



Strategy for Change

Review and Approval Checklist- Second half of the BSF Programme

**For local authorities: Barnet, Bolton, Buckinghamshire , Brent, Cornwall ,
Darlington, Devon, Gateshead, Hampshire, Havering, Kingston and Croydon,
Lancashire, Lincolnshire , Norfolk, Oxfordshire , Peterborough, Plymouth,
Sefton, Sunderland, Sutton , Tameside, Wakefield, Warrington, Wigan ,**

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Abstract	

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Date	Editor	Version	Status	Reason for change
February 2010	SL	V4	Final	Checklist to Guidance Document for local authorities in BSF Wave 7-9 (see above)

Introduction

The assessment of the Strategy for Change (SfC) focuses on evidence that the local authority is ready to proceed to Outline Business Case (OBC) in the following key areas:

- The presentation of a clear and compelling long-term education vision and strategy with proposals that are sufficiently ambitious, robust and transformational, that build on the vision and principles set out in the Readiness to Deliver (RtD) document and that incorporate the Ministerial Remit for the project.
- An integrated and coherent articulation of the local estate and educational strategies. These should be brought together into a coherent document which captures:
 - the local authority strategy for 11-19 education provision and services, or all-through provision where this is included, and the requirements that this strategy places upon the physical school estate;
 - a secure, coherent capital investment to support the 14-19 reforms with BSF, to include all settings in which young people learn, including Further Education (FE);
 - the implications of local plans and opportunities with BSF for the transformation of services for children, young people and families, in particular the potential for these services to be co-located on or around schools; and
 - an articulation of how PE and Sport and Arts and Culture will be used to transform education and engage communities.
- Designs that are transformational and sustainable, which are determined and driven by local educational and children's services priorities.
- Strategic and creative use of Information Communications Technology (ICT) investment as an integral part of the BSF programme.
- High expectations and outcomes for significantly improved educational outcomes and life chances for young people, families and local communities.
- An affordable and well managed programme, with rigorous management and planning, to prevent slippage and meet BSF timescales and a comprehensive and well led change management programme.

Guidance Notes for the Assessment of Strategy for Change

The Assessment Process

1. The aim is to assess whether the scheme submitted by the local authority meets the overarching objectives of BSF and fits within the context of an authority's whole school estate.
2. The assessment process involves an appreciation of the BSF planning process at a local authority level and at times the use of subjective judgement to form a view about the project.
3. It should also be noted that there is an expectation that the implications for ICT are woven into all the appropriate sections of the SfC.

Completing the Checklist

4. The column on the assessment form headed 'reference' should be used to show the source of information used by the assessor in reaching their decision. All assessments need to be evidence referenced
5. A grade assessment should be made for each section and an overall grade provided in section 7. The assessment Scores, Descriptions and Characteristics are provided in the table below.
6. Please type comments in black and any recommendations in red.

Score - Description	Characteristics
<u>3 - Excellent</u>	The SfC meets the criteria in full at the date of submission. No further work outstanding.
<u>2 - Good</u>	The SfC does not meet the criteria in full at the date of submission but provides strong and clear evidence that the criteria will be met in full prior to the submission of OBC. The outstanding work must be realistically deliverable prior to OBC.
<u>1 - Minor Concerns</u>	The SfC does not meet the criteria in full at the date of submission. The submission does not provide strong and clear evidence that the criteria will be met in full prior to the OBC submission. Minor concerns exist on the outstanding work, which is unlikely to be realistically deliverable prior to OBC.
<u>0 - Major Concerns</u>	The SfC does not meet the criteria in full at the date of submission, falling significantly short of what is required. The submission does not provide strong and clear evidence that the criteria will be met in full prior to the submission of OBC. Major concerns exist

	on the outstanding work, which is extremely unlikely to be realistically deliverable prior to OBC.
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1. Project

Local authority	
Project (incl. Wave)	

2. SfC Review Team

Project Teams			
Partnerships for Schools, Office of the Schools Commissioner, Others		Local authority	
PfS Strategic Director for Moderation		Chief Executive	
PfS Regional Programme Director		Director of Children's Services	
PfS Project Director		BSF Project Sponsor	
PfS Education Director		BSF Education Lead	
PfS ICT Education Adviser		BSF Project Director	
PfS PE/Sport Adviser			
OSC			
DCSF			
		Name	
		E-mail	
		Telephone	

