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Our roles and responsibilities

Partnerships for Schools (PfS) was established in April 2004 as a Non-Departmental Public Body (NDPB), and is operated and funded under a joint venture between the Department for Children, Schools and Families (DCSF)* and Partnerships UK (PUK).

PfS is the government's delivery agency for Building Schools for the Future (BSF), the strategic capital investment programme that will provide world-class teaching and learning environments for all pupils, teachers and communities in England over the next 15-20 years.

In March 2006, PfS also took on responsibility for delivering the construction of the Academies programme. The DCSF retains responsibility for managing sponsor relations.

Through BSF and the Academies programme, PfS plays a key role in raising standards in schools and giving every child the opportunity to achieve his or her potential.

BSF is not just about bricks and mortar. It is about helping to transform education for generations to come. It is PfS's responsibility to ensure that investment in secondary schools is based on robust educational strategies and that BSF schools and Academies are well-designed, are built on time at a reasonable cost to the taxpayer, and are properly maintained over their lifetime.

*Before 28 June 2007 the DCSF was the Department for Education and Skills (DfES).

Chairman's Statement



The end of the financial year 2007/08 was an important milestone for Partnerships for Schools (PfS) as it marked the first year in which we met or exceeded all business plan targets. As such, it has been a year of real delivery; one in which the impact of both the Building Schools for the Future (BSF) and Academies programmes are now beginning to be felt. It has also been a year in which the leadership of the programme has stabilised and as a result there is a real sense of progress and pace.

At the end of March, a total of 72 local authorities were engaged in the programme, with 11 of these selecting their private sector partner to deliver their BSF project on the ground during the financial year. But, clearly, success cannot be measured in terms of deals done or bricks laid. These are important outputs of our work, but the real outcome is the legacy that is being created as our new schools open their gates to thousands of students, teachers and local communities.

As the government's delivery agent for BSF and Academies, we are tasked with ensuring that the programme is delivered on time and on budget. While we are now well on track to do just that, a parallel focus for PfS is on quality. And so, in addition to working with and supporting individual local authorities throughout their projects, we have also taken a close look at our own processes to ensure that these support that focus on quality. As a result, we have made a number of improvements that are documented in this Annual Report, focusing on pre-procurement and procurement. As well as delivering cost and time savings, these reviews create a robust platform which will ensure BSF delivers learning environments in which every young person can do their very best and reach for excellence.

Over the past year, there has also been an increased focus on ensuring that lessons from the early phases of the programme are being gathered and shared back with the BSF community. Activity on this front includes the introduction of the National Learning Network; the re-launch of our website with dedicated spaces to learning from experience and from which email alerts are issued to the BSF community as new lessons are learnt; a quarterly publication sent to all local authorities and the private sector highlighting learning and experience; and a comprehensive calendar of PfS conferences and events.

All the work we have done over the past year has depended on the clear direction from the PfS Board and the commitment and effort of the executive team. I am grateful to both. The Board has discharged its duties in a most constructive and challenging way. In particular, I would also like to record my gratitude to David Goldstone, who moves on to the Department for Culture, Media and Sport, after a long history with BSF – firstly as interim Chief Executive of PfS as the organisation was being set up, and latterly as Finance Director at Partnerships UK. David made a valuable contribution to the Board and we wish him well in his new post. In addition, the term of office of two Board members came to a close in April. David Bullock and Lynne Morris have made significant contributions over the past three years and I would like to thank them both. My thanks go also to colleagues throughout PfS for all their hard work done in the last year. It is clear to me that the coming years will continue to prove challenging, but I am confident that the team is well able to meet these challenges to ensure that every young person, no matter what their background, benefits from the programme.

Michael Grabiner
Chairman

Chief Executive's Review

Overview of key developments and achievements



2007 has been a significant year of delivery in which PfS has substantially met or exceeded the targets that were identified in the Business Plan for 2007/08. It is the first year in which the deliverables of Building Schools for the Future (BSF) are making themselves felt, with 12 BSF schools open to students, teachers and their wider local communities.

While efforts in previous years had rightly focused on preparing the ground and putting in place secure foundations to ensure that we get the most value from this investment in transforming education, 2007 was the first year in which these new and refurbished schools have begun to make a difference to the life chances of young people up and down the country. Teachers are beginning to explore new ways of engaging young people and stretching their own practice. And local communities are benefiting from new facilities that are open to them too.

In the early days of the programme, progress was slower than had initially been anticipated. BSF began by targeting investment at the areas of greatest need around the country in terms of education attainment and deprivation criteria. These local authorities were often those also facing the most significant capacity challenges and, coupled with the newness of the programme and some over-optimism in the original timetable for delivery, it is unsurprising that these projects were not delivered as quickly as originally was thought possible. Since then, the pace of delivery has picked up considerably. Notwithstanding this, we agree with the all-party Education Select Committee in the view that it is more important to take the time to ensure that BSF makes a lasting difference to students, teachers and local communities, rather than simply to spend the investment quickly.

In addition to the Select Committee report, BSF has also been subject to wider regular external reviews, including a review of delivery progress by the Prime Minister's Delivery Unit. The National Audit Office has also embarked upon a study and PricewaterhouseCoopers (PwC) has been charged by the Department for Children, Schools and Families (DCSF) to carry out a three-year longitudinal study into the impact of BSF on educational transformation.

The majority of recommendations drawn from these reports to date have mirrored our own learning from the early days of the programme and as such associated improvements had already been put in place. One such lesson has related to local government's preparedness to embark upon BSF. To address this, we have introduced a package of measures designed to ensure that local authorities are in a position to hit the ground running on entry to the programme. These measures, first introduced at the end of 2006, have already made a significant difference to BSF – including reducing timetables by up to six months across the waves – and as a whole, the programme has accelerated significantly.

During the year, we also commissioned PwC to carry out a review of the procurement phase of the process. Following extensive stakeholder engagement, this review recommended a new process which is anticipated to deliver programme-wide savings of up to £250m to the bidding community and a reduction in timetable of around two months. Moving forward, we will continue to seek out improvements and refinements to our processes and practices so that we continue to deliver both educational transformation and value for money to the taxpayer. A particular focus will be on Local Education Partnerships (LEPs) in operation.

Key delivery achievements during the year include:

- 11 deals reached Financial Close, bringing the total to 18 at the year end, worth over £2.5bn;
- 12 BSF schools are open;
- 72 local authorities now engaged;
- pre-procurement timetable reduced by up to six months; and
- proposals brought forward for a more timely and efficient procurement process, indicating savings of up to £250m can be made and a further reduction of two months to the timetable.



