



Strategy for Change Part 2: Supplementary Guidance on Use of Appendices

**Document Status: Issued
January 2008**

Document Properties	
Document Owner	Education & Planning Director
Organisation	Partnerships for Schools
Title	Strategy for Change Part 2: Supplementary Guidance on use of Appendices
Document Type	Guidance / BSF Standard Document / Template etc
Abstract	
<p>This document should be read in conjunction with Strategy for Change Guidance for wave 5. Its purpose is to give guidance on the appendices that should be attached to a local authority Strategy for Change part 2</p>	

Version History				
Date	Editor	Version	Status	Reason for change
July 2007	Peter Hodge	1	Draft	
January 2008	Russell Andrews	2	Final	Issued

STRATEGY FOR CHANGE PART 2: SUPPLEMENTARY GUIDANCE ON THE USE OF APPENDICES

‘APPROVE/SUPPORT/CONFIRM’

Introduction

This document provides local authorities (LAs) with supplementary information to the Partnerships for Schools (PfS) published guidance in respect of Strategy for Change Part 2.

(1) Appendices

Strategy for Change Part 2 Guidance states that the document should be between 25 and 30 pages in length. The Department for Children, Schools and Families (DCSF) have stated that submitted documents should not exceed this length.

However, it is also important that LAs present a coherent document that is sufficiently detailed to give confidence to both those who approve it and, subsequently, to the market. To achieve this, the use of appendices will be required.

It is important that appendices be kept to a minimum and are only used where they add relevant information. For example, the inclusion of annotated site plans for each school in the Wave will do so; the inclusion in full of the CYPP will not.

Across a number of areas, judgment will need to be exercised about when to use the main body of the document and when to use appendices – this will not necessarily be the same from one LA submission to another.

For easy reference, the use of diagrams, tables, and plans rather than text is recommended wherever possible. This has the advantage of reducing the amount of text required.

Table 1 below sets out where appendices are or may be required in relation to each heading of the SfC Part 2 Guidance.

The list is not exhaustive and local factors may require others appendices to be added.

A small number of additional appendices are listed in the Section (2), ‘Approve/Support/Confirm’.

(2) ‘Approve/Support/Confirm’

This section sets out what is required in the SfC Part 2 Guidance and Checklist in respect of formal approvals and expressions of support and also identifies where confirmation of actions and/or processes is required.

Table 1 - SfC Part 2 Guidance

SfC Part 2 Section	Appendices	Essential?
As a general point, the link between ICT and the policy areas identified in the questions below needs to be clear	Chart or diagram showing link between ICT and policy areas (See also 'Managed Service' below)	No
Where is the local authority now in terms of educational outcomes, diversity of provision, fair access and choice?	School table from SfC Part 1	Yes
What added value will BSF investment provide to local educational outcomes?	KPIs Chart or diagram showing link through from priorities to investment	Yes No
How does the local authority propose to ensure choice, diversity and access for all parents and pupils in local schools?	Process and timescales for statutory consultation	Yes
How will the local authority ensure robust challenge to schools including strategies for early intervention in the case of underperforming or failing schools?		
How will the local authority deliver personalised learning to ensure that every pupil is fully stretched and can access a broad curriculum that best suits their needs and talents?	Definition and overview of personalised learning	No

How will the local authority ensure the effective delivery of the 14-19 entitlement in partnership with local LSCs and local FE providers?	Chart or graphic representation showing pattern of 14-19 delivery	No
To what extent is the local authority ensuring effective integration of education and other services through Every Child Matters?	Chart or diagram showing planned integration	No
How does the local authority plan to champion the needs of all pupils, including those with SEN?	Executive summary of inclusion strategy	No
What change management strategies – for both the local authority and for schools - are in place to achieve the local BSF vision (including Continuous Professional Development and Workforce Reform in schools)?	See 'Managing the Process' below	
The local authority's procurement strategy	Proposed scope of services (exclusivity and additional) and partnering services; plans for soft market testing; approach to FM service delivery.	Yes
An assessment of the local authority's existing asset base (specific to the current wave of investment) and a 10 year pupil place projection	Assessment of the condition, sufficiency and suitability of the secondary school estate in the Wave. (Text/chart, maximum 1 side A4 per school.)	Yes
	Summary 10 year pupil place projection	Yes
Prioritisation of BSF investment	Phasing plan	Yes