3. Project Scope

Project Summary					
School Name	School No.	Sample	PFI/D&B	Capex	Comments

4. Issues from Remit Meeting

At the Remit Meeting areas for development will have been identified. These should be brought forward onto this approval checklist		
Item	Remit Area	Comment/Recommendation
1		
2		
3		

5. Project Commitments

School Letters if available at this stage (Samples first if known)	ICT	PFI	FM	Other Capital	Central Project Costs	Planning Comfort Type /	Comments

6. Compliance Check

	Document	Included in SfC? (Yes/No)
The Transformation Overview	Up-to-date Schools' Chart, covering all areas requested	
	Change Management Strategy	
	Key Performance Indicators (KPIs) and proxy indicators with measurable baselines and targets	
	Schools Strategies for Change (SSfCs) and local authority self evaluation for each BSF project school	
	PE and Sport/ Culture strategy document	
Key Estate Proposals and Planning	Options Appraisals for each School	
	Drawings showing proposed scope of works at each school	
	Financial appraisal for proposed cope of works at each school	
	Communications Plan	
	Funding Allocation Model (FAM) formally approved by PfS National Programme Team	
	Minutes of Cabinet Meeting confirming overall affordability	
	School Commitment Letters (Capital, ICT and FM) if available at this stage.	
	CVs for the full time project leads	
	Project Programme	
	Project Management Budget	

	Risk Register	
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7. Review Summary

Comments	
Issues raised through PfS	
Issues raised through OSC	
Issues raised through DCSF Policy Teams	
Overall grade	

8. Detailed Review

The Transformational Overview

Ref.	Reviewer Initial	SfC Ref	PfS Comment/Recommendation	Grade	OSC, DSCF Policy Teams and KPMG Comment/Recommendation
1.			Educational Transformation – The Local Context		
1.1			<p>Does the SfC clearly set out the local context and give an evaluative account of strengths, weaknesses and areas for development in relation to:</p> <ul style="list-style-type: none"> • educational outcomes for schools and groups of pupils; • fair access and choice; • meeting the needs of learners; and • meeting the needs of communities? <p>Are key issues, challenges and opportunities identified?</p>		
			Comment/Recommendation	Section Grade:	Comment/Recommendation
2.			Added Value		
2.1			<p>Does the SfC demonstrate how the local authority intends the BSF programme to add value, particularly to address issues highlighted by the local authority and in the local authority's BSF Remit?</p> <ul style="list-style-type: none"> • <i>Does the SfC appropriately reference and build on the RtD and national and regional policy drivers?</i> 		

			<ul style="list-style-type: none"> Are the local authority's aspirations clearly set out and linked, where appropriate, to the local authority's Children and Young People's Plan and local authority's priorities? 		
			Comment/Recommendation		Comment/Recommendation
2.2			<p>Does the SfC contain a clear and robust set of KPIs?</p> <ul style="list-style-type: none"> Are the KPIs and associated proxy indicators linked to: <ul style="list-style-type: none"> the key issues and aspirations identified and developed in the updated School Chart; each policy areas of the SfC and the relevant CYPP and LAA targets; individual schools' SfCs; the intended impact of the Change Management programme? Are there baselines and measures for each indicator and is it clear how progress will be monitored and impact evaluated against these? Do proxy indicators focus primarily on 'outcomes' as well as identifying 'inputs' and 'outputs'? <p>(Cross-reference this section with 'Benefits Realisation section (para 4)</p>		
			Comment/Recommendation	Section Grade	Comment/Recommendation
3.			Choice, Diversity and Access		
3.1			Is it clear how the local authority's school organisation proposals aim to ensure choice, diversity and access for all		

			parents and pupils in local schools, linked to pupil place planning and projections for the BSF programme?		
			Comment/Recommendation		Comment/Recommendation
3.2			Are considerations and the strategy to address under-performing schools and low-performing, vulnerable or at risk groups of pupils central to this section?		
			Comment/Recommendation		Comment/Recommendation
3.3			Is there a robust challenge and intervention strategy to support this and are appropriate structural and governance solutions identified, when and where necessary?		
			Comment/Recommendation		Comment/Recommendation
3.4			Do the proposals support a wide range of diversity of provision across the locality including types of schools, specialisms, extended services and activities, and partners who can contribute valuable experience, expertise and services?		
			Comment/Recommendation		Comment/Recommendation

