



Building Schools for the Future

A Toolkit for Effective Local
Education Partnerships

Practitioner Note 2:
The LEP's role in Education
Transformation

June 2009

partnerships **for schools**

building schools for the future

The LEP's role in Education Transformation

Introduction and purpose

This Practitioner Note is one of nine that make up a Toolkit to support the successful set-up and operation of a Local Education Partnership (LEP). This note covers the LEP's role in Education Transformation.

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Partnerships for Schools (PfS) and Building Schools for the Future Investments (BSFI) continue to gather examples of good emerging practice from across the Building Schools for the Future (BSF) programme and we encourage and welcome conversations with local projects about how to make their BSF programme as effective as possible.



The LEP's role in Education Transformation

Executive summary

The LEP offers tremendous potential to act as a catalyst for wide-ranging improvements to their communities, so it can be all too easy to overlook their role in supporting the fundamental objective of BSF: to transform education. It is important not to lose sight of this goal, not only when considering the wider benefits that a LEP can deliver but also when embarking upon the LEP project itself. There is a risk that those involved may become disproportionately focused on the practical elements of bringing the LEP to operational status and inadvertently allow the importance of education transformation to slip down the agenda.

This Note aims to mitigate that risk by providing relevant information and areas for consideration for all those planning for and involved in operational LEPs, so that education transformation remains at the heart of the project.

Each section includes some areas for consideration – highlighted in separate boxes. These can be used as a vehicle for reflection, discussion, planning or review by local authority officers and elected members, schools and other local partners, potential bidders,

private sector providers, LEPs and supply chain teams. The intention is to promote further opportunities for the LEP to make a significant contribution to achieving the ambitious goals for education transformation and regeneration through the BSF project.

The Note includes two case studies: one showing how the need for the LEP to support transformation can be incorporated into the bidder assessment process; the other showing how a LEP can benefit from having a professional specifically focused on transformation as part of its team.

The following seven steps will help support the LEP in its role in helping deliver education transformation:

1. Ensure that expectations of transformation within BSF are taken into account in the scope and ambition of the local authority's plans.
2. Ensure that there is adequate preparation and planning for transformation with BSF.
3. Identify key stages, from the initial Project Initiation Process through the development of the Strategy for Change (SfC) to the submission of the Outline Business Case

(OBC), that are associated with promoting and supporting plans for transformation.

4. Ensure that transformation is at the forefront throughout the Procurement and Implementation stages of BSF.
5. Ensure that the LEP has strong, visionary and strategic capacity to lead and achieve education transformation from within and, through the Strategic Partnership Board (SPB), with the local authority, schools and other key partners.
6. Ensure that Key Performance Indicators (KPIs) and Collective Partnership Targets (CPTs) are enshrined within the contractual relationship with the LEP in order to keep the goal of education transformation at centre stage.
7. Ensure that education transformation remains high on the agenda throughout the lifecycle of the LEP.



The context and ambition of transformation in BSF

BSF presents each community with a significant opportunity to articulate and construct a long-term vision for education and children's services and to have access to the resources to deliver this. Naturally there will be many who wish or need to be involved in this process and local authorities will need to consult with a wide range of stakeholders.

These discussions will inform the authority's strategy for its school estate and how it will need to evolve. Capital investment will lead to new and remodelled schools, but the authority should also take into account new ways of learning and consider the opportunities to create both physical and virtual learning environments as part of its planning. Information and Communication Technology (ICT) can contribute to innovation and break down barriers to learning and access in unprecedented ways.

Besides schools, alternative learning environments should also be considered. It may be that statutory education could be delivered through a range of partners, such as work-based learning environments, libraries, museums, arts centres, leisure and community centres, either co-located with schools or accessed centrally across the authority.

As transformation starts to happen, there will inevitably be radical change in provision and organisation. The local authority's capacity for change leadership and strategy for change

management will be key to the programme's success. The partners in the LEP therefore have a significant contribution to make not only in supporting, driving and achieving transformation but also in building the capacity for change through the BSF programme.

Expectations of transformation with BSF: An overview

BSF investment can be the catalyst to improve the life chances of children and young people by providing 21st century learning in stimulating environments with facilities that enable them to develop their talents and achieve their very best.

This calls for a creative and innovative workforce engaged in developing new approaches to learning, teaching and working and making enthusiastic use of new technologies and facilities. New relationships will be forged with parents, carers, communities and a wide range of partners within, across and beyond schools.

As well as raising aspirations and achievement among young people, BSF developments should make a significant contribution to placing schools at the heart of their communities. Education does not exist in isolation and by engaging with all stakeholders, not just those directly involved in schools, links can be made to broader regeneration aims that benefit the wider community.

Transformation with BSF needs to:

- involve substantial change not incremental improvement;
- be future-focused and have long-term objectives;
- visualise and define the impact for different client groups;
- have great ambition and high expectations;
- focus on removing barriers to progress, achievement and life-chances; and
- bring about bold, disciplined and evidence-based innovation.

Transformation through BSF should:

- enable the creation of 21st century learners in the context of engaged, connected, vibrant communities, where the school is the centre of learning and the community;
- be about a new approach to teaching that drives ambition and transformation;
- create a safe and secure place where learners build their social and learning potential and inter-generational communities are strengthened and self sustaining;
- offer continuing opportunities for learning at all levels for all stakeholders; and
- be aspirational and take young people and communities beyond their expectations.

Outcomes from transformation with BSF will:

- enable all young people to become successful learners, confident individuals and responsible citizens (QCA curriculum aims);
- secure evidence of improved progress and achievement for all young people; provide increased access, inclusion, equity and excellence;
- make a significant contribution to developing thriving learning communities, demonstrating social cohesion and successful regeneration priorities; and
- provide an environment sensitive to the need for the sustainable use of energy, which inspires innovative thinking about the response to climate change.