Organisational development

As a public body, it is essential that we operate in the most efficient and effective way to ensure that BSF delivers value for money to the taxpayer. Our work here has focused on ways in which we drive further value from the programme itself and how we carry out our responsibilities to deliver the BSF programme.

Multidisciplinary operating model

In last year's Business Plan, we indicated our intention to consider the benefits that would be achieved by moving to a multidisciplinary team (MDT) model of working. In particular, we anticipated that this would help support three of our core objectives: delivery; operating efficiencies; and securing the future.

Having consulted widely with both PfS staff and external stakeholders, a working group concluded that moving to an MDT approach would increase the certainty of delivering programme objectives; enhance our organisational efficiency; build greater credibility with key stakeholders; and improve staff motivation and retention.

The fundamental premise of the approach is that the Project Director role is consistent throughout the life of a project and that they lead the client relationship management and coordination of all the other PfS professional resources to support the project. The implementation of the approach started in September 2007 with some key structural changes underpinning the model, including:

- a newly-configured Senior Management Team which balances all aspects of the business which support delivery of the programme;
- Project Director resource has been pooled to increase efficiency with a significant reduction in the total number of Project Directors required;
- a change to the distribution of the headcount across all professional disciplines – significantly, an increase in the number of Education Directors;
- the Project Directors are organised regionally into three regions: South, Central & West, and North – mirroring Government Office boundaries; and
- Education Directors, Education ICT Advisers, PE & Sport Advisers and Design Managers have been allocated to the regional teams, to promote cross-team working and lesson sharing.

Business processes and practices

As part of the transition to the new MDT model, we have reviewed a number of organisational processes and practices to enhance our operational efficiency. Key achievements at 31 March include:

- definition of the role of PfS through a BSF project lifecycle, through a published process map identifying professional roles and the approval points;
- publication of a suite of documentation at each approval gateway, including the guidance and criteria for approval and the process and timescales;
- establishing systematic gathering of lessons learned through formal Stage Reviews at each Gateway and dissemination of the lessons through regional teams and a legacy archive for internal and external access;

- a review of published guidance to ensure that it better reflects the process and requirements of both the local authority clients and the PfS staff team;
- a review of staff training and development requirements to support the new multidisciplinary team approach; and
- introduction of a revised Risks and Issues Management Strategy.



Conclusion

At PfS we are committed to running the BSF programme in a way that delivers real value – to young people, to the teaching profession, to parents, to wider local communities, and to the taxpayer.

2007 has been a year of delivery with half of the country's local authorities now engaged in the programme. A more rigorous focus on pre-procurement has resulted in a significant acceleration of the programme by up to six months for individual schemes, meaning that young people and teachers will be benefiting from their new schools earlier than was previously possible. In total, a dozen BSF schools have now opened and we helped to facilitate the Financial Close of 11 schemes during the reporting period. We have also implemented a major reorganisation which is contributing significantly to the organisation's effectiveness.

All of this would not have been possible without the efforts of the PfS team and I would like to thank them for their commitment, determination and professionalism. Overall, these outcomes represent excellent progress and position us well for further success in 2008/09.

Tim Byles CBE
Chief Executive

Summary of year: 2007/08

April



PfS kicked off the new financial year by publishing research outlining the main lessons learned from local authorities and private sector partners involved in the Pathfinders and Waves 1 to 3 of BSF, including the need for sufficient resourcing and corporate buy-in within the local authority.

New guidance to make school toilet blocks more attractive, cleaner and safer for pupils to use in a bid to reduce bullying was highlighted by Tim Byles, with this 'bog standard' now the blueprint in many BSF schools. The guidance on toilets is part of the joint DCSF and PfS series Standard Specifications, Layouts and Dimensions, now available to download from Teachernet and the PfS website at www.partnershipsforschools.org.uk/library/design_publications.jsp

May



A user-friendly guide, *An Introduction to BSF*, to help steer school leaders and local authorities through the entire BSF process was jointly published by PfS and 4ps. The booklet has proved so successful it was updated and published again in May 2008, and is now available online at www.partnershipsforschools.org.uk/library/library.jsp.

June



Schools Minister Jim Knight MP officially opened Oxclose Community School, the 5th BSF school to open in England and the first school delivered as part of Sunderland's £120m BSF programme. The refurbished school boasts excellent drama, dance and music facilities, cementing its status as a specialist performing arts school.

July

PfS launched a new website feature to share lessons learned from earlier waves of BSF with the widest possible audience: available at www.partnershipsforschools.org.uk/library/lessons_learned.jsp. The high-level, key lessons cover the entire BSF programme and are presented in chronological order, aligned with the relevant stages of the BSF process.

The end of July saw Sheffield City Council reach Financial Close making it the 10th local authority to sign its contract with a private sector partner.

August

The House of Commons Education and Skills Select Committee published its report into BSF, stating that the focus should be on ensuring that BSF is done well, rather than just done quickly. Tim Byles welcomed the report saying: “The Committee has carried out a comprehensive review of Building Schools for the Future and identified a number of key issues, which we have already taken steps to address. As a result, the BSF programme is in a much stronger position and is set to be delivered on time and on budget.

“The Committee is absolutely right to focus on ensuring that new BSF schools do help to transform education and make a real difference to young people, teachers and wider local communities. That has to be the primary objective.”

September

Three more BSF schools opened this month, taking the total to eight. Prime Minister Gordon Brown opened the first BSF school to be delivered through a Local Education Partnership, the Bristol Brunel Academy. He was joined by Ed Balls, Secretary of State for Children, Schools and Families to help students and teachers mark their first day in their brand-new BSF school.

This month also saw the opening of the Haringey Sixth Form Centre, featuring industry-standard editing and recording suites; and the creation of the first parent promoted school within BSF, The Elmgreen School in Lambeth, which opened in temporary accommodation.

Wave 5 of the BSF programme kicked off with 19 local authorities starting on their BSF journeys.

October

Delivery of the national programme to create 400 new Academies in England reached an important milestone with the announcement of the first Selected Bidders to be appointed through the PFS National Framework. Kier Group plc was announced as the Selected Bidder to build the Milton Keynes Academy; and Balfour Beatty Construction was confirmed as the Selected Bidder for Sunderland’s BSF projects, including three new Academies.