3.5			Does the SfC indicate that the local authority has plans in place and is far enough ahead with the necessary informal, formal and statutory consultation and preparations for any school competitions, so that proposals will be able to be implemented within BSF timescales?		
			Comment/Recommendation	Section Grade:	Comment/Recommendation
4.			Learning		
4.1			<p>Does the SfC demonstrate how the local authority will use the BSF programme in ways that can provide opportunities for learning so that every pupil is making the best possible progress?</p> <ul style="list-style-type: none"> Does this include how the local authority will promote and support schools in developing: <ul style="list-style-type: none"> flexible and creative approaches to learning that meet the individual needs of learners; assessments that focus on the individual learner, with effective use of data and strategy to identify and address achievement gaps between pupil groups; innovative approaches to learning, including how ICT will enable more flexible access to a range of learning opportunities and improved continuum of provision, within and beyond the classroom; access to arts and cultural learning and to PE and sport in ways that that meet the needs of learners within these curriculum subjects and across the broader curriculum? 		
			Comment/Recommendation		Comment/Recommendation

4.2			Does the strategy set out how the local authority will encourage and use the BSF programme to enable greater parental and family involvement in their children's learning including the use of ICT?		
			Comment/Recommendation	Section Grade:	Comment/Recommendation
5.			Curriculum		
5.1			<p>Does the SfC demonstrate how the local authority will use the BSF programme as a key lever to ensure that all pupils have access to a broad, relevant, coherent and compelling curriculum that engages them and meets their needs and talents?</p> <ul style="list-style-type: none"> • <i>Does this include:</i> <ul style="list-style-type: none"> ○ <i>curriculum development and continuity from 11-19 and at each transition stage between schools, colleges and other settings?</i> ○ <i>how the curriculum will meet the needs of low performing, at risk and vulnerable groups?</i> ○ <i>evidence of strategic planning for and integrated delivery of the full 14-19 offer across all provisions to achieve an entitlement curriculum, in partnership with Local Learning and Skills Councils / 14-19 Regional Partnerships, Further Education (FE) and other partners? Is there evidence that this is reflected in BSF and local LSC investment plans?</i> ○ <i>how the ICT strategy will make a significant contribution to facilitate new approaches?</i> 		
			Comment/Recommendation		Comment/Recommendation

5.2			Is it clear how the local authority, working with its strategic partnership, will commission 16 – 19 provision effectively from 2010 in ways that widen participation and improve post-16 staying on rates and address the raising of the participation age agenda?		
			Comment/Recommendation		Comment/Recommendation
5.3			Is it clear in the SfC and SSfCs how schools will contribute to leading innovation and supporting the development of the curriculum in their specialist school areas – within and across schools and providers?		
			Comment/Recommendation		Comment/Recommendation
5.4			<p>Does the SfC demonstrate how the ICT strategy will:</p> <ul style="list-style-type: none"> • help learners to retain their e-assets (e.g. individual learning plans and portfolios of work) between different learning platforms when they move from school to FE, 6th form, college or employment; and • support data (e.g. assessment and attendance data) sharing between 14-19 providers and enable learners to access their learning resources (including e- portfolios) from a variety of locations and settings? 		
			Comment/Recommendation	Section Grade:	Comment/Recommendation