BSF provides a catalyst for planning transformation across a local area. This will include development of:

- new thinking and practice;
- a local vision and Strategy for Change;
- joined up major strategies and partnership working;
- responses to student and community priorities;
- innovative learning and environments;
- creative use of new technologies;
- indicators that demonstrate transformed outcomes in relation to the impact on learning and life chances; and
- leading learning and changing practice.

BSF involves defining features of current and future learning, indicating progress already made and showing the scope and aspiration for further transformation. One way of looking at this is to consider different aspects of learning and contrast the approach most commonly taken in the past and the possibilities for future practice. The table below gives some suggestions.

Learning feature	Past	Future
Where learning takes place	Mainly in schools	In schools (including Studio schools, learning villages and open campuses), cultural centres, businesses, homes, virtual centres and other places across the city
Who learns from	Teachers	Teachers, parents, other skilled adults, peers and social networks
Learning mode	Instruction	Interaction, collaboration More learning by doing and discovery
When	In school terms and hours The lesson	All the time, in different periods that better suit individual learning styles
Assessment	End of the line Focus on cognitive skills	During learning for better learning More peer-to-peer evaluation and self-evaluation against learning plans More focus on non-cognitive skills
How	In classrooms, from books, whiteboards	More real world learning Schools as productive units
Funding	To schools and school boards	More to pupils, learning and networks
Standards/Measures	Top down	More bottom-up targets and self-evaluation

Taken from What's Next? 21 ideas for 21st Century Learning, Innovation Unit (2008)

Achieving transformation for learning and life chances will include:

- clarity of values, ethos and strategy;
- new models of leadership, governance and partnership;
- further development of workforce reform;
- new ways of teaching;
- wider services, new partners and relationships with a range of providers; and
- broader forms of accountability.

This will involve:

- a focus on performance, impact and outcomes;
- imaginative strategies to re-engage disaffected learners and remove barriers to achievement;
- capacity-building, system leadership and succession planning;
- innovative thinking about school organisation, curriculum models and teaching methods;
- introducing new ways of organising learning and using new technologies in physical and virtual spaces that are designed to inspire, engage and motivate every learner;
- meaningful engagement of children and young people, parents and carers, staff, local communities and a range of local and national partners;
- connection and alignment of other strategies and resources with BSF, through further partnerships and extended 21st century schools that enable wider education and sustainable community transformation, e.g. health, sports, arts, culture, economic regeneration; and
- robust and dynamic change leadership, underpinned with a clear change management strategy and planning that supports cultural as well structural change with all stakeholders.

Preparation & strategic planning stages for transformation

In preparing for BSF, as well as the local authority developing its capacity for project governance and management to lead and manage a programme of this scale and value, it must also work with schools, the community, key partners and organisations to develop and articulate the:

- clarity, ambition and coherence of the vision and strategy for locality-wide education and children's services transformation with BSF in the secondary and special school sectors; and
- alignment and, where possible, integration of BSF with broader corporate, community, regeneration and multi-service priorities, strategies and resources to widen transformation.

The local authority's Readiness to Deliver (RTD) submission needs to set out what it intends to do. The RTD should also provide a self-assessment with evidence of progress made in its preparations for entry to the BSF programme, including wide consultation and engagement of all stakeholders, robust 10-year pupil projections and school organisation planning.

The SfC submission needs to set out how the authority intends to transform provision and outcomes. It should capture the local vision, SfC, priorities for change management and KPIs to achieve 21st century education and schools. It should also set out the requirements that this places upon the physical estate and opportunities for the physical and virtual environments. A coherent capital investment should support locality-wide strategic planning. This should show how the BSF programme will be used to:

- transform learning experiences and opportunities, widen access, diversity and choice and achieve a step change in education outcomes and life chances for all learners;

- support 14-19 reforms, contributing to overall provision to meet local and regional 14-19 commissioning;
- align and integrate associated local priorities, strategies, planning and resources in ways that maximise opportunities to transform services for children, young people, parents/carers, families and the wider community. In particular, it should address the potential for these services to be co-located on or around schools; and
- ensure that designs are transformational and are determined by local educational / children's services priorities.

Schools' individual SfC will be developed in tandem with the local authority's SfC, so that these inform one another and demonstrate a clear link between locality-wide, individual school and cross-school / provider priorities and strategy. Each school's SfC will identify how BSF investment will transform outcomes across the school and how it will contribute to and benefit from estate-wide proposals.

As the planning develops through SfC and OBC stages, key features of the strategy for education transformation, the estate, financial investment, resources, capacity and value for money will need to be confirmed at local authority and school levels, with evidence of commitments from partners and stakeholders. Many of the drivers for estate-wide and individual school education transformation will, therefore, have been considered ahead of the LEP's creation, but the contribution to the development of education transformation strategies, its implementation, and continuous improvement, is significant.

Developing the LEP's strategy for contributing to transformation:

In preparing for the LEP, it might be helpful to consider the following questions about its intended role and operations:

- What are the potential benefits of the LEP's contribution to achieving transformation? Consider:
 - the expertise and experience the private provider and supply chain can bring from a wide range of ambitious projects in a variety of settings, contexts and situations;
 - contributions from new partners that bring an external perspective and further opportunities, resources and ways of approaching and achieving transformation;
 - new approaches to locality-wide developments focusing on: removing barriers to inclusion and achievement; improving choice, diversity and access; promoting and supporting innovation in learning, curriculum and teaching; and providing innovative, adaptable and sustainable designs, technologies, furniture and equipment; and
 - further opportunities for strategic alignment to join up services and resources, e.g. education, vocational, health, Sport and PE, Culture and Arts, community, regeneration and economic renewal.
- In which areas could the LEP partnership between the local authority, schools and the private provider make the most contribution to transforming outcomes with BSF?
- What key activities might be used to support this?
- What are the greatest opportunities and challenges for education transformation associated with the BSF project you are preparing for / involved in?
- Set out expectations of how it is intended that the LEP will be able to add value to achieve:
 - innovative, high-quality learning and teaching that leads to improved standards in all schools;
 - strong and sustainable leadership and governance within and across schools;
 - diversity and sufficiency of provision to widen curriculum pathways and meet parental choice;
 - greater parental involvement in their child's learning;
 - schools that are relevant and accessible to parents / carers and local communities through, for example, dedicated spaces or virtual environments that enable other services, such as health or social care, to be delivered; and school facilities offering family learning, play, recreation, youth centres, leisure and cultural activities that extend beyond the school's core hours; and
 - outstanding designs fit for the 21st century, with school buildings and grounds that support the principles of sustainable development through their design, construction and operation.
- How can all partners in the LEP be clear about the scope, scale and ambitions?
- How can the LEP pool its expertise and build new relationships with partners across the locality and across the supply chain, to bring added capacity for large scale transformation with the BSF programme?
- How will you ensure that there is strong and co-ordinated leadership of education transformation at every stage of the BSF programme by the LA, schools and the private partner that maintains a focus on achieving innovation and change?



Two key levers for transformation in the supply chain

In this section, we look at two specific elements of BSF within the supply chain aspects of the LEP that can contribute to achieving transformation, investment in ICT and the opportunity to re-design the way schools are built and function.

Harnessing ICT

BSF investment in ICT provides a lever for significant changes in practice and a unique opportunity to integrate ICT and buildings to provide learning environments that are tailored to learners' needs, interests and aptitudes. Local authorities and schools will work together to produce an ICT Output Specification that challenges the market to develop flexible, innovative, robust, reliable and cost effective ways to provide services that can offer:

- a step-change in the quality of ICT provision in secondary and special schools in England;
- incentives to extend innovative, creative and effective learning and teaching with ICT;
- greater autonomy for learners on what, how and when they learn, and for self-assessment;
- positive engagement of parents and carers in their child's learning;
- use of schools' specialisms and extended activities and facilities to support area-wide and community priorities;
- buildings that are designed to maximise the effective use of ICT; and
- robustly-managed ICT services that guarantee availability and reliability.

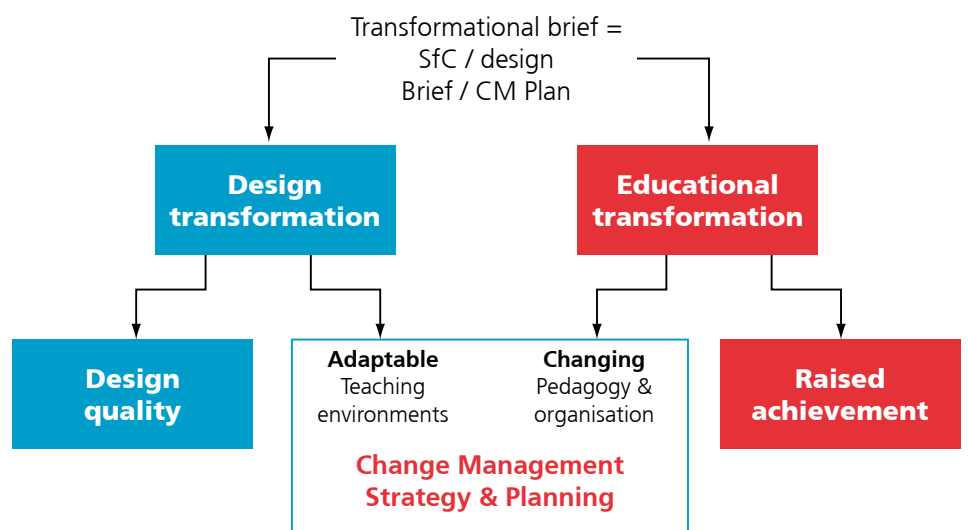
In preparation for the LEP, partners need to consider:

- What needs to be included in the ICT Output Specification to ensure that it gives a clear picture of the desired outcomes and qualities from services provided in the context of the local authority's and schools' priorities and ambitions?
- How can the LEP engage with users?
- What specific proposals can provide innovative solutions with new technologies?

Designing for transformation

Planning for education transformation with BSF is inextricably linked to transformation with design, as illustrated by the diagram below.

Planning for transformation...



To ensure that design in BSF is driven by education transformation, PFS has introduced a framework and tools that support sustained planning from the SfC and SSfCs through to the development of the authority's and each school's Design Output Specification.

This includes the development of an education design brief that provides an opportunity for the authority and schools to review their SfC and SSfCs with a focus on identifying key design challenges and implications flowing from expectations of changes to practice, organisation and ways of working. These can inform the Design Output Specification and challenge bidders to respond with innovative solutions.

Design challenges can arise from new approaches to organising learning, such as, grouping pupils in mixed ages for pastoral settings; pupils learning according to their stage of development rather than age; integrating pupils with a wider range of special educational needs; or organising the school into smaller units. Challenges for design may arise from more personalised approaches to learning that vary the pace, timing and allocation of learning experiences, or from combinations of project-based and faculty-based learning. They may also include implications of approaches that change the culture and ethos of the school, the way people work and learn and their relationships.

The LEP can contribute to the evolution of the design through its own discussions. Starting with a review of a SSfC, examples of high level prompts in the matrix below could be used to support discussions and provide further detail about scenarios that represent the school's expectations of transformation (along the horizontal axis) and the challenges and implications that these scenarios present for design (in the vertical axis).

Overall outcomes from the discussions can be used to consider priorities and adjacencies for physical and virtual design of environments for learning and services and for the purchase of innovative furniture and equipment.

The types of prompts below can also be used as each new school project comes on line, alongside a review of an SSfC, to update expectations of transformation, clarify details about scenarios and inform the Education Design Brief.

The Education Design Brief, can also be used to monitor and evaluate design solutions as projects develop, at post-occupancy and for repeat project, so that a continual review of education transformation imperatives is informing the design process and priorities, including any changes or modifications needed to design.