PricewaterhouseCoopers and PFS held a series of workshops with representatives from local authorities, contractors, industry groups and the design community to discuss possible refinements to the BSF procurement process.

November



Birches Head High in Stoke-on-Trent opened after major refurbishment and the integration of new ICT technologies.

December

The Government’s 10-year Children’s Plan highlighted the role that BSF is playing in making schools hubs of the local communities they serve, and stressed that all new school building projects should consider co-locating other services for families on the same site, including health clinics, social care, advice, welfare services and police.

The first independent evaluation of the BSF programme, published by the DCSF, found that headteachers thought that existing unmodernised schools failed to meet the needs of staff and pupils, but the survey revealed that nine out of 10 headteachers believe BSF will lead to improvements in personalised learning and improve the overall quality of teaching and learning.

By the end of 2007, a total of 15 contracts were signed – four of them completing in December. Lancashire became the first authority to reach Financial Close on the second phase of its BSF programme.

Summary of year: 2007/08

January

Fifteen more local authorities joined the BSF programme in Wave 6, and attended a networking event with Wave 5 local authorities, and representatives from the DCSF, PFS, The Sorrell Foundation and CABE in London.

Tim Byles announced that PFS would revise its Strategy for Change documentation to recommend that all local authorities entering the Building Schools for the Future programme get pupils more involved in the design process for their schools through working with The Sorrell Foundation’s Joinedupdesign for BSF project.

February

Preliminary findings from the BSF Procurement Review revealed that savings of up to £250m could be made across the programme, significantly reducing costs for bidders and making the procurement process more timely and efficient. The findings also pointed to important time savings of up to two months, making this part of the process even more streamlined and efficient.

Students in Stoke-on-Trent started work in the brand-new Sandon High School – the 10th school to open through BSF. Specialising in business and enterprise, Sandon is the first new-build BSF school in the Stoke area.

March

PFS unveiled its new-look open source website, the product of an 18-month web rationalisation and knowledge management project to make information about the national BSF programme more accessible for all stakeholders. It also provides a single focus for programme information which was previously available via the PFS website, and the DCSF-run BSF website and BSF Knowledge Portal.

Two special schools opened this month – The Michael Tippett School in Lambeth and Ifield School in Gravesend – taking the total number of schools opened to 12.

The end of the financial year saw PFS meet its 2007/8 delivery targets following 12 months where acceleration across all phases of the BSF programme was the norm. A total of 18 BSF deals were signed by local authorities with the private sector, worth over £2.5 billion, with Sunderland reaching Financial Close in March – one of 11 deals completed in this financial year.



1: Delivery

2: Efficiencies

3: Policy Development

4: Stakeholder Management



Overview of Core Strategic Objectives for 2007/08

In the 2007/08 Business Plan, the following core strategic objectives were identified as key to the successful delivery of BSF:

- 1: Delivery
- 2: Efficiencies
- 3: Policy Developments
- 4: Stakeholder Management

The following chapters set out how Partnerships for Schools (PfS) has performed against each of these strategic objectives, with specific reference to a series of success measures for each.

1: Delivery

As the government agency responsible for the management and delivery of the BSF and Academies programmes, this objective reflects the core business of PfS. Following a challenging period in 2005 and 2006, 2007 proved to be a year of significant delivery, including a considerable acceleration of the BSF programme.

By January 2007, 72 local authorities had joined the BSF programme, representing nearly half of the local authorities in England.

Details of key deliverables during 2007/08 are included below and summarised in Annex A.

Local authority preparations for BSF

A key lesson learned from the early days of BSF has been to ensure that local authorities are sufficiently prepared and resourced to begin work on BSF as soon as they enter the programme. As such, a 'Readiness to Deliver' approach was introduced to the pre-procurement phase which focused on addressing this. This has been applied for all local authorities joining the programme from Wave 4 on.

During the year, PfS met the commitment to assess the readiness of 35 local authorities and agreed pre-engagement strategies with each. Each Chief Executive of these local authorities has also signed a Memorandum of Understanding with PfS, agreeing the respective roles and responsibilities of each organisation throughout the BSF process.

Building on the pre-engagement work that local authorities carry out prior to entry to the programme, the Strategy for Change document requires a local authority to articulate in a clear and succinct way how its education and estates strategy is going to meet Ministerial expectations, as set out in the initial remit meeting held on entry to the BSF programme.

During the year, 12 local authority Strategy for Change documents were approved, meeting the target set out in the Business Plan for 2007/08.

Together, the Readiness to Deliver assessment, the signing of Memoranda of Understanding and Strategy for Change preparations have meant that local authorities launch their BSF programmes from a robust platform. By ensuring sufficient readiness, these rigorous preparations have also reduced the timescales for delivery by up to six months, meaning that young people, teachers and local communities benefit from BSF much earlier than was previously possible.

Approval of Outline Business Cases

During the year, Outline Business Cases were approved for 10 local authority areas, meeting the target set out in the Business Plan. The process for reviewing and approving these documents was refined and streamlined, which is consistent with the continued move towards PfS as the 'single gateway' for all BSF projects. The revised process includes specific steps to ensure that consistent messages are given to local authorities about PfS' requirements.

Appointment of Selected Bidders and reaching Financial Close

During the reporting year, nine local authorities have chosen their Selected Bidder to move forward to Financial Close, again meeting our Business Plan target. Nine local authorities also reached Financial Close, establishing a Local Education Partnership (LEP) or equivalent.

In addition, Lancashire closed the first PFI procurement through an operational LEP during this year and Leeds also closed the deal on its first repeat project.