6.			Integrated Services		
6.1			<p>Does the SfC demonstrate how the local authority's BSF programme will enable effective integration of education and other services to support the delivery of the local authority's <i>Every Child Matters</i> (ECM) agenda and other relevant corporate priorities?</p> <ul style="list-style-type: none"> • <i>Does this include:</i> <ul style="list-style-type: none"> ○ <i>how planning and proposals for all areas of extended school and community provision are based on a realistic provision and facilities audit and assessment of need, taking into account the views of children, young people, parents, local families and communities;</i> ○ <i>how the strategy supports the LA's CYPP and LAA priorities and contributes to its regeneration and social cohesion agendas;</i> ○ <i>evidence of the involvement of specialist bodies, organisations and District/Borough partners in stakeholder and planning group, with specific lead people and BSF workstreams in place for CYP & regeneration; PE/Sport; and Arts/Culture;</i> ○ <i>what internal and partnership arrangements are in place to enable BSF investment to support developments for joined-up planning, funding and delivery of integrated services, particularly through co-location of services and wider development of facilities in the community that will help drive up outcomes for all; and</i> ○ <i>how the local authority plans to maximise opportunities for multi-agency approaches and provision of facilities and resources to support the delivery of education programmes, activities and services for the school and wider communities?</i> 		
			Comment/Recommendation		Comment/Recommendation

6.2			Is there evidence in this section and across the SfC and SSfCs of how it is intended that the BSF programme will support the development and delivery of a broad and diverse sport/ PE and arts / cultural offer for children and young people, within and outside of normal school hours? <ul style="list-style-type: none">• <i>Does this include:</i><ul style="list-style-type: none">○ <i>How this will contribute to the raising achievement, increasing inclusion and maximising opportunities to offer specialist facilities in these areas for community use?</i>○ <i>How the local authority will support schools in achieving and sustaining the Arts/ Sport mark standard, and offering the Arts award to young people?</i>		
			Comment/Recommendation		Comment/Recommendation
6.3			Is there evidence of how progress is being made to join up available strategies and funding streams to maximise opportunities to offer sports, play, recreation, arts, cultural and catering/dining facilities for community use? <ul style="list-style-type: none">• <i>Does this include liaison with Sport England, Football Foundation Play, pathfinders and Cultural organisations?</i>		
			Comment/Recommendation		Comment/Recommendation
6.4			Do the proposals demonstrate how the BSF programme will contribute to schools achieving and sustaining the Healthy Schools Standard, including provision of safe spaces for play and recreation, up to five hours of sport a week and improved kitchen and dining to support healthy eating?		

			Comment/Recommendation		Comment/Recommendation
6.5			Is the local authority clear how its ICT strategy will enable it to achieve the integrated children's services agenda? Do the proposals set out how the local authority will take advantage of the opportunities that ICT brings for data standardisation and interoperability of systems to provide real benefits for all stakeholders?		
			Comment/Recommendation	Section Grade:	Comment/Recommendation
7.			Inclusion		
7.1			Does the SfC set out how the local authority intends to capitalise on the contribution of the BSF programme to remove barriers to progress and achievement? <ul style="list-style-type: none"> Does this include specific information on its strategy for underperforming groups and pupils who are at risk, vulnerable and to provide access to learning for hard to reach? Are there clear links to pedagogy, curriculum and pastoral developments? 		
			Comment/Recommendation		Comment/Recommendation

7.2			Is it clear how the local authority intends to address issues of social exclusion and promote social inclusion in ways that will have a positive impact on behaviour and attendance and to reduce bullying and exclusions?		
			Comment/Recommendation		Comment/Recommendation
7.3			Does this section include how the local authority proposes to use ICT to engage all learners, with specific strategies to support those with particular needs, such as gifted and talented, or disaffected young people?		
			Comment/Recommendation		Comment/Recommendation
7.4			Does the SfC clearly demonstrate how its proposals will contribute to the development of pupil leadership and opportunities for children and young people to make a positive contribution?		
			Comment/Recommendation	Section Grade:	Comment/Recommendation
8.			Special Education Needs (SEN)		
8.1			Does the SfC set out a clear SEN strategy that demonstrates how it will use the BSF programme to improve the quality, standard and range of educational provision and to improve outcomes for children with special educational		

			needs, including through the use of specially resourced provision?		
			Comment/Recommendation		Comment/Recommendation
8.2			Is it clear how Pupil Referral Unit (PRU) provision will: <ul style="list-style-type: none"> • be improved to ensure access to a wider, broad-based, balanced and relevant curriculum; and • be able to contribute to preventative, early intervention and outreach work with mainstream schools? 		
			Comment/Recommendation		Comment/Recommendation
8.3			Is it clear how the local authority proposes to use ICT to help pupils with learning difficulties and special educational needs in mainstream schools, special schools and other settings?		
			Comment/Recommendation		Comment/Recommendation
8.4			Does the SfC set out how the expertise in special schools, mainstream schools and with partners in other provisions will be used to provide a continuum of support for pupils with SEN across schools?		

