

REPORT TO: LEADERS GROUP
CABINET
OVERVIEW & SCRUTINY (CHILDREN'S SERVICES)

DATE: 21 JANUARY 2010
4 FEBRUARY 2010
9 FEBRUARY 2010

SUBJECT: BUILDING SCHOOLS FOR THE FUTURE - UPDATE AND FINANCIAL IMPLICATIONS

WARDS AFFECTED: ALL WARDS

REPORT OF: PETER MORGAN
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**EXEMPT/
CONFIDENTIAL:** NO

PURPOSE/SUMMARY:

The purpose of this report is to update Members on the BSF programme and to seek approval for the proposed budget to the completion of Outline Business Case.

REASON WHY DECISION REQUIRED:

Approval for funding must be agreed in order to proceed with Strategy for Change and the Outline Business Case.

RECOMMENDATION(S):

Cabinet is recommended to:

- (i) note the update to BSF;
- (ii) endorse the draft Communications and Engagement Strategy;
- (iii) agree to the advance allocation from one-off resources of £200,000 for 2009/10 and up to £1.681m for 2010/11 to complete work on the SfC and OBC.

KEY DECISION: Yes.

FORWARD PLAN: 13 January 2010

IMPLEMENTATION DATE: Following the expiry of the "call-in" period for the Minutes of the Cabinet meeting.

ALTERNATIVE OPTIONS:

Not applicable.

IMPLICATIONS:**Budget/Policy Framework:** None**Financial:** Financial implications are fully explained in section 5 of the report.

	2009/ 2010 £'000	2010/ 2011 £'000	2011/ 2012 £	2012/ 2013 £
<u>CAPITAL EXPENDITURE</u>				
Gross Increase in Capital Expenditure				
Funded by:				
Sefton Capital Resources				
Specific Capital Resources				
<u>REVENUE IMPLICATIONS</u>				
Gross Increase in Revenue Expenditure	200	1,681		
Funded by:				
Sefton Funded Resources	200	1,681		
Funded from External Resources				
Does the External Funding have an expiry date? Y/N	When?			
How will the service be funded post expiry?				

Legal: Not appropriate.

Risk Assessment: A full risk register has been developed to support the programme and this is available for members if requested. There are financial risks of additional capital and revenue expenditure commitments for the Council associated with the BSF process. These have been assessed and will continue to be reviewed during the preparation of the Outline Business Case and be the subject of future reports to Cabinet. Comments on the risks, relating to future government spending plans, is given at paragraph 6 of the report including comments from PFS.

Asset Management: BSF represent a significant opportunity to renew and improve inappropriate school buildings and create community assets.

CONSULTATION UNDERTAKEN/VIEWS

FD 294 – the comments of the Acting Finance and Information Services Director have been incorporated into this report.

CORPORATE OBJECTIVE MONITORING:

<u>Corporate Objective</u>		<u>Positive Impact</u>	<u>Neutral Impact</u>	<u>Negative Impact</u>
1	Creating a Learning Community	✓		
2	Creating Safe Communities	✓		
3	Jobs and Prosperity	✓		
4	Improving Health and Well-Being	✓		
5	Environmental Sustainability	✓		
6	Creating Inclusive Communities	✓		
7	Improving the Quality of Council Services and Strengthening local Democracy	✓		
8	Children and Young People	✓		

LINKS TO ENSURING INTEGRATION:

The BSF programme will be a key driver to ensuring integration in Sefton schools.

IMPACT UPON CHILDREN, SCHOOLS & FAMILIES TARGETS AND PRIORITIES:

The BSF programme will have a positive impact on all targets and priorities both for Children, Schools & Families and across a wider corporate agenda.

LIST OF BACKGROUND PAPERS RELIED UPON IN THE PREPARATION OF THIS REPORT

Report to Cabinet: 14 January 2010 - BSF: UPDATE AND STAFFING.