Selected Bidder appointed (moving forward to Financial Close)	Financial Close reached (establishing a LEP or equivalent)
Islington	Solihull (non LEP)
Westminster	Newcastle
South Tyneside & Gateshead (STaG)	Sheffield
Hackney	Waltham Forest
Sunderland	Leicester
Kent	Lewisham
Nottingham	Knowsley (non LEP)
Haringey (framework in place)	South Tyneside & Gateshead (STaG)
Newham	Sunderland (non LEP)



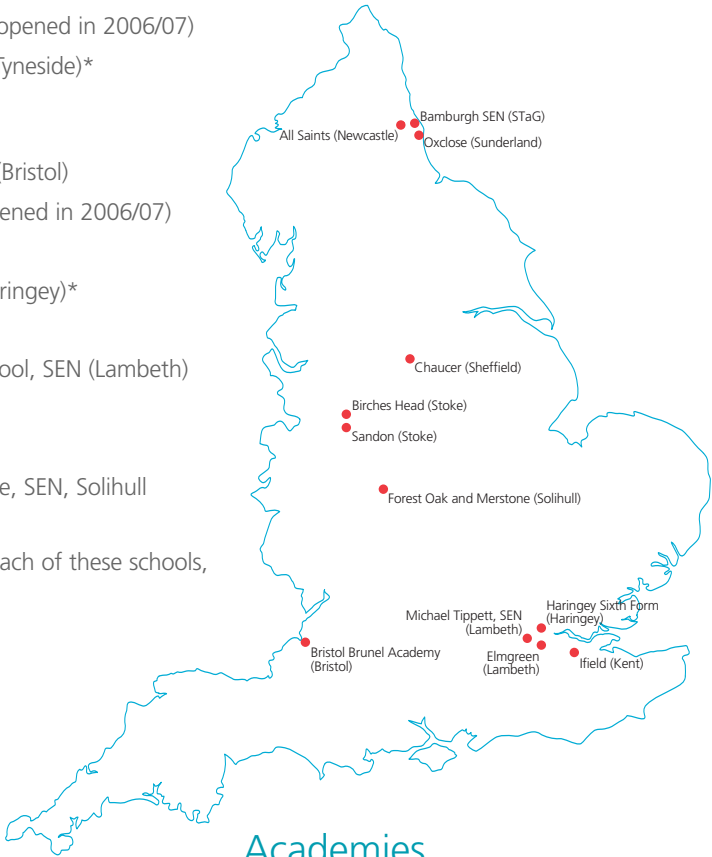
Schools open

During the year, eight BSF schools have opened, bringing the total to 12 BSF schools open and benefiting thousands of students around the country by the end of March 2008. These include:

- All Saints (Newcastle)* (opened in 2006/07)
- Bamburgh, SEN (South Tyneside)* (opened in 2006/07)
- Birches Head (Stoke)*
- Bristol Brunel Academy (Bristol)
- Chaucer (Sheffield)* (opened in 2006/07)
- Elmgreen, (Lambeth)
- Haringey Sixth Form (Haringey)*
- Ifield, SEN (Kent)*
- The Michael Tippett School, SEN (Lambeth)
- Oxclose (Sunderland)*
- Sandon (Stoke)*
- Forest Oak and Merstone, SEN, Solihull (opened in 2006)*

More information about each of these schools, can be found on page 26.

*Quick win funding



Academies

Since assuming responsibility for delivering the construction of the Academies programme in spring 2006, PfS has focused on integrating the programme into BSF, including processes around the commitment to have 400 Academies in procurement by 2010. At the end of the financial year, 82 Academies were in delivery through BSF and the National Framework, exceeding the cumulative target of 60 by this year end at this point in the three-year reporting period.

1: Delivery

2: **Efficiencies**

3: Policy Development

4: Stakeholder Management



"It's really changed the whole school day. It's amazing."

Student, Year 9

2: Efficiencies

As a public body, it is essential that PfS operates in the most efficient and effective way, to ensure that BSF delivers value for money to the taxpayer. Our work here focuses both on ways in which we drive further value from the programme itself and how we carry out our responsibilities to deliver BSF.

Details of key deliverables during 2007/08 are included below and summarised in Annex A.

Benchmarking and Performance Management System

Benchmarking data and performance management is key to ensuring that value is being delivered through BSF. The Benchmarking and Performance Management System (BPMS) was launched in spring 2007 (on time and on budget) and since then has proved a valuable tool, providing PfS with management information on every project, capturing data and enabling analysis at national, regional and school level.

Information has been collected relating to three dimensions:

- Time – providing information such as average procurement and school opening timescales, driving continuous improvement;
- Cost – allowing accurate cash flow, budget predictions and benchmarking of costs; and
- Quality – capturing build-quality data to make cost/quality comparisons.

The BPMS is an innovative data management system that will help PfS to secure significant efficiency gains throughout the lifetime of the programme.

Boosting capacity within local authorities

A key issue identified from the early days of BSF related to the availability of the core skills required to deliver BSF within local authorities. In particular, there appeared to be a shortage of individuals with experience of procuring such large-scale investment projects. To help address this, PfS has focused on a more flexible approach in terms of providing greater support to local authorities who require it and by being clearer from the outset what resources are required (as set out in the Memorandum of Understanding).

We have also sought to increase capacity and understanding within the local government community by running regional workshops for local authorities to share lessons learned and encourage good practice. In particular, PfS has focused its efforts on regional pre-engagement workshops for those entering the programme in Waves 5 and 6. Feedback from these sessions has been extremely positive.

The organisation has also established a Chief Executives Advisory Group on BSF, which is currently exploring a model through which more experienced local authorities would share resources, including on a commercial basis. It is still early days for this work and further progress is anticipated in the coming year.

In addition, a National Learning Network of individuals was established across the local government community providing us with an effective mechanism to identify and gather good practice and key learning points from individual projects and to cascade this valuable information back to all local authorities. The Network also enables us to promote and encourage inter- and intra-wave learning.



Standard Documents and Guidance

During the year, extensive work was carried out to update and extend the suite of BSF Standard Documents and Guidance. Some of these documents are now being recommended by Partnerships UK (PUK) to other sectors involved in the PFI market.

Staff training

During the year, a dedicated training group was set up to oversee and monitor how the company trains and develops its staff.

PfS offered five days of training to each member of staff (including formal classroom-based learning; conferences and seminars; coaching and mentoring).

PfS's operating efficiencies

Multidisciplinary operating model

A multidisciplinary model of managing individual local authority projects has been introduced. This new approach increases certainty of delivering the overarching programme objective of educational transformation; enhances organisational efficiency; builds greater credibility with key stakeholders; and improves staff motivation and retention.

The fundamental premise of the approach is that the Project Director role is consistent throughout the life of a project and that they lead the client relationship management and co-ordination of all the other PfS professional resources to support the project. The implementation of the approach began in September 2007 and is now bedding in as business as usual.

Business processes and practices

As part of the transition to the new multidisciplinary team (MDT) model, PfS also reviewed a number of organisational processes and practices to help enhance operational efficiency. Key deliverables in the financial year included:

- definition of the role of PfS through a BSF project lifecycle, through a published process map based on some work done by Salford University identifying professional roles and the approval points¹;
- publication of a suite of documentation at each approval gateway, including the guidance and criteria for approval and the process and timescales. This will support internal efficiency and the preparation by local authorities and will improve the opportunity for a "right first time" efficient progress through the gateways;
- establishing systematic gathering of lessons learned through formal Stage Reviews at each Gateway;
- a review of staff training and development requirements to support MDT delivery (see also Staff training, below left); and
- introduction of a revised Risks and Issues Management Strategy.