			Comment/Recommendation		Comment/Recommendation
8.5			Does the SfC set out how the local authority intends to use BSF investment to improve disabled access to buildings and grounds, and enable inclusion of children with SEN?		
			Comment/Recommendation		Comment/Recommendation
8.6			Where the local authority proposes re-organisation of SEN provision, what consultations have taken place or are planned, does the SfC demonstrate that there is agreement between local partners on the type of provision envisaged and are the plans supported by the Senior Regional SEN Adviser?		
			Comment/Recommendation	Section Grade:	Comment/Recommendation
9.			Change Management and Leadership		
9.1			Is there evidence of a robust change management strategy that sets out how the local authority intends to work with schools and other partners to promote innovation and support priorities for transformation with BSF including the use of ICT? Are the needs, key priorities for change, stakeholder groups and success criteria clearly articulated and linked to		

			strategy identified in other policy areas and to the KPIs / proxy indicators?		
			Comment/Recommendation		Comment/Recommendation
9.2			<p>Does the change management strategy include information on how the local authority will continue to build leadership capacity, including:</p> <ul style="list-style-type: none"> • how it will ensure that robust plans are in place to build capacity for sustainable leadership and governance linked to opportunities with BSF and further commissioning of services for the authority and within and across schools and partnerships; • how it is working with schools to support the development of their SSfCs; • how it will support individual schools management teams to maintain and improve standards during their BSF building programme; • what plans and resources are in place to continue to build and support the leadership of change management programmes, at local authority and school levels; and • how it will utilise ICT? 		
			Comment/Recommendation		Comment/Recommendation
9.3			Is it clear how all staff (in schools and the authority) will be supported to develop and implement new policies and approaches to learning, teaching and curriculum development, including new ways of organising learning and		

			working using physical and virtual learning spaces and workforce remodelling, linked to BSF? Does it make clear the implications for ICT?		
			Comment/Recommendation		Comment/Recommendation
9.4			Does the SfC set out how the local authority will support change management for non-school education providers, such as library, Arts or museum professionals, health and business professionals to ensure integrated service delivery?		
			Comment/Recommendation		Comment/Recommendation
9.5			Does the SfC set out how the local authority will ensure robust plans are put in place for sustainable leadership and governance across the authority and within schools, including support and training for school leaders and governors?		
			Comment/Recommendation		Comment/Recommendation
9.6			Does the SfC demonstrate how the local authority will maximise opportunities to build local capacity for change by		

			working with external local and national partners and agencies and from the new relationship with the Local Education Partnership (LEP)?		
			Comment/Recommendation		Comment/Recommendation
9.7			Is it clear how the local authority will resource, monitor progress and evaluate the impact of the change management programme?		
			Comment/Recommendation	Section Grade:	Comment/Recommendation
10.			Sustainability		
10.1			Does the SfC demonstrate how the local authority will maximise opportunities to drive down carbon emissions in schools?		
			Comment/Recommendation		Comment/Recommendation
10.2			Is it clear how BSF investment will be used to help minimise the effects of emerging extreme weather conditions?		

			Comment/Recommendation		Comment/Recommendation
10.3			Does the SfC include how the local authority intends to use the BSF programme to promote sustainable behaviours among pupils and communities, the teaching of sustainable development and children's physical and psychological well being through innovative environments for learning and play, inside and outdoors?		
			Comment/Recommendation		Comment/Recommendation
10.4			Is it clear how the local authority intends BSF investment to add value to environmental improvement and regeneration efforts in the local area in ways that improve local environmental quality and quality of life?		
			Comment/Recommendation		Comment/Recommendation
10.5			Does the SfC include how the ICT investment will be environmentally, financially and socially sustainable?		
			Comment/Recommendation	Section Grade:	Comment/Recommendation