BUILDING SCHOOLS FOR THE FUTURE: UPDATE AND FINANCIAL IMPLICATIONS

1. Background and Update

- 1.1 The Chief Executive, Strategic Directors for Children, Schools & Families and Communities and senior officers attended a pre-engagement meeting on 11 January 2010 with representatives from Partnerships for Schools (PFS), the Department for Children, Schools & Families (DCSF) and the Office of the Schools Commissioner (OSC). Sefton was congratulated on providing all of the additional information for Readiness to Deliver (RtD) and it was noted that PFS would recommend approval of this document. The date for the Remit Meeting, which represents the official entry into the BSF programme, was discussed with a recommendation that this would be in March 2010. Confirmation of RtD approval and the Remit date are awaited.

2. Benefits of BSF

- 2.1 Members will recall that BSF is a national programme to transform teaching and learning in the 21st century and to provide buildings which will facilitate this transformation.
- 2.2 BSF will bring significant capital investment (approximately £80 million in phase one) to schools and communities in Sefton. This investment will improve the life chances of children and young people by transforming learning and providing stimulating environments and facilities that can enable every young person to develop their talents and achieve their very best.
- 2.3 BSF will enable us to raise standards and aspirations through a personalised approach to learning to meet the needs of all young people, including those who are vulnerable. This approach to learning will be supported by modern, sustainable buildings designed with input from young people themselves and modern technologies. Through BSF, schools will have the flexible space to support a variety of approaches to learning, including e-learning, and the Information and Communication Technology (ICT) infrastructure to communicate effectively with pupils, parents and the community.
- 2.4 BSF will enable Sefton to progress its Every Child Matters (ECM) agenda by integrating services and building teams of services around children and their families. It will also place schools at the heart of their community by enhancing and providing new opportunities for community use of sports, cultural and leisure facilities.
- 2.5 Sefton has developed a robust Transformation Vision, which sets out how BSF will transform the Borough. It also communicates how BSF forms a vital part of our Integrated Investment Strategy which will ensure the provision of appropriate levels of new and affordable housing, an adequate supply of industrial land and workspaces, assist us to tackle worklessness and generate job creation by linking housing supply with economic opportunities. The BSF programme will enhance the desirability of currently deprived areas with joined up strategy ensuring that former school sites and the provision of new schools are part of effective land use plans which encourage the development of sustainable communities. The Integrated Investment Strategy also seeks to ensure alignment between the Local Education partnership (LEP) and delivery team for housing/commercial/industrial regeneration in order to ensure effective implementation, alignment of programmes and thus really ensure that we deliver a transformational vision for the people and communities in Sefton.

3. Key Milestones in the BSF Programme

- 3.1 The BSF process follows a national standard and is overseen by Partnerships for Schools (Pfs) with input from the Department for Children Schools and Families (DCSF) and Her Majesty's Treasury (HMT). The key milestones are summarised as follows:

Deliverables	Key Dates
Approval of Readiness to Deliver Document	January 2010
Signed agreement to procure a joint LEP with WMBC	February 2010
Remit Meeting (Official Start)	March 2010
Strategy for Change - Submission to Members	September 2010
Outline Business Case – Member Approval	February 2011
OJEU notice placed	March 2011
Invitation to Participate in Dialogue - 1	May 2011
Invitation to Participate in Dialogue - 2	October 2011
Invitation to Submit Final Bids	January 2012
Preferred Bidder Announced – Member Approval	March 2012
Financial Close	August 2012

4. Communications and Engagement Strategies

- 4.1 The Sefton BSF Team have drafted a Communication and Engagement Strategy to support the project for review and approval. Please refer to Annex B for a copy of the Draft Communication Strategy. This strategy is key to engaging key stakeholders - school, young people, parent, communities and partners - in shaping the BSF programme to:-

- Transform teaching and learning across the Borough
- Develop integrated services
- Enhance community access and provision

This approach will not only shape phase 1 of the programme but provide the foundation in terms of vision, priorities and strategy to develop future phases of the BSF programme

- 4.2 It is important that Members are fully engaged in the development of this programme as well as being informed of its progress. Accordingly it is intended to develop a strand of the communication and engagement strategy to ensure such involvement and this could potentially include:-

- Member briefings and workshops
- Bi-monthly progress report
- Member Reference Group
- Area Committees

5. Financial Implications

- 5.1 In April 2009, Cabinet agreed to provide £300,000 from the Modernisation Fund as the budget for the production of the Council's 'Readiness to Deliver' document supporting the bid to enter the BSF programme; the report also indicated that the total cost of procuring BSF could be of the order of £3.2 over a four year period. The RtD work was completed in November and the latest indication is that the budget has been under spent by some £140,000. As a result of this good progress, the Council has moved some 3 months ahead of the timetable originally envisaged.