Travel and subsistence

To deliver on our commitment to consider ways in which expenditure might be reduced without impacting on business needs, we carried out a review of travel and subsistence, and are now implementing the recommendations, including a move to increase the use of season tickets for rail travel, for example.

¹ www.partnershipsforschools.org.uk/documents/PfSProcessMappublished231107.pdf

1: Delivery

2: Efficiencies

3: **Policy Development**

4: Stakeholder Management



"This is a genuinely intelligent school for the future."

Executive Principal, Bristol Brunel Academy

3: Policy Development

BSF is an ambitious programme and, given its scale, will take some time to complete. As such, it is important that as an organisation, PFS contributes to policy discussions and decisions on issues which may impact on the delivery of the programme and, in particular, the transformation of education outcomes.

Details of key deliverables during 2007/08 are included below, with key performance measures summarised in Annex A.

Integrating Academies

The original number of Academy schools to be delivered nationally was based on the initial target of 200. This meant that originally around 40 Academies would be delivered through the National Framework and 71 through LEPs. To date, 48 Academies have already opened and a further 42 are at various stages of development through the traditional route of delivery established prior to the involvement of PfS.

Based on the revised target of 400 Academies, 137 Academies will now be procured through LEPs and 134 through PfS's National Framework. This brings the current total to 361, with a further 39 still to be identified for the overall target of 400 Academies.



Operational Local Education Partnerships (LEPs)

At the end of the financial year, 10 LEPs were in operation. Throughout the year, PfS worked alongside colleagues in Building Schools for the Future Investments (BSFI), the central investor in the BSF programme, to ensure that the focus on educational transformation remains throughout the lifecycle of the LEP. We also established regular sessions for LEP general managers to meet with each other and to share good practice.

Policy developments

Sustainability

PfS has worked closely with colleagues in the DCSF to ensure that policy development on moving towards all new schools being carbon neutral is implemented pragmatically. The Secretary of State announced in 2007 that all schools in Waves 1-6 which are six months or more away from construction starting must now achieve a 60% reduction in carbon emissions. In addition, all parties must explore the feasibility of long-term carbon neutrality, including through off-setting.

BSF Procurement Review

In autumn 2007 PfS carried out a targeted review of the BSF procurement process, with the aim of introducing even greater efficiencies to the programme.

Building on the successes of the existing procurement model, the review provided the opportunity to focus on three specific areas:

- the place of design in the procurement process;
- the interface between ICT and construction procurement; and
- whether multi-area Local Education Partnerships could be created to encourage wider regeneration schemes beyond school building projects.

The consultation included over 120 stakeholders, covering local government, contractors, industry groups and the design community. The preliminary conclusions, published in February, 2008 included reforms that will deliver anticipated savings of up to £250m to the bidding community across the national programme. The proposed changes will also make this part of the BSF process more timely, streamlined and efficient and will reduce procurement time by up to two months.

The proposed changes to the procurement process were widely welcomed by members of the BSF community in May 2008 and will be implemented in the autumn of 2008.

Leading Learning/Innovation Zones

PfS has established a forum that brings together key educational partners to ensure that national educational policies are aligned with BSF at the local authority level and, that in doing so, the scope for transformation is improved. The 'Leading Learning' forum brings together senior officers from PfS, The Qualifications and Curriculum Agency, the National College for School Leadership, the Training and Development Agency, Becta and The Innovation Unit along with the DCSF to combine effort in developing coherent policies and supporting local authorities. To explore the potential of aligning key policies at the local level, two pilot 'innovation zones' have been identified in Knowsley and Sheffield and exciting work is developing in these two local authorities. The innovation zone concept will be further developed in 2008 to include local authorities with different challenges, including those working in the inner-London context and those wanting to develop stronger links to community regeneration.

Alongside the innovation zone work other key aspects of the Leading Learning forum are:

- learners leading change;
- change management.
- system-wide policy development; and

1: Delivery

2: Efficiencies

3: Policy Development

4: Stakeholder Management



*"It's not just painted walls
and different uniform – it's the
way people feel now, the way
people act."*

Student, Year 10

4: Stakeholder Management

Ensuring that external stakeholders have confidence in PFS as an effective organisation that is expert and knowledgeable in delivering educational transformation is key to the success of the programme. During the year the Communications Team has established and implemented a communications strategy to help achieve this.

In addition, the credibility and reputation of PFS has been further improved through the delivery of the other three strategic objectives and the investment in relationships with local authorities and the private sector. Success has been evidenced by recent stakeholder research, carried out by both DCSF (focusing on Wave 4 local authorities) and independently for PFS by Ipsos MORI.

Details of key deliverables during 2007/08 are included below, with key performance measures summarised in Annex A.

Stakeholder satisfaction survey

During the year, PfS commissioned a stakeholder satisfaction survey, which sought views on the programme and PfS's effectiveness as the delivery agency from both the public and private sectors.

Carried out by independent research company Ipsos MORI, the stakeholder satisfaction survey had three components:

- Quantitative research with local authorities in Waves 1-5 and private sector bidders;
- Qualitative research with a sample of head teachers from schools falling in Waves 1-4;
- Qualitative research with a sample of 'elite' stakeholders, including Ministers, Partnerships UK and key civil servants in DCSF and Number 10.

PFS scored a familiarity rating of 100% and an overall favourability rating of 78%. In terms of satisfaction with the BSF programme as a whole, 72% indicated they were either very or fairly satisfied. 74% reported satisfaction with their relationship with PFS.

Stakeholder communications

During the year, the Communications Team focused on developing the range of direct stakeholder communications. These include:

- the introduction of a quarterly publication – *Insite* – for external stakeholders, providing progress reports and articles on key BSF issues (available at www.partnershipsforschools.org.uk/library/Insite.jsp);
- quarterly “Dear CEO” letters to local authority chief executives – providing a senior executive briefing to the local government community;
- quarterly private sector letters – providing a senior executive briefing to the private sector market.



Events

Throughout 2007/08, PfS continued to have a strong presence on the speaking circuit, including speaking at market-led events such as BETT and BSEC, as well as hosting our own conferences, including an ICT conference sponsored by *The Guardian*.