SfC Review and Approval Checklist

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Key Estate Proposals and Project Planning

Ref.	Reviewer Initial	SfC Ref	PfS Comment/Recommendation	Grade	OSC, DSCF Policy Teams and KPMG Comment/Recommendation
1.			Investment Strategy		
1.1			Does the local authority confirm Member level acceptance of the LEP model and commit to using standardised procurement and contractual documentation (PFI, D&B & ICT) or provide justification for alternative? If an alternative procurement route is to be followed, has a Procurement Business Case been approved by PfS?		
			Comment/Recommendation		Comment/Recommendation
1.2			Has joint procurement with other capital investments (including FE capital projects) been duly considered and addressed? Has the local authority considered the LEP as a delivery mechanism for other services?		
			Comment/Recommendation		Comment/Recommendation
1.3			Does the local authority outline the rationale for its approach towards the provision of an ICT Managed Service including: <ul style="list-style-type: none"> • <i>How ICT will drive and enable effective education transformation?</i> • <i>Are there plans for the transition from current ICT arrangements to the Managed Service?</i> 		

			<ul style="list-style-type: none"> • Does the SfC describe how the new ICT provision will be scalable and flexible? • Does the SFC detail how ICT programme will be implemented at various stages of the programme, including Transfer of Undertakings (Protection of Employment Regulations (TUPE)? • Does it provide an explanation of the interface arrangements and how the proposed ICT provision fits within the wider local authority and community context (e.g where appropriate outline existing corporate provision and other relevant contracts such as for the learning platform or wide area network (WAN)? • How will the ICT arrangements facilitate better partnership working between schools and relevant third sector organisations such as museums, libraries and arts organisations; 		
			Comment/Recommendation		Comment/Recommendation
1.4			Does the local authority outline its approach to other services such as lifecycle and FM maintenance across all the schools?		
			Comment/Recommendation		Comment/Recommendation
1.5			Has the local authority clearly outlined how it proposes to deal with existing contractual arrangements that may impact on the BSF procurement and exclusivity of the LEP?		
			Comment:	Section Grade:	Comment:

2.			Deliverability		
			<p>Is assessment of the estate and pupil projections confirmed with all necessary approvals in place?</p> <p><i>Does this include:</i></p> <ul style="list-style-type: none"> ○ <i>an assessment of the condition, sufficiency and suitability of the school estate, including school grounds based on Asset Management Plan data + Learning and Skills Council data for 14-19;</i> ○ <i>up-to-date pupil place projections at 11-16, 16-18 and for SEN, and an appropriate level of planned surplus places;and</i> ○ <i>how all pupil place planning and linked school organisation issues will be addressed, including amalgamations and closures?</i> 		
			Comment/Recommendation		Comment/Recommendation
2.1			Does the SfC include evidence that alternative learning environments, as well as schools, have been considered as part of the local authority's estate strategy (e.g. delivery of statutory education through work-based learning environments, libraries, arts centres, leisure centres etc)?		
			Comment/Recommendation		Comment/Recommendation

2.2			Has up-to-date community participation and facilities data been used to influence the estate proposals? Is it clear how proposals relating to sport and culture will be implemented?		
			Comment/Recommendation		Comment/Recommendation
2.3			Does the wave being approved make sense in the context of the whole school estate?		
			Comment/Recommendation		Comment/Recommendation
2.4			<p>Has the local authority planned the phasing of the projects in the first wave, with education need as the prime driver? Has sample scheme been agreed and summary of their feasibility work, survey and planning enquiries provided?</p> <p>Has the local authority justified any deviations from this principle (e.g. cost, delivery practicalities)? Does the approach have 151 Officer support?</p>		
			Comment/Recommendation		Comment/Recommendation
2.5			Does the SfC set out the proposed strategy for avoidance of planning blight and does it seem appropriately		