These considerations should also take into account design requirements such as the internal environment, building services, form and structure, fabric and materials, detail and integration, sustainability - and design life: operability, maintenance, compliance and construction.

Examples of prompts	Curriculum & pedagogy, e.g. scenarios	School specialisms, e.g. widening provision	Inclusion, e.g. positive behaviour	Integration of Services, e.g. extended schools	Managing Change, e.g. innovation
Design principles Site plan & location Access & inclusion Organisation Internal space External space (grounds)	How will learning be organised to support proposed changes to the curriculum and to pedagogy?	What kind of internal and external spaces will be needed for the Diploma, linked to the school's specialism? What is needed to ensure access and inclusion for pupils from other schools/ FE who spend some time studying at this school?	How can the site plan and location of internal and external spaces encourage positive behaviour?	What access is needed to meet priorities for multi-agency / shared accommodation? How will the site plan, location and organisation of buildings and spaces enable ease of use by the community?	How will the school's organisation and use of space support opportunities for different groups of staff to experiment and to introduce change at an appropriate pace and time, i.e. when ready?
Design outcomes Flexibility & adaptability Enhancing learning Enhancing ethos Identity & community Welcome & secure	What flexibility is needed to support scenarios, such as project-based learning? How can secure supervision be assured in this scenario?	How might the school's ethos and specialism be represented in the design? How can the design encourage the community to feel welcome and enable pupils to be secure?	How can the design for learning, the environment and security enhance behaviour and attendance?	How can the design respond to school and wider community stakeholders so that it represents a shared identity in a place where all feel welcome, secure, happy to visit and keen to learn?	How will transparency and identity of different spaces enhance opportunities for team work and peer support? What adaptability is needed to enable further innovation to be developed in the future?

Change leadership and management

All of the areas covered so far need to be underpinned by a robust and dynamic change management strategy and plan that supports cultural as well structural change with all stakeholders and with the LEP itself.

BSF investment should be used as a catalyst to enable far-reaching systemic changes and to accelerate improvement. The potential influence of the school, the local authority, partner agencies and the LEP in driving such change is significant.

Leading the change process, shaping the change management plan, keeping it under constant review and contributing to its resourcing and delivery are vital considerations. Investment in buildings and facilities alone will not bring about the required changes; nor will changing organisational structures or processes.

While both are important potential enablers, the success depends principally on winning 'hearts and minds' through the continuous engagement of a wide range of stakeholders and partners. Schools are complex human organisations, and an effective change management plan will recognise and address this interactive series of influences strategically and systematically.

Figure 1 represents an overview of the key features involved in developing change with BSF.

Figure 2 sets out three broad areas and key factors that, when developed together, influence transformation in BSF. The individual school, the local authority and the LEP need to develop these factors simultaneously and in a connected way throughout the BSF programme if the full potential of the investment is to be fully realised.

Central to this is the continued engagement of all stakeholders and partners to shape, contribute and respond to ongoing priorities, to provide support for change management and evaluation of the strategy for change.

Figure 1

Change triangle

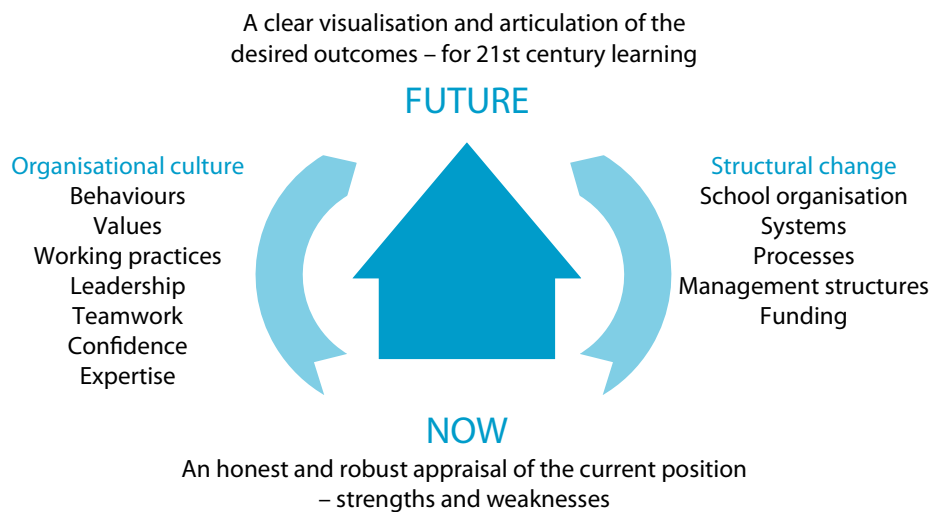
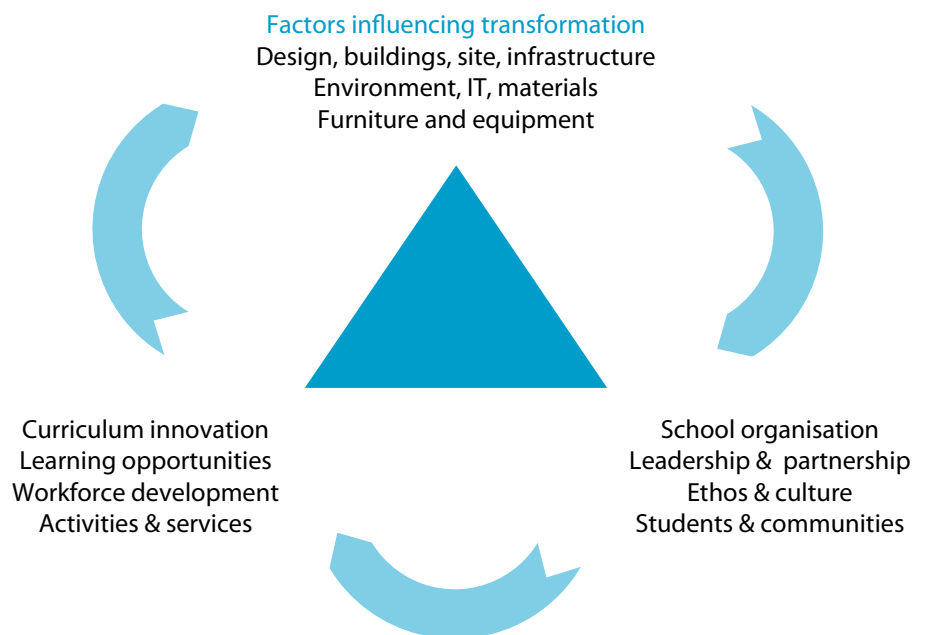


Figure 2

BSF strategy for change



How will we know what difference the BSF programme will make?