- 5.2 Work is currently progressing, in-house, to prepare for the Strategy for Change (SfC) and Outline Business Case (OBC) stages of the programme and this has included the appointment of (Pfs required) external Financial, ICT, Legal and Technical advisors to assist the delivery of these and later stages of the BSF procurement process. The time

limit for completing SfC and OBC are prescribed by PfS as being maxima of 28 and 52 weeks after the Remit Date. It will, therefore, shortly become necessary to start incurring costs associated with the SfC and OBC stages. Details of the budget plans for completing the SfC by October 2010 and OBC by March 2011 are attached at Annex A.

- 5.3 Members will recall that the BSF procurement costs, as indicated in paragraph 5.1, were to be funded from one-off funding sources rather than present additional budget pressures to the Council during the process. Whilst a number of potential one-off sources have been identified (including Performance Reward Grant and the Council's Modernisation Fund) any final decision will need to take account of other demands on these funds identified during the budget process. The good progress to date means that the call upon those funding sources needs to be, in part, advanced by some £200,000 in the current year and increased to a maximum of £1.681m for 2010/11 compared to the illustrative figures presented in April 2009. This increase in previously estimated costs is due to Partnerships for Schools non negotiable requirements that detailed technical surveys are undertaken as part of the Outline Business Case at all of the Phase 1 sites and warranted to a financial level acceptable to funding bodies, and also the costs associated with obtaining satisfactory Outline Planning approvals.
- 5.4 Work to conclude the establishment of the joint Local Education Partnership (LEP) with Wirral MBC for BSF is progressing; the Memorandum of Understanding (MoU) is being prepared which will incorporate arrangements for sharing the costs of preparing for the LEP and the later stages of the BSF procurement process. There may be some scope to share a proportion of the cost referred to in paragraph 5.3, however, at this stage until the details of the agreement are finalised the amount cannot be quantified, hence the indication of a maximum budgetary requirement of £1.681m for 2010/11. An update report will be presented to Cabinet when the MoU is completed.
- 5.5 Cabinet have previously been advised that entering the BSF will require a financial commitment from the Council in terms contributing to the costs of construction and refurbishment of the schools in the programme and any additional running costs associated with the community use of the facilities upon completion. The extent of these commitments after the Council enters the full BSF programme cannot be accurately assessed at present but will become more clear during the preparation of the OBC in the coming months and will be reported to Cabinet in due course. Schools will be expected to absorb significant costs in terms of facilitating staffing resources to support the BSF programme and in particular the development of the strand relating to transforming teaching and learning.

6. The Government's Future Spending Plans and the General Election

- 6.1 Partnerships for School have provided the following comment relating to the Government's future spending plans and the General Election:-

"The issue of spending plans post the General Election remains in the headlines and is likely to continue to feature over the coming months. It was announced this week that the Secretary of State Ed Balls has challenged his opposite numbers to a TV debate in the run up to the General Election.

PfS is a delivery agency and as such it is not for us to comment on future governments' spending plans. However, all the major political parties recognise the need to invest in the schools estate, but it is too early to say what these plans will mean for individual capital programmes.

More generally, it should be noted that public sector budgets are set for each of three years in a spending review period. The current spending review period is from 2008-09 to

2010-11. This does not mean that budgets for capital programmes will not be set beyond March 2011 and the expectation is clear that the programmes will continue to be funded beyond this point. The allocation of funding in the next spending review period will reflect the government's priorities for public expenditure and its agenda for public service delivery."

- 6.2 Members must be aware that in making this decision there is a risk that the Council will invest these resources in preparing for BSF and this may not result in the allocation of Government resources. This may happen because of changes in government spending plans, local delivery issues and/ or national and local policy changes. However what is certain is that if we do not invest the resource there is little or no chance that this scale of investment could ever be delivered for Sefton. The opportunity to transform communities and education through the programme is massive and at this stage there are no other alternative plans that would realise these outcomes.