			balanced with less significant investment?		
			Comment/Recommendation		Comment/Recommendation
2.6			<p>Has the local authority undertaken a robust feasibility study for all schools in the wave and identified a costed control option for each school?</p> <ul style="list-style-type: none"> • <i>Has the local authority confirmed the build proposals for each of the schools within the wave?</i> • <i>Have the key priorities outlined in the SfC been considered in the development of school proposals?</i> • <i>Has AMP data been taken into account?</i> • <i>Has the local authority used BB98 (BB77 where appropriate) to develop project options?</i> • <i>Has a Technical Adviser prepared a financial appraisal for each option?</i> • <i>Are the costs defined correctly and modelled on a consistent basis?</i> • <i>Has the local authority justified the proposals against a suitable range of options, (e.g. do as now, do minimum, refurbish, rebuild). Is the basis of their judgement sound if made on non-financial grounds?</i> • <i>For each site, have risks been adequately identified and quantified? To include consideration of title issues, disposals, playing fields, interface with existing PFI, FM and ICT.</i> <p>PfS Reviewer Cross-Check - Have costs been accurately taken forward into the affordability section of the SfC Submission?</p>		
			Comment/Recommendation		Comment/Recommendation
2.7			For each site, has the local authority demonstrated an integrated approach to community services for the area served, both now and for future generations, including identifying any co located non-school facilities and use of		

			joined-up funding? <ul style="list-style-type: none"> Have the outcomes of the PE & Sport stakeholder group concerning the strategic development of sports facilities within the area been considered? 		
			Comment/Recommendation		Comment/Recommendation
2.8			Has the local authority consulted extensively with relevant stakeholders, both internally and externally, regarding its proposals, and is there a detailed communication plan in place, which has clear plans for the future? <ul style="list-style-type: none"> Has the consultation included discussions with PE and Sport/ Culture and stakeholder groups Is there clear evidence of how the local authority has engaged and involved all key stakeholder in the development of the vision, strategy and ongoing developments? How have school senior managers, governors, staff, students and parents been engaged and what is planned for the future? 		
			Comment/Recommendation		Comment/Recommendation
2.9			Is there market interest in the BSF project? <ul style="list-style-type: none"> Have early market soundings been conducted? Do these indicate market acceptance of the proposals? Is there a strategy for undertaking ICT market briefings as part of the OBC process? 		

			Comment/Recommendation		Comment/Recommendation
2.10			Has the local authority explained how it will converge ICT investment with a phased building programme?		
			Comment/Recommendation	Section Grade:	Comment/Recommendation
3.			Affordability		
3.1			<p>Does the FAM reflect the school specific proposals and has it been agreed?</p> <ul style="list-style-type: none"> • <i>Do the pupil numbers reflect those agreed with PfS?</i> • <i>Are the ratios of new build: remodelling: refurbishment entered into the model?</i> • <i>Are 'start on site' dates entered for each school?</i> • <i>Has the FAM been approved by the PfS National Programme Team?</i> 		
			Comment/Recommendation		Comment/Recommendation

3.2			<p>Where there are lands sales has the treatment of land receipts been agreed?</p> <ul style="list-style-type: none"> • <i>Are clear details provided for any land that will be released?</i> • <i>Has the treatment of any land receipts been agreed with the PfS National Programme Team?</i> 		
			Comment/Recommendation		Comment/Recommendation
3.3			<p>Has the local authority clearly outlined all the project costs (capital and revenue), detailed how these will be funded and provided evidence of commitments from all parties to providing the funding?</p> <ul style="list-style-type: none"> • <i>Has the authority and schools confirmed their commitment to ICT contributions?</i> • <i>Have the minutes of the Council meeting confirming the commitment of any financial contribution been provided?</i> • <i>Has the Section 151 Officer approved the proposed strategy?</i> • <i>Where alignment of strategy and resources are proposed, is there evidence of commitments from key partners to their contributions (e.g. Learning and Skills Councils, Primary Care Trust, Sports Council etc)?</i> • <i>Have appropriate considerations been given to funding of school grounds?</i> <p>PfS Reviewer Cross-Check - Have minutes of meetings or letters been provided to confirm commitments from all parties who will provide funding? Is there clear evidence that overall affordability has been considered or approved in principle at member level?</p>		
			Comment/Recommendation	Section Grade:	Comment/Recommendation