The requirement for the development of KPIs and CPTs as part of both the BSF process and the contractual relationship with the LEP is intended to keep this question centre stage. There needs to be a strong connection between the local authority's and schools' SfC, the OBC, the education design briefs, the ICT output specification, change management plans and KPIs/CPTs, with education transformation as the golden thread.

When developing and monitoring KPIs and CPTs, it is vital that all partners include a wide range of measures that can be used to capture the impact of transformation in BSF.

Expectations of this impact can be identified in three categories: outcomes, outputs and input, and expressed as KPIs, with a series of measurable proxy indicators.

- **Outcomes:** indicate the impact of the transformation on learning and life chances, e.g. increases in progress and achievement, skills, qualities competencies and attendance; indicators relating to health and healthy lifestyles, safety, positive behaviour, participation, economic well-being and community regeneration.
- **Outputs:** indicates the changes in opportunities and practice relating to the strategy for transformation, e.g. learning experiences, curriculum pathways, approaches to teaching and learning; organisation of learning and culture, co-location and joined-up services.
- **Inputs:** indicates new design, provision and facilities that support changes in opportunities, practice, outcomes and sustainability, e.g. design for learning, site, plan, location and estate; physical and virtual infrastructure; new technologies; the range of extended services or specialisms; specialist facilities, furniture, equipment, materials.

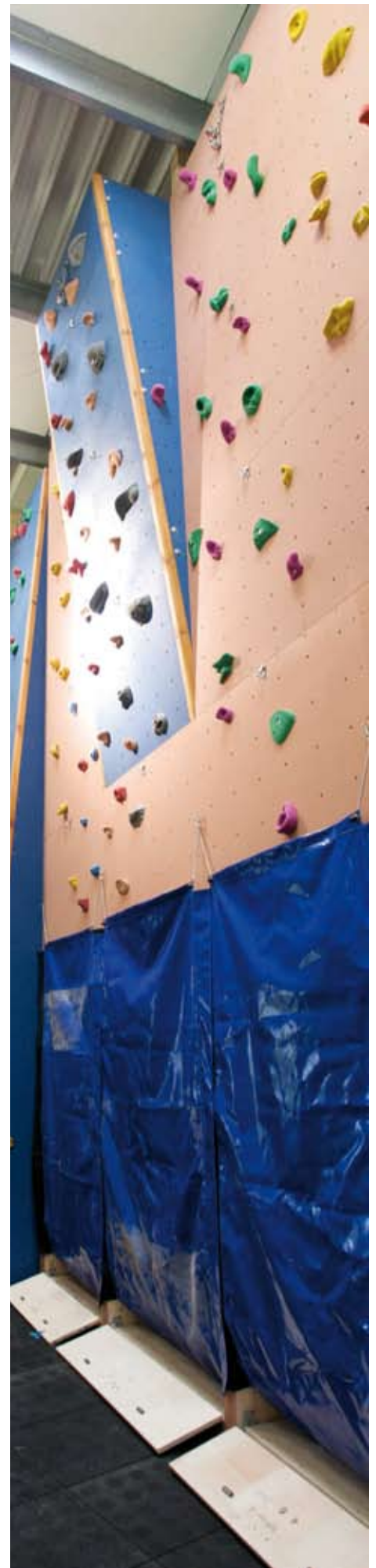
Role of the LEP:

How can the LEP contribute to building capacity and leading aspects of change management to enable a continuous process, during and post-BSF? What resources could the LEP contribute? What other resources can be aligned?

How will monitoring and evaluation of the effectiveness of activities and provision to support transformation take place and how will the findings inform future planning by the LEP?

What is the function of education KPIs and CPTs? How can the LEP provide support and promote incentives that enable expectations to be achieved, or exceeded?

How can overall leadership of education transformation be secure throughout the life of the BSF programme?



Transformation through procurement and implementation

In this section we look at how the transformation goals can be built in to the procurement and implementation aspects of the LEP. Practical suggestions are made based on the experiences of operational LEPs, on the preparation needed ahead of the procurement process (part A), the factors to consider when studying initial responses from potential bidders (part B) and the approach to embedding transformation when setting up the LEP (part C). It also provides a framework for setting up a review process as the LEP is mobilised (part D). Finally, there are two relevant case studies from existing LEPs demonstrating how the need for the LEP to support transformation can be incorporated into the bidder assessment process and how a LEP can benefit from having a professional specifically focused on transformation as part of its team.

Part A: Preparation for Procurement

The Scope of the LEP: align wider services and regeneration priorities

- Can the LEP include shared community services (e.g. from co-location on school sites) to support wider community regeneration aims through the BSF project; to provide interim ICT services for schools in later phases

Procurement documentation: focus on achieving key outcomes for education transformation with BSF

- Produce a digest or route map that sets out expectations of education / regeneration transformation with BSF. Identify the outcomes you want from the market and ask bidders to demonstrate how these can they be turned into reality. Ensure the authority's and schools' Education Transformation, Design, ICT Strategies and other aspirations are clear so that the private sector can interpret requirements. Be clear about the education leadership and expertise you want and ask how bidders and the LEP can contribute. Provide bidders with clear expectations of the scope, skills and qualities needed for leadership of education transformation through the LEP, in the context of the authority's and schools' current and planned capacity and needs.

