

	<p style="text-align: center;"><b>Children &amp; Families Scrutiny Committee</b> <b>16 June 2009</b></p> <p style="text-align: center;"><b>Report from the Director of Children and Families</b></p>
Wards Affected: All	
<p><b>Transforming Learning in Brent (Building Schools for the Future – BSF)</b> <b>Readiness to Deliver Submission</b></p>	

## 1.0 Summary

- 1.1 BSF is an ambitious and far-reaching long-term change programme. It offers local authorities in England a once in a generation opportunity to transform educational provision and significantly improve educational outcomes and life chances of children, young people and families.
- 1.2 BSF has one primary focus which is to achieve a step change transformation in educational outcomes for children. Although BSF must deliver state of the art buildings and link into regeneration, sports and community strategies it is first and foremost a catalyst for delivering transformational learning.
- 1.3 This report sets out the process for gaining entry to Wave 7 of BSF together with a copy of Brent Council's Readiness to Deliver (RtD) submission and details of the governance and project management structure that is being implemented.

## 2.0 Recommendations

- 2.1 Scrutiny Committee notes and considers Brent Council's Plans for transforming learning in Brent through BSF.

## 3.0 Background

- 3.1 BSF capital investment is intended to act as a catalyst and enabler for change, but is not itself the change. By providing 21st century facilities for learning and teaching, the talents and skills of every young person can be unlocked, so that they can achieve their best regardless of background.

- 3.2 As well as raising the aspirations and attainment of young people, BSF is also about providing inspiring environments in which teachers and children feel valued, which are appropriately resourced for a 21st century curriculum, and which are sufficiently flexible to enable variety in learning and teaching styles, and a broad innovative curriculum. It is also an opportunity to position local school as a hub of their community and as a very valuable resource and focus of expertise, to energise and revitalise local areas.
- 3.3 BSF sets local authorities a significant challenge. To achieve these ambitions local authorities have to provide strong strategic leadership in developing, through extensive engagement, dialogue and consultation, a coherent and compelling long-term vision for education and children's services in its schools. To do so, they need to connect the full range of national policy agendas and local priorities, and to make sense of them as a single piece of thinking, using BSF investment as a key enabler and as an opportunity for added value. This means thinking in depth about teaching, learning and children's services in the future, how they should be delivered, and what services the community requires.
- 3.4 Brent Council will need to have this dialogue with a wide range of stakeholders – its schools and their governing bodies, its officers and members, parents, children and the community, the agencies and organisations with which it works the voluntary sector and statutory consultees.
- 3.5 As transformation of outcomes will inevitably involve radical change in provision and organisation, a key to the programme's success will be the strategies we put in place for change management.
- 3.6 Ministers will want to see how each local authority's thinking and planning have been influenced by:
- The White Paper 'Higher Standards, Better Schools for all', with its emphasis on the needs of each child and parent/carer.
  - The need for diversity of provision within their new role as commissioners and champions of pupils and parents/carers.
  - 'Every Child Matters: Change for Children', which sets out the national framework for local change programmes to build services around improving outcomes for children and young people.
  - The Children's Plan and its focus on multidisciplinary working, the co-location of services and the introduction of a cultural offer.
  - The White Paper 'Further Education: Raising Skills, Improving Life Chances', which gave local authorities the remit to deliver 14-19 reform.
  - The e-strategy – "Harnessing Technology: Next Generation Learning, published by Becta and setting out the education ICT strategy to 2014.
  - 'Creative Britain' and its emphasis on ensuring that young people are supported and given the skills to deliver the creative industries of the future.
  - The Sustainable Schools Strategy.
  - Thought-provoking material such as "20/20 vision", Futurelab's "What If" questions, the Innovation Unit's "What's Next?"

publication or Charles Leadbeater's "21 ideas for 21st century learning".

3.7 Brent was successful with its earlier Expression of Interest that was submitted on 1 December 2008. This has now placed Brent together with approximately 41 other LAs in the BSF Project Initiation Phase (PIP).

3.8 Now that we are in the PIP the following timelines and processes apply:

<b>Deadline</b>	<b>Action</b>	<b>Progress to Date</b>
27 March	LAs confirm intent to Submit RtD	Completed
8 May	LAs Submit RtD and Memorandum of Understanding	Submitted
Mid June	PfS announce LAs invited to RtD panel	
Early July	Assessment Panel sits – LAs selected as RtD	
July	RtD feedback for LAs not initially selected	

3.9 LAs that are not initially selected will then have an opportunity each quarter to be assessed as ready to deliver and thus join the BSF programme. The feedback received in July is likely to indicate which quarter Partnership for Schools (PfS) expect a LA will be ready and what part of their submission they need to develop further.