7. Recommendations

- 7.1 Cabinet is recommended to:

- (i) note the update to BSF;
- (ii) endorse the draft Communications and Engagement Strategy;
- (iii) agree to the advance allocation from one-off resources of £200,000 for 2009/10 and up to £1.681m for 2010/11 to complete work on the SfC and OBC.

Sefton MBC Building Schools for the Future – Estimated Procurement Budgets

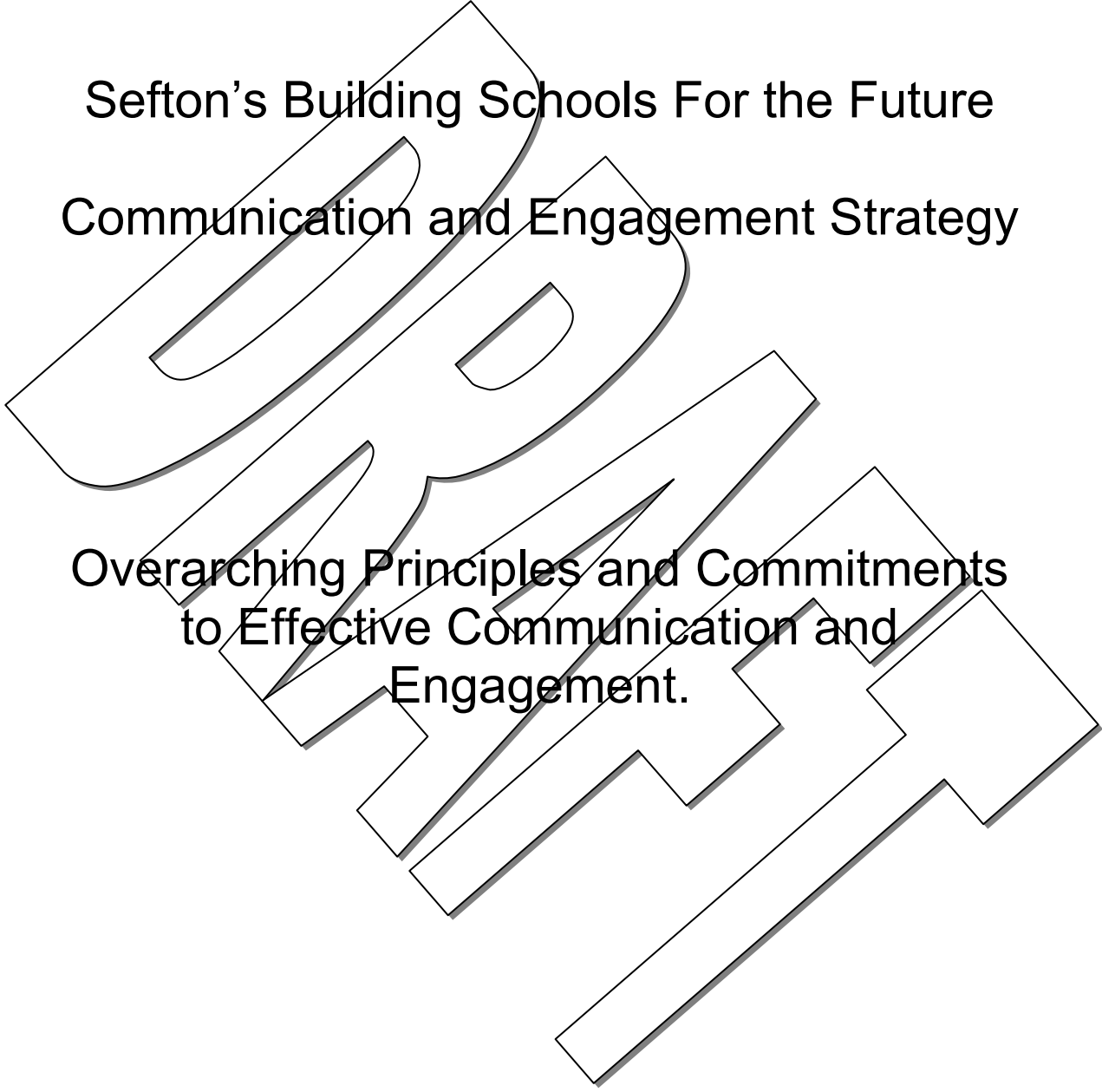
BSF Stage:	RtD	SfC	SfC/OBC				
Year:	2009/10	2009/10	2010/11				
	Actual	Estimate	Estimate				
	£'000	£'000	£'000				
Interim Project Management	66	93					
Feasibility Studies	78						
Other	16						
Core Management			272				
Recruitment costs		65					
Site surveys (maximum potential cost)			700				
Change management & engagement		50	200				
Marketing etc		29	24				
Technical advice		50	275				
ICT advice		10	55				
Legal advice		16	50				
Financial Advice		8	44				
Client Design advice		3	6				
5% Contingency		16	55				
Sub Total	160	340	1,681				
Less Approved Budget	300						
Forecast Under spend	140						