4.			Resources and Capability		
4.1			Has the statutory Gateway 0 Review been completed and have the recommendations have been considered and an action plan developed and implemented?		
			Comment/Recommendation		Comment/Recommendation
4.2			<p>Does the local authority have the appropriate governance in place to manage the OBC process?</p> <ul style="list-style-type: none"> • <i>Is there clear evidence of corporate commitment to the project within the local authority?</i> • <i>Is there appropriate representation on the Project Board?</i> • <i>Is there appropriate delegated authority in the project team?</i> • <i>How is strategic integration of other projects (e.g. primary capital, regeneration and Public Arts) being led, managed and achieved?</i> • <i>Is there a clear commitment to high quality design? Has a 'Design Champion' been appointed to lead a strategic commitment to Design Quality?</i> 		
			Comment/Recommendation		Comment/Recommendation

4.3			Does the local authority have the appropriate capacity to lead and manage the BSF Project in ways that will secure the education and business imperatives and will drive an effective change programme? <ul style="list-style-type: none">Is there good evidence of the engagement of schools?Is the team identified and appropriately skilled – educational, ICT, technical, financial and legal?Is there a dedicated education lead in post, with the capacity and capability to drive the BSF education and community strategy and to lead an innovative change programme?Is there strong leadership of ICT?Have appropriate external Advisers been appointed? If not, is there sufficient justification for relying on in-house advice?Are the advisers terms of appointment identified?Are the change management and communication strategies robust?		
			Comment/Recommendation		Comment/Recommendation
4.4			Does the local authority have a detailed and realistic project programme? <ul style="list-style-type: none">How does the programme compare to the standard PfS programme for OJEU to Financial Close and each of the stages in between?Does the programme detail how the Judicial Review risk will be managed for each school projects?Does the programme show the operational LEP timescales (Stages 0, 1 and 2) and indicative School Opening Dates for all schools?		
			Comment/Recommendation		Comment/Recommendation

4.5			<p>Has the local authority set an approved realistic budget for the project?</p> <ul style="list-style-type: none"> <i>Is the budget broken down to clearly show expenditure on internal resources, each of the external resources (educational, ICT, technical, financial, legal), surveys, sundries etc?</i> <i>Does the budget clearly indicate the expenditure to date?</i> <i>Does the budget illustrate the funding available for the OBC stage?</i> <i>Does the budget illustrate the funding available for the procurement stage?</i> <i>Does the budget consider the resourcing for the operational LEP stage?</i> <i>Is the budget realistic?</i> <p>PfS Reviewer Cross-Check - Is there evidence that this budget has been approved (Council Minutes, Section 151 Letter)</p>		
			Comment/Recommendation		Comment/Recommendation
4.6			<p>Does the local authority have a clear Risk Management Process in place?</p> <ul style="list-style-type: none"> <i>Has the local authority provided an up to date Project Risk Register and are the key risks to procurement and delivery identified with mitigation strategies?</i> <i>Have project risks been reasonably defined and mitigating action planned and allocated?</i> <i>Are there any unresolved risks that have not been mitigated</i> 		
			Comment/Recommendation	Section Grade:	Comment/Recommendation

5.			Benefits Realisation		
5.1			<p>Does the SfC demonstrate that the added value from the contribution of the BSF programme and investment has been considered with all stakeholders and that the outcomes are reflected in KPIs?</p> <ul style="list-style-type: none"> • <i>Does this include:</i> <ul style="list-style-type: none"> ○ <i>local and regeneration benefits linked to the LAA priorities and local needs;</i> ○ <i>Clarity on how the local authority plans to maximise the potential of the LEP;</i> ○ <i>the value the programme brings to the local area;</i> ○ <i>how regeneration schemes will be incorporated;</i> ○ <i>opportunities for local employment;</i> ○ <i>the involvement and community of private and third sector partners;</i> ○ <i>training and development opportunities for students, staff and the communities (including the prospect of apprenticeships and how this will be reflected as KPIs as part of the transformational overview) ;</i> ○ <i>how capacity in the area will be developed;</i> ○ <i>the value the LEP will bring to the work of the council and opportunities for responding to local need; and</i> ○ <i>the role the LEP can undertake in ensuring educational transformation?</i> 		
			Comment/Recommendation	Section Grade:	Comment/Recommendation

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