Media evaluation

At the start of the financial year, the favourability/neutrality rating of press coverage was 47%. At the end of October coverage had doubled in volume and, more importantly, the favourability/neutral rating had increased to nearly 70%.

New media and online communications

In March 2008, PFS launched a new-look website – the result of an 18-month rationalisation and knowledge management project designed to make information about BSF and Academies more accessible for all stakeholders.

The new website provides a single focus for programme information which was previously available via three websites (the PFS site, a BSF site, and the BSF Knowledge Portal – the latter two owned by the DCSF). The new site was delivered on time and on budget, and uses Alfresco, an innovative open source software that represents a significant saving on licence fees, and makes PFS a leader across government in using flexible software solutions that can be reused by other organisations.

The new site is also host to a number of film clips – *BSF Voices* – which chart the story of new schools being delivered in local areas and the difference that the new learning environments are making to students and teachers, parents and the local community.

PfS's online presence will be developed further into 2008/09 to enhance networking and collaboration across the BSF community.

Annex A:

Overview of key deliverables for each Strategic Objective

Strategic Objective 1: Delivery

Success Measure	2007/08 Target	Actuals: 31 March 08	Red/Amber/Green (RAG) Status
No. of pre-engagement strategies agreed and resourced	35	35	
No. of local authorities entering programme having passed "Readiness to Deliver" assessment	35	35	
No. of Memoranda of Understanding (MoU) signed	34	34	
No. of Strategy for Change (SfC) Part 2 approved	12	12	
No. of Outline Business Cases (OBCs) approved	10	10	
No. of schemes reaching Selected Bidder	9	9	
No. of schemes reaching Financial Close	9	11 including repeats	
No. of BSF schools (including BSF Academies) open in the financial year (and the cumulative total)	8 (12)	8 (12)	
No. of Academies integrated into programme	30	52	

Strategic Objective 2: Efficiencies

Success Measure	Outcome	Red/Amber/Green (RAG) Status
Benchmarking system: effective sharing of accurate and timely information as evidenced by Stakeholder Satisfaction Survey and practice changes as a result	Performance management reports are being provided to the Board and monthly project reporting is now routine. Analysis of first dozen schools cost proformas is nearing completion. Quality indicators are to be finalised with the DCSF.	
Competency needs of staff identified and training/ recruitment delivered to plug gaps and spread learning	Learning plans for staff developed and being implemented. Training Group set up to co-ordinate a systematic approach to learning and development across PFS.	

Success Measure	Outcome	Red/Amber/Green (RAG) Status
Linkages between local authorities – achieved to boost capacity, including through 4ps/other capacity building measures. Numbers of local authorities engaged. Launch of LA Club; club delivers resource to needy authorities and performance rises as measured by opinion and keeping programme on track for those local authorities	Three local authorities have agreed to make their resources available to other local authorities. The Chief Executives Advisory Group was set up in March 2007 and, with representation from across the local government community, provides an additional forum for identifying and sharing lessons learned. National Learning Network set up, which will help to identify best practice and disseminate lessons learned.	
Training days – secure five days of training per head	Learning plans for staff developed and being implemented. Training Group set up to co-ordinate a systematic approach to learning and development across PFS.	
Learning and development plans completed by all staff by end May 2007	Completed September 2007	

Strategic Objective 3: Policy Developments

Success Measure	Outcome	Red/Amber/Green (RAG) Status
Policy developments that improve the prospect of educational transformation	<ul style="list-style-type: none">BSF Procurement Review: preliminary recommendations agreed by MinistersLeading Learning/Innovation Zone work under way. Strategic Action teams are being put in place in Sheffield and Knowsley	
Stakeholder Satisfaction Survey	Headline findings include: <ul style="list-style-type: none">Overall favourability of 78% for PFS72% are very or fairly satisfied with the BSF programme74% reported satisfaction with their relationship with PFS	

Strategic Objective 4: Stakeholder Management

Success Measure	Outcome	Red/Amber/Green (RAG) Status
Stakeholder Satisfaction Survey (detailed measures to be agreed for 2008/09)	Headline findings include: <ul style="list-style-type: none">Overall favourability of 78% for PFS72% are very or fairly satisfied with the BSF programme74% reported satisfaction with their relationship with PFS	
Media evaluation – national/trade/specialist press	Media coverage: <ul style="list-style-type: none">No of articles in Apr 07: 100No of articles in March 08: 432Favourability/neutral rating in April 07: 47%Favourability/neutral rating in March 08: 69%	
Hits on PFS website (www.partnershipsforschools.org.uk); circulation numbers for website; conference feedback	Hits on website: <ul style="list-style-type: none">1 – 31 Mar 07: 90,8531 – 31 Oct 07: 168, 209 Annual Conference: <i>Making Educational Transformation a Reality</i> : delivering BSF: 75% of delegates thought the conference was excellent or good	

Annex B:

Schools opened to date

By the end of the 2007/08 financial year (31 March 2008), there were 12 BSF schools, including quick win schools, open nationwide. They are featured on the following pages.

Ifield School, Gravesend, Kent

Opened March 2008

Ifield School is a special school catering for almost 150 pupils with special educational needs. The school was originally purpose-built in the late 1960s, but has recently undergone a transformation with BSF funding that has provided a new roof, windows and kitchens, an extended assembly hall as well as an extensive facelift to rooms and the grounds. Several new facilities have also been provided, including a hydrotherapy pool and specialist classrooms for textiles, food technology and ICT teaching.



The Michael Tippett School, Lambeth

Opened February 2008

Designed by the architects of the London Eye, Marks Barfield, The Michael Tippett School brought together two smaller special schools from Kennington and Norwood on a single site. Specifically developed for children with profound and multiple learning difficulties, the school will eventually take 80 pupils aged 11 to 18.

Every aspect of the building has been designed for the specific needs of the students, with features including a sensory room, a large garden, hydrotherapy pool, wheelchair-accessible classrooms, wide corridors, a kitchen to help students develop basic cooking skills, a music/drama studio, and a community hall for sports and social activities.

The Michael Tippett School is also an eco-friendly building: it features a sedum roof,



which helps insulate the building and provide a habitat for wildlife, a Combined Heat and Power plant which will use the excess heat produced by the school to warm the hydrotherapy pool, and CO₂ monitors within the classrooms.