Legend of BSF Stages:

RtD = Readiness to Deliver

SfC = Strategy for Change

OBC = Outline Business Case



Sefton's Building Schools For the Future Communication and Engagement Strategy

Overarching Principles and Commitments
to Effective Communication and
Engagement.

Jan 2010

1. Introduction

The Sefton Building Schools For the Future (SBSF) Communication and Engagement Strategy details the underlying principles and methodology that will be used to provide information, consult and engage with children, young people, schools, Parents and key stakeholders involved in the SBSF programme.

The strategy will be developed in three parts.

1. Overarching strategic principles and commitments to effective communication and engagement.
2. Projected communication and engagement activity with associated timescales, milestones and implementation proposals
3. Development of individual school communication and engagement plans developed in partnership with schools involved in the SBFS Programme.

This document is the first part of the overall strategic development of the Communication and Engagement Strategy

The strategy aims to:

- Facilitate a process of open, honest and ongoing communication with children, young people, schools, Parents and other stakeholders who are or will be affected by the BSF programme.
- Ensure that children, young people, schools, Parents and other stakeholders are afforded meaningful opportunities to engage in the SBSF programme at a level and pace, which is appropriate.
- Make sure that barriers to engagement are recognised and that proactive and positive steps are put in place to enable every one to be involved and contribute to the SMBC proposals.
- Generate a positive image and raise awareness of SBSF as a major change programme that will help transform secondary education and the delivery of services in Sefton.
- Encourage good communication and engagement practice based on principles of equality and inclusion.
- Meet the requirements of the Pfs to ensure the SBSF progresses as efficiently as possible.

2. What is BSF?

Building Schools for the Future (BSF) represents a new approach to capital investment. It is bringing together significant investment in buildings and in ICT (Information and Communications Technology) over the coming years to support the Government's educational reform agenda.

The Government is committed to devolve significant funds about £3 billion in 2005-06 to local authorities (LAs) and schools to spend on maintaining and improving their school buildings. But it also wants to promote a step-change in the quality of provision. That is the focus of Building Schools for the Future (BSF).

BSF, worth £2.2 billion in its first year (2005-6) aims to ensure that secondary pupils learn in 21st-century facilities. Investment will be rolled out to every part of England over 15 waves, subject to future public spending decisions.

By 2011, every LA in England will have received funding to renew at least the school in greatest need, many will have major rebuilding and remodelling projects (at least three schools) underway through BSF and the remainder will have received resources through the Academies programme or Targeted Capital Fund.

By 2016, major rebuilding and remodelling projects (at least three schools) will have started in every LA.

Through this investment, BSF aims to drive reform such as Academies, new options at 14-19, provision for special needs and extended schools. Innovation in delivery, through the creation of a national delivery partner for schools and LAs, Partnerships for Schools will bring greater value for money, as well as effective implementation.

This is an exciting and inspirational programme. It is based on strategic partnership between all sections of the educational community.

What is the Vision for Sefton?