Requests to Bidders: ensure education transformation is the key driver throughout the life of the project

- Ask bidders to provide case study examples of how they have contributed to education transformation and regeneration in recent or current projects, with evidence of the impact on outcomes
- Ask bidders to set out what they propose to contribute specifically to the authority's programme, including resources and services to support transformation, change management, training and quality assurance. Assess responses against the KPIs/CPTs, e.g. building capacity for leadership, wider curriculum and vocational pathways, greater access and inclusion. Ask how bidders will ensure that education / regeneration transformation is the key driver for the LEP across the supply chain and throughout the life of the project and how this will inform priorities and decision making. Ask what additional strategic education leadership and expertise can be provided throughout the programme to stimulate, support and challenge expectations of transformation with the LEP, Strategic Partnering Board (SPB), local authority, schools and supply chain. Invite bidders to respond with proposals that address the specification and meet the needs of clients, key stakeholders and the supply chain.

Bidders' Day: ensure key clients and stakeholders play a central role

- Give a high priority to presenting well-developed and articulated expectations from schools and representation from the school's senior management, staff, governors, pupils, parents/carers, key partners and the wider community.

Part B: Procurement (OJEU to Selected Bidder)

Competitive dialogue: expectations of high quality solutions

- Identify what evidence clients and the private provider need to present to demonstrate the kind of high quality solutions needed to meet the education objectives and challenges set out in the SfC/ SSfCs and OBC. If expectations of outcomes are not communicated clearly, there is a risk that they will not be delivered. Review the questions in the Invitation to Participate in Dialogue (IPD) and decide what educational services you want the LEP to provide in the context of what is already covered. Ensure that the IPD questions are specific to the requirements of the local authority.

Assessment of bids: adding value to leadership and resources for education transformation

- Educational transformation should be a key consideration when inputting into the evaluation matrices and should underpin evaluation across work streams in terms of the LEP delivering this. Ensure there is sufficient evidence to demonstrate that bidders understand the transformational priorities of the local authority's BSF project and the importance of integrated and innovative ICT and high-quality sustainable design to support this. For ICT, ensure a focus on service delivery proposals, i.e. how the private provider will deliver a service to the customer that increases capacity for innovation in practice and how high quality training will be provided. Ensure senior education / Children's Services professionals from the local authority and schools are involved in analysing, challenging and investigating any gaps or ambiguities in bids before selecting the preferred partner, and that the effect of any assumptions in the bids regarding education transformation are clear.

Involving key stakeholders: how school staff, pupils and parents will engage with bidders

- Ensure schools engage with bidders on their schemes so that stakeholders are able to understand the bids and any constraints. Involve stakeholders in the evaluation of bids and designs, e.g. direct presentations to schools bidders. Make sure there is clarity about the impact of phasing and the transfer of functions or resources in the bids and that there are strategies to avoid this having an adverse effect on schools' capacity to continue to raise achievement and to take forward their strategy for transformation.

Ways of working and building partnerships (see case study 1)

- What processes can enable the client and the private provider to consider ways of working, including:
- how to build effective partnerships as well as the strategies, activities, expertise and resources to be provided to drive education transformation; how to ensure that education transformation is the driving force for decision making, reviewing priorities and collecting evidence of impact across the supply chain, throughout the life of the programme.
- an effective way to test bidders' proposals and to find out what drives them is to talk through how they would deliver services 'in practice'. Run through a number of scenarios / role play so that the authority understands how bidders would respond to issues that might arise in delivering the BSF programme.





Case Study 1: Southwark

Testing bidders' understanding and interpretation of education outcomes to be delivered

It is important that you make clear to bidders exactly what you are looking for from them in the bidding process and how they will be assessed. This case study shows the approach taken by one council and how it was explained to bidders.

Context: The Invitation to Commence Dialogue (ITCD) documentation sets out responses required from bidders on partnering issues. Q13 states: "At the heart of the BSF Programme lies the conviction that the best test of school design is a building which has a positive impact on behaviours and outcomes through the integration of technology, accommodating different approaches to teaching and learning and providing adaptable infrastructure.'

Live Test: Through the understanding you have gained of the objectives that underpin the Southwark Programme, show us some real examples of education-based infrastructure solutions (building, ICT, FM or other) that have the potential to meet some of our needs. These examples need not have been delivered by your consortium or elements of it."

Purpose: to assess how well bidders understand and can interpret the educational outcomes that the Southwark programme must deliver; the part that investment in infrastructure can play in supporting transformation; and the value that you can add to the programme in this area. The live test is an opportunity for you to showcase your strengths in these areas to us in a real environment.

Process: Each bidder will have two hours with the secondary heads from phase 2 and 3 schools, together with members of the authority's BSF Transformation Team to deliver a presentation that covers the following areas:

- provide some relevant examples of infrastructure projects and how they support transformation; identify the key successful features of these projects, perhaps either in terms of the process by which they were delivered and/or the actual solution; discuss success factors and, as importantly, pitfalls to avoid on such projects; take your experience and expertise and the issues above and provide some first thoughts, at high level, about how investment in infrastructure can maximise its impact on our transformation agenda.

We would then like you to facilitate a discussion with the heads about the issues that your presentation has raised. This is an opportunity for you to get some useful feedback to help you in your ITCD responses.

Evaluation: The evaluation of the live test will be carried out by members of the local authority's BSF team based on the following:

- the quality of your understanding of the role that infrastructure can play in supporting transformation, and how this can best be secured; the quality of your team's presentation; the quality of engagement and communication with the Headteachers who are a core stakeholder group in the Southwark Schools for the Future (SSF) process.