3.10 Once approved onto the programme Appendix A illustrates the various stages and processes that would then apply.

#### **4.0 Readiness to Deliver Submission Format**

4.1 The RtD submission was required to follow a set format, not exceed 22 pages and had to cover the following areas:

- Educational Transformational Overview (7 pages)
- Deliverability (6 pages)
- Investment Strategy (1 page)
- Affordability (1 page)
- Resources and Capability (4 pages)
- Benefits Realisation (1 page)

4.2 The final submitted version is attached as Appendix B to this report.

4.3 The most critical part of the submission, the Educational Transformational Overview setting out Brent's strategy for delivering educational transformation was completed with significant input from secondary headteachers on the project team and workstreams and had been subject to consultation with all secondary Headteachers.

4.4 The assessment from Turner and Townsend (our externally appointed programme managers) who are also supporting other LAs through this

same process is that Brent's RtD submission and project management approach is far ahead of the other LAs they are supporting.

## **5.0 Progress Achieved So Far**

- 5.1 Appendix C sets out the proposed governance structure and project management structure for Brent's Transforming Learning in Brent Programme.
- 5.2 The three Workstreams detailed (Education, Estates and ICT) have been meeting on a weekly basis and have developed the relevant elements of the RtD document. Officers from across the Council have been working closely and successfully with school representatives on each of the workstreams.
- 5.3 In addition to the detailed work undertaken in the workstreams and the development of the RtD the following have also been completed/produced:
  - Communication and Consultation plan
  - Risk register
  - Secure web portal for communication and document management (Huddle)
  - Site visits to all schools in the first and second phase
  - Ongoing discussions with planners regarding planning matters for the phase 1 project
  - Application for NCSL BSF Leadership Programme
  - Project Team structure with draft job descriptions and person specifications for all team members
  - Briefing from 4Ps for the current project team
  - Briefing on BSF to the Brent Community Sports and Physical Activity Network
  - BSF briefing for all Chairs of Governors

## 6.0 Financial Implications

- 6.1 The Council through its budget setting process for 2009/10 and subsequent years has already allocated £500k per annum for project management costs relating to BSF
- 6.2 PfS expects LAs to allocate at least 3% of the total capital expenditure of the programme for project management costs. This is one of the main tests for demonstrating readiness to deliver. For Brent the capital expenditure for the entire programme is likely to be around £300m over 10 years. This would require around £9m or around £900k per annum for project management costs. The costs will of course be phased over the length of the programme with costs building up over the first 1-2 years with the heaviest spend once the pre-procurement stage begins and then a tapering of spend during the latter parts of the construction phase.
- 6.3 Thus although the identified £500k is likely to be sufficient for 2009/10 it is highly probable that further resources will have to be identified through the annual budgeting process for subsequent years.
- 6.4 Based on information from a sample of earlier wave authorities the cost profile for the programme is expected to be as follows:

<b>Year</b>	<b>Internal Project Team Costs £000</b>	<b>External Advisers £000</b>	<b>Total £000</b>
2009/10	330	150	480
2010/11	450	300	750
2011/12	550	400	950
2012/20	550 (pa)	400 (pa)	950 (pa)

- 6.5 In terms of the actual construction costs, to truly achieve the transformation in educational outcomes expected and needed the BSF funding allocation, while substantial, is likely to be insufficient. That is certainly the case in most other LAs that are already advanced on the BSF programme. Most LAs have supplemented the BSF funding with investment from other funding sources such as the LA's capital resources, regeneration, sports development, S106, asset disposals and from the Dedicated Schools Grant. It is highly likely that Brent will need to consider a combination of these additional funding sources as the BSF programme develops.

## 7.0 Legal Implications

- 7.1 A requirement for the RtD submission is written commitment from the Leader of the Council and Chief executive that the local authority:
- Will accept DCSF's and PfS's decision on the appropriateness of funding arrangements, including that new build schools will

predominantly be PFI and refurbishment will be through conventional capital funding.

- Understands that the default model is the Local Education Partnership (LEP), unless otherwise agreed with DCSF and PfS, and will seek to follow the LEP and only propose an appropriate alternative when it offers better VFM.
- Is willing to procure an area-wide ICT managed service and to work with schools to secure their full participation in this service.
- Is willing to accept PfS standard forms.
- Has considered the implication of FM for schools including non PFI schools.
- Has identified existing contractual arrangements that might impact on BSF procurement including what steps will be taken to address these (e.g. existing PFI, ICT or FM contracts or framework arrangements).

8.1 The Executive has already given its approval to follow the LEP, PFI and managed ICT model as part of the Expression of Interest submission and related Executive Report of 17 November.

### **Background Papers**

- i) Brent's BSF Expression of Interest 1 December 2008
- ii) BSF – Readiness to Deliver : Guidance for Local Authorities in BSF Wave 7 and beyond

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