BSF will bring significant capital investment (approximately £80 million in phase one) to schools and communities in Sefton. This investment will improve the life chances of children and young people by transforming learning and providing stimulating environments and facilities that can enable every young person to develop their talents and achieve their very best.

BSF will enable us to raise standards and aspirations through a personalised approach to learning to meet the needs of all young people, including those who are vulnerable. This approach to learning will be supported by modern,

sustainable buildings, designed with input from young people themselves, and modern technologies. Through BSF, schools will have the flexible space to support a variety of approaches to learning, including e-learning, and the Information and Communication Technology (ICT) infrastructure to communicate effectively with pupils, parents and the community.

BSF will enable Sefton to progress its Every Child Matters (ECM) agenda by integrating services and building teams of services around children and their families. It will also place schools at the heart of their community by enhancing and providing new opportunities for community use of sports, cultural and leisure facilities.

3. Why should BSF Sefton engage with Stakeholders?

The SBSF Programme believes that true and proactive engagement of our schools, young people, parents, their communities and other stakeholders is crucial to developing a programme that is both responsive to local need and aspiration and able to deliver sustainable new opportunities for students to grow, develop and learn in encouraging and exciting environments to transform teaching and learning and act as a catalyst for regeneration within some of Sefton's most deprived communities. In addition it puts schools at the heart of communities and neighbourhood regeneration encouraging extensions of the traditional school role to one that can provide additional neighbourhood resources in partnership with other key services providers.

It will also ensure we comply and surpass the requirements of Pfs, DCSF and central government as part of the BSF programme. The engagement of schools and other stakeholders brings benefits that cannot be underestimated, most notably

- Local knowledge and information, perspectives and experiences.
- Access to community and social networks that are not immediately obvious or accessible to outsiders.
- Local influence
- Opportunities to develop trust, relationships and partnership working
- An opportunity to develop joint visions and plans and avoid parachuting top down approaches and solutions that are not owned by stakeholders and could be resented.
- Resources

In addition

- Schools and stakeholders who feel involved and valued for that involvement are more likely to be positive about proposals that are developed and presented, reducing the likelihood of conflict.
- Schools and stakeholders bring creativity allowing new and exciting ideas to emerge.
- Involvement can build trust and confidence that has longer-term benefit, which ultimately builds community cohesion.

- Commitment and ownership to ensure the sustainability to the SMBC proposals.

4 Links to the Sefton Borough Partnership Public Engagement and Consultation Framework.

The SBSF programmes commitment to communicate and engage people from the outset using methods, which are as inclusive as possible, will ensure synergy and compliment the Corporate Engagement and Consultation Framework – Your Sefton, Your Say which lays out minimum standards for the way Sefton MBC and its partners will:

- Speak and listen to it's communities
- Identify stakeholders
- Ensure value for money in it's engagement activities
- Make sure information is provided in appropriate formats.
- Record all responses accurately and fairly
- Use information gained from engagement with communities to shape policy and plans
- Evaluate consultation and engagement processes

(Work in progress- Draft Note - Insert reference to Get Involved- Get Informed Strategy to support the participation of children and young people)

5. Who are we trying to communicate with and engage?

School Community

- Head teachers
- Governors
- Educators
- Other staff
- Present students
- Future students
- Diocese
- Current Parents and Carers
- Future Parents and Carers

Officers/Elected members

- Elected Members
- Cabinet member
- Council officers – work stream leads
- Council officers (others)
- Trade Unions

Community

- Residents
- Area Committee's
- Neighbourhood Forums
- Church
- Vol sector organisations

Partnerships?

- Partnership Board
- Partnerships for Schools
- LSP

Media

- PCT
- Public Service providers

Any Others

- Local Press
- Community Publications
- Trade/ professional publications
- Workstream leads to advise on their specialist workstreams

6 Our commitment to good practice in communication and engaging people

This strategy recognises that communication and engagement processes cannot be prescriptive but they should be appropriate, targeted and use a range of appropriate methods with which people feel comfortable and able to participate. That is why this document does not seek to impose a particular method or delivery mechanism. Our schools and stakeholders are diverse and as such have the right to expect that communication and engagement structures and methods will be tailored to individual communities.