Headteachers will complete a feedback form that will inform the evaluation but they will not score. In preparation, we are offering a telephone conversation with the BSF Education Lead. This time can be used to discuss your approach and to get some background on each of the schools/headteachers who will be attending the session.

For more information on Southwark's BSF scheme see:

"<http://www.southwark.gov.uk/ssf>" www.southwark.gov.uk/ssf

Contact: ssf@southwark.gov.uk

Part C: Setting up the LEP

Education Transformation Leadership as part of the LEP (see case study 2)

- How can the LEP secure the appointment or secondment of a colleague with successful experience at a senior level and a brief dedicated to driving education transformation through the BSF programme with every school?
- How can education leadership through the LEP ensure continuity from pre-LEP to the end of the BSF project and avoid a conflict of interest between the client and private provider functions?
- What should the remit and sphere of influence be for the Education Transformation Lead and how will it work (e.g. with the LEP, Strategic Partnership Board (SPB), local authority, schools, supply chain, other key partners and stakeholders)?

Governance and reporting structures to monitor delivery and evaluate the impact of transformation

- What governance and reporting structures will be set up to reflect how the LEP is going to work to drive and refresh expectations of transformation and to review and evaluate impact against the KPIs/CPTs throughout the programme? Considerations can include:
 - the need to identify what will work best to join up with the local authority's monitoring and evaluation framework;
 - the role of the client function, e.g. a small team – monitoring / auditing from within the LEP, or a larger team through the SPP, with a remit to work with the LEP in delivering transformation (see also Practitioner Note 4: Effective Governance);
 - the relationship of the SPB with its remit for commissioning the LEP and approving LEP projects; and
 - written job descriptions that clarify roles, responsibilities and links between LA and LEP colleagues who are responsible for driving education transformation and reporting on outcomes for learning and achievement.

Induction of the LEP: Considerations and planning will need to include:

- How to ensure that all members of the LEP and supply chain will have a clear understanding of the local authority's and schools':
 - vision, strategy for change, expectations and scope of transformation;
 - change management strategy and planning; and
 - KPIs, CPTs and implications for the private provider's contribution.
- How the LEP will work with the local authority to deliver BSF education outcomes, with a regular review and refreshment of services provided for each school project to ensure support and provision achieves further transformation.
- How the LEP will drive, review and challenge expectations of education transformation, CPTs and KPIs, with regular reviews and revisions to ensure that these remain challenging and relevant for each school project.
- How the education lead will work with the LEP and the supply chain to ensure that investment priorities and design solutions are determined by education transformation priorities for each new project.
- How the LEP will contribute and evaluate the impact of change management. Contributions might include: ICT training as part of the managed service; management training or mentoring by private providers; LEP/supply chain involvement in vocational courses, etc.
- How the LEP will interact with key stakeholders and partners through the SPB.
- How 'achieving transformation' will be accountable as an integral part of the Business Plan.
- Who will challenge the LEP to ensure the strategy is being delivered?
- How will the education lead provide the link between the LEP, the SPB, LA policy teams and schools?

Case Study 2: An education lead professional as part of the LEP

South Tyneside and Gateshead (STaG)

As part of its LEP STaG has an education lead professional, Margaret Ellison, in the role of Transformation Manager. Her remit is to ensure that education transformation sits at the heart of the BSF process. She was previously the Education Lead within the local authority and has experience of leading projects across both Children and Young People and the wider corporate agenda. This has brought continuity and a level of local knowledge and expertise that has enabled effective working across the LEP partnership. In her role as a member of the LEP she enables education transformation to continue to drive the BSF programme by:

- linking the performance monitoring process directly into the authority's Local Strategic Partnership and Children and Young Peoples' plans;
- ensuring effective challenge and support at authority and school level. For example, challenging and supporting the authority around pupil place planning for future waves of BSF; working with the authority, schools and colleges to review 14-19 provision; and working with schools using a transformation tool to challenge their thinking;
- enabling further support for change management, stimulating enquiry and innovations through the development of school specific change management programmes and the development of authority-wide transformation projects to research and develop approaches in particular areas, e.g. personalisation, mobile technology;
- informing prioritisation of resources so that they relate to priorities for education transformation for all schools in the BSF programme;
- continued work with architects and surveyors to ensure design responses reflect schools' priorities for change and continue to support innovation;
- developing a curriculum programme with schools to ensure the use of sites as an education resource; ensuring supply chain development events maintain an educational focus in the LEP's work, e.g. workshop events focused around diplomas;
- developing a performance monitoring programme to ensure that the programme results in improved outcomes for young people and making sure that everyone in the team understands how and when their work can influence this.

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Part D: Further considerations for embedding transformation in the BFS process

It should be clear from the points covered in this Note that transformation has many facets and the degree to which and manner in which it will be achieved will be influenced by many factors at all stages of the BFS process.

Throughout this Note, we have suggested some specific questions that could be considered as the LEP

moves through its four distinct phases. However, there are numerous other aspects that may come into play and, while it is not possible to produce an exhaustive list of every question that might be relevant, the list below may serve as a useful collection of prompts for further discussions among LEP partners and other stakeholders. Not all, of course, will be relevant to every LEP.

Continuing to drive transformation:

- How is the LEP ensuring that education transformation is maintained as the driving force throughout the BSF programme so that it clearly informs decision making at each stage of each project and with the supply chain?
- Who is driving education transformation and how is this informing LEP priorities?
- How is the education transformation lead fully engaged with the operations process, from developing new projects to advising on those under construction? Is he or she engaging with schools in later waves and phases to support the review and development of SfCs and Education Design Briefs to inform the design of the new and refurbished facilities?
- What contribution, including resources, is the LEP making to change management?
- How is the SPB commissioning and informing provision to enable continuously high expectations of transformation?
- Which key stakeholders and partners contribute to strategy and decision making?
- How can others be involved?
- How is the process robust for both authority projects with continuous waves and those with a significant gap between waves?

