at Catalyst Lend Lease.

Can you tell us what your role involves?

I identify new Public Private Partnership (PPP) opportunities, sectors and models and help position Catalyst Lend Lease to bid, successfully win and operate them. I also promote our PPP division, the benefits of the Lend Lease integrated model within the competitive landscape and protect the corporate reputation of the company and its investments.

What do you think are the key opportunities of the BSF programme?

The chance to make a lasting difference to England's education system by challenging existing ways of thinking and inspiring all to realise their potential. We can only do this in a true partnership with staff, students and members of the community. This is an opportunity to create environments which excite and provide facilities that nurture creativity.

What positive differences do you think Catalyst Lend Lease has brought to the BSF projects it is involved in?

We have completed nine schools to date and will open six more in 2010. The common factor in all schools is the design and build quality, and level of involvement with the community to offer low carbon and highly sustainable learning environments. These environments provide people within them with opportunities to interact physically and work creatively with members of the community in new ways and spaces. The high standard of the ICT also allow users infinite virtual collaborative possibilities.



How do you feel Catalyst Lend Lease's BSF work contributes to the wider regeneration of local communities?

We are actively working with our supply chain and local authorities in Birmingham and Lancashire. In Birmingham, over 50 BSF supply chain businesses have signed up to our skills pledge to generate new apprenticeships and employment opportunities in the city.

In Lancashire over £50 million of construction and supply contracts have gone to local businesses and we have already found real long-term jobs for nearly 50 local school leavers within our supply chain. These jobs bring both money and hope into the community and help keep young people in the locality. We are now starting to look at wider agendas and benefits that we could bring within both local authorities.

One of your projects, Burnley Campus in Lancashire, recently won the Community Hub Award in the Excellence in BSF Awards. Why do you think this was project was a success?

Burnley is a very special place and most importantly it has amazing individuals with a true community spirit that transcends many of the area's challenges. Our Burnley Campus project provides new amenities and resources to the community and they have quickly taken those facilities to heart, with members of the community often grabbing a coffee in the café whilst reviewing books from the public library and interacting with students. Already over 90 community groups and thousands of local residents have enjoyed the new facilities.

Without giving too much away, what advice would you give to other companies bidding for BSF projects?

BSF is about much more than just building and refurbishing schools. It is imperative to know the community in which you want to work: discover the issues, understand the needs and create places of education that will be of lasting benefit to everyone who wants to use them.

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

There have been a number of projects that I have worked on that have been complex and challenging. However, it is only when you go back and visit these projects during the operational phase that you truly realise the positive impact that they have on people's lives. I believe that the Ashburton Learning Village in Croydon has turned around a desperately deprived community by providing an inspirational place for people to learn and develop by combining a local library, community school, adult education college and music service all co-located in an inspirational and sustainable environment. In addition, this project provided new housing and a community nursery whilst aligning central government funding streams and driving operational efficiencies.

Which three people, alive, dead or fictional would you like to have dinner with and why?

Bill Clinton because he's an amazing orator and has been there and done it; Stephen Fry to add entertainment and thought-provoking challenges to the other guests; and Queen Elizabeth I to find out how she succeeded as a woman in a man's world. Her relationship with men and women fascinates me. I also think she would be quite a challenge for the other two guests and I would get to see her make-up in detail!