Using a widely accepted model of stakeholder engagement, the Communication and Engagement Strategy will adopt a set of principles and good practice to ensure that barriers, which may prevent people from engaging in the Sefton BSF programme, are recognised and overcome.

Those principles are based on how we will:

- Provide information and communicate
- Consult
- Decide together

Information Provision – Our Commitment

Information provision is the cornerstone for the engagement process. Without it we cannot expect or plan for effective engagement, which in the long term can threaten the successful delivery and sustainability of the BSF programme and the development of Sefton's Local Education Partnership.

In some circumstances information provision on its own is appropriate, however, most people will expect and demand a higher level of involvement. Information on its own provides very little opportunity for involvement but it is appropriate when;

- There is little room for manoeuvre and a particular piece of action has to be followed, for example, when it's a legal requirement.
- An engagement process has just begun and there is promise of more involvement later

Methods that the Sefton BSF Programme will use would include, leaflets mentioning newsletters, posters, presentations, press releases, briefings,

adverts and film, personal contact, letters, email, website, meetings and other ways that maybe developed in response to local need during the lifetime of the programme.

The Sefton BSF Programme will:

- Be open and honest with the information we give.
- Ensure that the information we give uses language and ideas that are familiar to the people we are communicating with. This means we will avoid jargon, and use everyday language.
- Make information available in a range of formats where practical and reasonable, including the use of translation and interpretation services if required.
- Make sure that the information we give is correct, timely and targeted properly
- Recognise that information alone is **not consultation**.
- Provide mechanisms to encourage two way communication and information sharing processes between the BSF Programme, children, young people, schools and wider stakeholders.
- Consider and act upon the responses we receive

Consultation – Our Commitment

This approach will be used when the BSF programme consults on problems or potential solutions and encourage comment and feedback. However, it must be made clear that the decisions that will be made will not rest solely with those people we have consulted.

Consultation has parameters and it's important that this is explained to those people we are wishing to consult with from the outset. Mistrust and misunderstandings will arise unless we are absolutely clear, about the reasons we are consulting and the amount of influence that people are able to have. Consultation will be appropriate if:

- We are looking to improve the services we or our partners deliver
- There is a vision or plan with limited options to change
- There is an opportunity to let the feedback-received influence the choices made.

But consultation is not appropriate when decisions have already been taken and there is no scope for people's feedback to influence or modify things. Methods used to consult people would include (but are not exclusive to), focus groups, surveys, workshops, design groups or consultative meetings.

The Sefton BSF Programme will:

- Consider all those that should be involved and proactively remove barriers that may prevent peoples engagement, This will mean

identifying and meeting the needs of those sections of our community that have been marginalised or excluded because of race, sex, age, religion, sexual orientation, disability, etc

- Before consulting, be clear and honest about why consultation is taking place and explain the level of influence that people can have then and in the future.
- Explain to those people being consulted about how decisions will be made and the timescales for feedback.
- Ensure that there is full and easy access to all venues and rooms used for consultation purposes.
- Take account of dates and times of meetings and strive to find suitable times to encourage greatest involvement.
- Recognise the time, resources and commitment that is needed to fully engage people and plan accordingly.
- Ensure that there are plans and resources in place to report back to those people that have been consulted and demonstrate how peoples input has influenced the final outcome.

Deciding Together – Our Commitment

Deciding Together is a process that encourages different SBSF stakeholders to work together to generate ideas and options, choose between them and decide a course of action. Deciding Together techniques are more complex and will require additional time and resources. People may not have the right information or confidence to get involved at the level they wish unless additional support and capacity building measures are put in place. The timescales involved will of course be much longer and should not be underestimated.

Deciding Together is appropriate if

- It's important that stakeholders own the solutions associated with the Sefton BSF Programme
- Fresh ideas and perspectives are needed
- There is enough time to allow people to participate in a real and non-tokenistic way.
- People are willing to value and respect different backgrounds, experiences and views.

Deciding Together is not appropriate if there is little room for manoeuvre and you cannot implement the decisions taken. Methods that could be used include information giving to start the process, identifying who the stakeholders are, discussion groups, focus groups, discussion boards, Planning For Real© and action planning.