Reviewing and refreshing the vision and expectations for transformation

- How, when and with whom is the LEP reviewing and refreshing the SfC, associated KPIs/CPTs and the Change Management Programme to consider evidence of progress and implications for future strategies, planning and targets?
- What processes are there to ensure that the SfC, KPIs, CPTs and BSF Change Management Programme remain relevant, ambitious and transformational, with integral links to national and local priorities, needs and imperative?
- Are we confident that we take account of new developments, context and needs, lessons learnt and post-occupancy surveys?

Evaluating impact:

- What does the LEP have in place to review the effectiveness of its governance structures on driving education transformation with the BSF programme and how is the LEP accountable for education outcomes?
- How is the SfC, KPI, CPT and Change Management Programme review, evaluation and refresh cycle integrally linked to the authority's review and evaluation cycles, including the SRB, the CYPP and Corporate planning?
- How is evidence from the review cycle being used to engage the LEP in the decision making process, ensuring that priorities are frequently reviewed to ensure optimum opportunities for transformation?
- What post-occupancy surveys and audits are being undertaken to identify evidence of transformation in practice and ensure stakeholder feedback?

Evidence of impact:

- How are resources provided by the LEP contributing to achieving education outcomes? For example:
 - how the quality of learning spaces is supporting improved learning experiences, workforce training and development - removing barriers to achievement and leading to increased progress for every pupil;
 - design and resources that support relevant curriculum pathways to meet the needs of all students aged 11-18;
 - environments that promote healthy lifestyles and good conditions for learning;
 - the impact of design on increasing safety, reducing bullying and supporting positive behaviours;
 - new models of leadership and collaboration through new area-wide facilities and specialisms;
 - new technologies enabling better links with parent, with on-line support and progress reports; and
 - how is the LEP ensuring that the implementation of the ICT contract is integrally linked to delivery of transformation of education practice and outcomes?
- What evidence is there of the difference the change management strategy is making to:
 - build leadership and workforce capacity and confidence to innovate and change practice, including through new approaches to organising learning and with new technologies?
 - transform experiences and outcomes for clients and stakeholders in schools?
 - how is the LEP increasing opportunities for the community to benefit from school facilities and services? For example:
 - enabling schools to be hubs for other services and activities, where possible, enhanced with aligned resources;
 - supporting healthy living with increased spaces and facilities for sport, leisure and play;
 - supporting local lifelong learning, regeneration and cultural priorities, with opportunities for adult learning in physical and virtual spaces, wider arts and cultural activities and extended youth facilities; and
 - reducing carbon emissions and developing sustainable thinking and behaviours.

Additional questions for consideration

- What are the greatest opportunities and challenges for education transformation associated with the BSF project you are preparing for / involved in?
- How can all partners in the LEP be clear about the scope, scale and ambitions?
- How can the LEP contribute to building capacity and leading aspects of change management to enable a continuous process, during and post-BSF? What resources could the LEP contribute? What other resources can be aligned?
- How will monitoring and evaluation of the effectiveness of activities and provision to support transformation take place and how will the findings inform future planning by the LEP?
- What is the function of education KPIs and CPTs and continuous improvement associated with education transformation? How can the LEP provide support and promote incentives that enable expectations to be achieved, or exceeded?
- How can overall leadership of education transformation be secure throughout the life of the BSF programme?

Where to go for more guidance

Guidance and case studies on education transformation in BSF are regularly updated on the PfS website: <http://www.partnershipsforschools.org.uk/>

Current publications which may inform issues about education transformation during the creation and operation of a LEP include:

- PfS Education Transformation: Statement & Overview (January 2009)
- PfS Change Management Guidance (January 2008)
- PfS ICT Output Specification (PfS website: June 2008)
- ICT: Opportunities for Transformation with BSF statement (January 2009)
- PfS Education Design Brief Framework (November 2008)
- PfS Guidance on Engaging Stakeholders (to be available by late summer 2009)
- PfS PE & Sport Route Map (October 2008) and PfS 'Transforming PE & Sport through BSF' http://www.partnershipsforschools.org.uk/library/PE_sport.jsp
- PfS Guidance on developing BSF Education KPIs: this guidance is currently under revision. The revised guidance will include a section on wider measures that can demonstrate the impact of transformation on achievement and life-chances (to be available by Summer 2009)
- PfS Revised Guidance for 'Readiness to Deliver', 'Strategy for Change' and Schools' Strategies for Change'.
- PfS Guidance on 'Preparation for Procurement'; the BSF Strategic Partnering Agreement' (particularly paras 1 – 4);
- Schedule 1: New Project Approval Procedure', paras 2, 3.2., 4.1);
- Schedule 3 'local authority's Partnering Requirements and related matters; para 3 & 6);
- Schedule 4 'LEP Partnering Proposals, Part A paras 1.3; 1.9; 2.1, 9, 10, 13, Part B 'Education Support Services; Part D: BSF Expertise Requirements.
- Examples of support from national organisations to build local capacity for transformation. An overview chart identifying related activities, guidance, research and case studies, plus pen portraits and weblinks.
- The following national education organisations are members of the PfS Leading Learning Group and have contributed to the 'Expectations of Transformation with BSF' Statement and Overview: The Association of School & College Leaders (ASCL).
- Becta;
- DCSF;
- the English Secondary Students Association (ESSA);
- the Innovation Unit;
- the National College of School Leadership (NCSL);
- the National Strategies;
- the National Governors' Association (NGA);
- the National Association of Headteachers (NAHT);
- the Specialist Schools & Academies Trust (SSAT);
- the Training & Development Agency (TDA);
- the Qualifications & Curriculum Authority (QCA).
- Knowsley Local Authority Case Study: Developing an 'Innovation Zone'. A case study showing how Knowsley Local Authority and national education organisations are working together strategically to build local capacity for systemic change through BSF, focusing on leadership and pedagogy.