Estate options	Methodology, costs, risks, options appraisal, drawings, evidence of engagement with relevant statutory bodies (planning and highways, Sport England, DCSF (school playing fields)) Note - Annotated drawing for each site to level required, ref www.partnershipsforschools.org.uk/design_process.htm	Yes
ICT managed service	Onward strategy for development for OBC Current position – contracts for what, with whom, for how long Intended scope of ICT in LEP	Yes Yes Yes
Affordability	FAM summary Any other relevant income/expenditure	Yes Yes
Consultation	Stakeholder consultation schedule	Yes
Managing the process	Indicative project plan to financial close Project team budget, resources, governance, structure, roles and responsibilities, including external advisers Risk register Change management programme and resourcing Communications strategy and procedures	Yes Yes Yes Yes Yes

SfC2 – APPROVE/SUPPORT/CONFIRM

Body	Level	Element	Document Reference G = Guidance (para number C = Checklist (part and number)	Comment/Appendices (Refs to appendices are in bold. These are only additional to those listed in the above table.)
PfS		FAM	G56 C2b N1	Prior to submission of SfC2
		PBC – Non-LEP	G47 C2b J1	If required, prior to submission of SfC2
		PBC - ICT managed service	C2b M5	If required, prior to submission of SfC2
LA	Determined by LA's project governance arrangements	SfC2 document as whole		Covering letter confirming approval in line with LA's project governance arrangements
	Member	Capex – construction, ICT	G55,57 C2b N4	<p>Project Board approval provided it has the necessary delegated Authority, otherwise Cabinet</p> <p>Note – For ICT current position is paid through supported borrowing. LA should confirm either a) this is not a problem or b) how they will deal with it if it is a problem</p> <p>Note - FM and PFI not required at this stage</p> <p>Appendix - Project Board or Cabinet paper and minute of resolution (Essential)</p>

	Member	LA contribution including land sales	C2b N3	Project Board provided it has the necessary delegated Authority, otherwise Cabinet Appendix - Project Board or Cabinet paper and minute of resolution (Essential)
	Member	Reiteration of support for LEP and standard documentation	G45 C2b J1, J2	Project Board Appendix - Paper and minute of resolution (Essential)
	S.151 officer	Phasing	C2b K6	Not needed.
		Affordability		Need to confirm that S.151 officer supports the proposals.
Schools	Governing Body	ICT managed service in principle		See attached annex below re requirements.
		ICT indicative contributions	G55 C2b N4	See attached annex below re requirements
		Any capex contributions	C2b N4	Need to confirm that LA has discussed this with the school(s) concerned. Note - FM and PFI not required at this stage
		SSfC		Need to confirm that development has commenced and that there is a process to take forward, supported by LA in line with PfS Guidance.

TA		Proposals,		See next section.
----	--	------------	--	-------------------

		including appraisal		
		Indicative costs	G52	Need to confirm that indicative costs are based on proposals developed and signed off by TA.
Planners/highways				Evidence should be provided of engagement with planners/highways and briefly describe process for taking forward.
DCSF	School organisation	PPP	C2b K1	If not agreed at SfC1 (Note – this is for PfS to obtain)
	SEN Regional Adviser	SEN organisation proposals PPP	C2a G2 C2a G2	If not agreed at SfC1 (Note – this is for PfS to obtain) If not agreed at SfC1 (Note – this is for PfS to obtain)
	School playing fields team	Disposals		Reference should be made to issues having been considered and briefly set out process to take forward in place.
LLSC		Proposals PPP Funding contributions	G58 C2a E4 C2a E5 C2b K1	Evidence required of consultations, plans developed together, stakeholder buy-in Letter from LLSC CE confirming their Board's support for proposals. If not agreed at SfC1 If applicable

				Appendix - Letter from LLSC CE confirming their Board's support for proposals, including numbers and any funding contributions. (Essential)
Dioceses	Director	Plans	G58	Confirmation that the Diocese has been consulted.
		PPP	C2b K1	If not agreed at SfC1 Letter from relevant diocesan director(s).
Sport England			G58	Indication of engagement, current position, and brief description of process to take forward.
Other interested groups	As listed in guidance as minimum		G58 C2b O1 C2a F4 C2b M3	Indication of engagement, current position, and brief description of process to take forward.
Market		Soft market testing	C2b J4	Demonstrate that plans are in place, including ICT.

Annex

ICT School Requirements

- Evidence that local authority (LA) has engaged with schools and that they are committed in principle to aggregated procurement and managed service and ongoing revenue costs (also any other relevant stakeholders)
- Onward strategy for development for OBC
- Nothing in writing required from schools at this stage (but will be at OBC stage)
- Current position – contracts for what, with whom, for how long
- Intended scope of ICT in LEP
- Costs – confirm that schools are aware of likely costs