A video of students, their parents and staff from The Michael Tippett School talking about the impact of their new school can be viewed in the *BSF Voices* section on the PFS website: www.partnershipsforschools.org.uk/library/bsf_voices_gallery.jsp

Sandon High School, Stoke

Opened February 2008

Sandon High School Business and Enterprise College lies on the southern outskirts of Stoke-on-Trent. The new school, opened in February 2008, boasts hi-tech, energy-efficient buildings, and includes a lecture theatre, a business enterprise zone, and a five-court sports hall.

The new building has been specifically designed for use by both the pupils and the local community, and replaces the old school next door, originally built in 1938. Members of the community are able to use the sports hall, Business and Enterprise meeting and dining rooms, performing arts studio, recording studio, swimming pool and classrooms.

Along with a new building, Sandon is also taking advantage of new and exciting technologies available in education. All teaching spaces are equipped with interactive whiteboards to promote hands-on learning. Additionally, every member of staff and every pupil is given an electronic key fob. The fobs can be used to open doors, register for class, take out library books and even hold credit that can pay for school meals and trips. Credit can be added at top-up machines in the school or by parents via a secure website.



Birches Head High School, Stoke

Opened October 2007

Birches Head High School was the first school in Stoke-on-Trent to benefit from BSF funding. The school, previously on two sites, is now in one location. It also now boasts a new hall, a drama studio, new music and media studios, a recording studio, as well as art rooms and humanities areas. In addition to the new build, the existing school had electrical and ICT infrastructure work, enabling the whole school to use the ICT managed service.



The Elmgreen School, Lambeth

Opened on interim site
September 2007

The Elmgreen School is the first local authority school to be built in Lambeth for over 40 years – and the very first ‘parent promoted’ school in the country. The new school, with 900 places for 11 to 16 year-olds, a 30-place Hearing Impaired Unit, and a 200-place sixth form is operating on a fully-refurbished interim site until 2009 when it will move into a permanent building.

Lambeth’s BSF team has selected the architectural team of Scott Brownrigg and David Adjaye Associates, along with the contractor Alfred McAlpine to build the new school, and work began on site in December 2007.



The heart of the school will be the library, which will overlook a large central marketplace surrounded by the main hall, activities studio and restaurant. Outside, in addition to various multi-use games pitches, there will be an external amphitheatre, dining terrace, environmental science gardens as well as hard and soft social spaces.

Bristol Brunel Academy, Bristol

Opened September 2007

As the first BSF school to be delivered by a Local Education Partnership, Bristol Brunel was honoured with two VIPs at the official opening in September 2007. Prime Minister Gordon Brown, accompanied by Ed Balls, Secretary of State for Children, Schools and Families, toured the school and spoke to students and staff. The first ever Citizens’ Jury was also held at the school, in the new sports hall.

The school was constructed in the grounds behind its predecessor, Speedwell Technology College. Three stories high, it has two distinct banks of classrooms and other teaching spaces arranged around a central atrium, or ‘street’, to create a lively heart for the school and allow passive supervision of these communal areas.

Pupils and teachers contributed to the design of the school, including suggesting features that would help reduce bullying and anti-social behaviours. There has also been a strong focus on sustainability and the carbon footprint of the school throughout the construction and operation. The design also includes new sports fields, hard play areas and leisure facilities that are open for community use.

John Cabot Academy in Bristol is the educational sponsor of Bristol Brunel Academy, one of the first partnerships of its type in the country.

A video of students and staff from Bristol Brunel Academy talking about their new school can be viewed on the PFS website: www.partnershipsforschools.org.uk/library/bsf_voices_gallery.jsp

Haringey Sixth Form Centre, Haringey

Opened September 2007

Haringey Sixth Form Centre’s newly-built campus was designed by Hazle McCormack Young to meet the needs of students and the wider community. The striking design also delivers on environmental impact, with an ‘Excellent’ BREEAM rating and a range of eco-friendly features that result in low operational and running costs, from solar heating panels to water-saving devices and natural ventilation.

The centre offers a range of academic and vocational courses, with students able to obtain a variety of qualifications. There is additional support for students for whom English is not their first language, and for students with a wide range of learning difficulties and disabilities.



Facilities at the Sixth Form Centre include industry-standard kitchens and a working restaurant for catering tuition, a 200-seat theatre, studios for recording, dance, drama and TV, an outdoor amphitheatre for performing arts, state-of-the-art sports facilities (with separate community access for evenings and weekends) and specialist science laboratories.

Oxclose Community School, Sunderland

Opened June 2007

Oxclose Community School in Washington was officially opened by Jim Knight, Minister of State for Schools and Learners, in June 2007.

The extensive refurbishment of the 1970s building has turned the school into a centre of learning excellence, and also makes it a focal point for the community outside school hours. The new performing arts block contains dance and drama studios, a suite of music rooms, recording and video editing studios as well as eight music practice rooms. The school now also has a Learning Resource Centre designed to develop independent learning skills through innovative and motivating lessons, personalised to meet the needs of each student.



The main entrance (pictured), social spaces and dining areas were also renovated and extended. Flexible learning spaces and specialist areas in science and technology offer new academic and vocational learning for students.

In addition to the schools completed and opened in the financial year 2007/08, the following BSF schools were opened in the previous financial year:

Chaucer Business and Enterprise College, Sheffield Opened October 2006

The refurbishment and re-build project at Chaucer is taking place in several phases. All of the school's facilities are now consolidated on one site, with large social areas, enhanced ICT facilities, a new sports hall and main hall, refurbished classrooms

and a remodelled courtyard. New resources include a Business and Enterprise suite and a Learning Resource Centre. The school's sports grounds, including all-weather floodlit pitches, are in the third and final phase of work.

Bamburgh School, South Shields, Tyne and Wear Opened October 2006

Part of South Tyneside and Gateshead's joint BSF project, Bamburgh is a special school for 150 children aged 3 to 16 with medical and emotional conditions. Many of the pupils have mainstream levels of ability, so the school's new position next to Sea View Primary School as part of the Horsley Hill Community Campus gives the pupils great opportunities to mix and meet with pupils from the primary school.

The new facilities, including a hydrotherapy pool, physiotherapy room and medical suite mean that the schools can provide a range of support for pupils. There is height-adjustable furniture in every classroom, including in the specialist teaching areas such as the science lab, design technology and food technology classrooms.

All Saints College, Newcastle Opened September 2006

All Saints College is a unique partnership between Newcastle City Council, the Anglican Diocese of Newcastle and Newcastle University, and is a 'voluntary controlled' comprehensive school for young people aged 11 to 18.

New facilities at the College include a Learning Resource Centre, lecture theatre with full multimedia suite, Design and Technology workshops, a Business and Enterprise Suite with conference rooms

and an indoor sports centre with a dance studio, gymnasium and court areas, as well as outdoor sports facilities.

The college is a centre for lifelong learning, and contributes to health, social cohesion and economic regeneration of the deprived area. The Business and Enterprise Suite is used throughout the week to support local entrepreneurs and encourage economic regeneration.

Forest Oak and Merstone Schools (Solihull Centre for Inclusive Learning) Opened May 2006

Forest Oak and Merstone Schools, previously located separately elsewhere in Solihull, now share a campus next door to Smith's Wood secondary school, a specialist sports college. Forest Oak is for pupils with moderate

learning difficulties aged from 4 to 16 years old, and Merstone caters for pupils with severe and complex learning difficulties. Together, the schools cater for up to 180 pupils.

Financials

The following pages set out PfS's income and expenditure for the financial year 2007/08, together with the headcount for the organisation and membership of the Board and its Committees.

A full set of PfS's statutory accounts can be obtained from Companies House.



Where our income comes from:

Joint Venture Income	£6,625,900	
Sport England & Youth Sport Trust Grant	£125,749	
Building Schools for the Future Investments LLP (BSFI) Recharges	£342,508	
Total		£7,094,157

How we spent our funds:

Joint Venture Expenditure	£6,625,900	
Employee costs	£9,427,888	
Adviser Costs	£756,977	
Marketing & Communications	£442,420	
Travel and Subsistence	£932,769	
Accommodation & Overheads	£1,853,164	
Total		£20,039,118
Operating deficit		£12,944,961

How we were financed and how this affects our cash:

Operating deficit		£12,944,961
Changes to the value of fixed assets (e.g. depreciation, etc)	£445,073	
Increase in Working Capital	£559,661	
Increase in Provisions	£280,130	
Total		£1,284,864
Net Cash outflow from Operating Activities		£11,660,097
Capital Expenditure (Purchase of Fixed Assets)		£270,026
Financing (Grant in Aid Income from DCSF & PUK)		£12,162,725
Increase in cash		£232,602

2007/08 was also a successful year in terms of our financial performance.

Our primary source of funding is grant-in-aid from our joint venture partners: DCSF and PUK. In our accounts, we show this money as the cost of financing the business.

Under the joint venture agreement, we receive income when the programme achieves certain key milestones. This money is passed onto the partners as returns on their investments in the programme. We also receive grants that help share the costs of employing PE and Sport Advisers, who help to ensure that these disciplines are supported in the programme. We provide the resources for Building Schools for the Future Investments LLP; a separate company that invests in the Local Education Partnerships. The income in our accounts is the recovery of costs for the resources that we have provided.

Our joint venture expenditure reflects the returns to our partners for their investments in the BSF programme. People are our main asset and therefore our main cost. We also use advisers for specialist technical advice when we need it. We have a single office but our people operate nationally. With so many relationships to manage across the country, travel and subsistence is a significant cost for us. During the year, we reviewed and changed our policies which helped to generate savings of around 10%, against budget. Accommodation and overheads includes some exceptional provisions and a large increase in depreciation. Excluding these exceptions, accommodation costs per head and overhead costs per head fell by 13% and 6% respectively.

Overall we underspent against our budget by £225k, or 1.6% of total expenditure.

At the year-end our cash increased to £286k, representing 2% of our financing costs, which is within acceptable levels of tolerance.

The Board of Directors

The Directors in office during the year are listed below:

Stella Earnshaw Chairs the Audit Committee which includes Richard Baldwin, Brian Rigby and David Bullock as its other members.

The Audit Committee of PfS has met three times since March 2007.

Michael Grabiner Chairs the Remuneration Committee which includes David Bullock, Brian Rigby and Lynne Morris as its other members.

The Remuneration Committee of PfS has met twice since March 2007.

- Michael Grabiner (Chairman)
- Richard Baldwin
- David Bullock (Retired 30 April 2008)
- Christine Davies
- Stella Earnshaw
- Lynne Morris (Retired 30 April 2008)
- Brian Rigby

Headcount

The numbers of whole-time equivalents involved with PfS in the period under review were as follows:

	2008
Directors	7
Direct Employees	92
Seconded Loan and Temporary Staff	8
Associate and Consultant Staff	4
Total	111

Glossary

Academies Programme The Academies Programme aims to establish 400 Academies in England, 200 of which will be open or in development by 2010. The DCSF asked PfS to take on delivery of Academies buildings in March 2006, in order to more closely align investment in Academies with Building Schools for the Future.

Academy Academies are publicly-funded independent schools, for pupils of all abilities, established by sponsors from business, faith or voluntary groups working in partnership with central government and local education partners. Their independent status allows them the flexibility to be innovative and creative in their curriculum, staffing and governance and to work in different ways to traditional local authority schools.



Becta The government agency that supports the DCSF in its strategic ICT developments. Their ICT self-review framework is a useful self-assessment tool for schools. www.becta.org.uk

BSF **Building Schools for the Future**: BSF is the largest single schools capital investment programme for over 50 years. BSF will provide world-class teaching and learning environments for all pupils, teachers and communities in England.

BSFI **Building Schools for the Future Investments LLP**: BSFI is a limited liability partnership whose members are the DCSF and Partnerships UK. BSFI is the sister organisation to PfS, and is the central investor in the BSF programme. BSFI invests in 10% of the risk capital of each Local Education Partnership (LEP) alongside the local authority and its chosen private sector partner.

CABE **Commission for Architecture and the Built Environment**: The government's adviser on architecture, urban design and public space, CABE was established to encourage a high quality of architectural design in public buildings and spaces. CABE is the advisory body to the BSF programme in design issues, funded by DCSF to support LAs with design enablers, providing 15 days of free time allocated to each local authority BSF project. www.cabe.org.uk

Competitive Dialogue The procurement process that must be used by the public sector for the award of complex contracts such as those for the Private Finance Initiative (PFI). The EU Directive that introduced Competitive Dialogue became effective in the UK from 31 January 2006.

DCSF **Department for Children, Schools and Families**: (formerly the Department for Education and Skills). The government department with overall responsibility for Building Schools for the Future and the Academies Programme. www.dcsf.gov.uk

Financial Close The point at which the interest rate is fixed on the bank debt taken out by the bidder to finance the project, and effectively signals the end of the procurement and the commencement of works to deliver the local authority's BSF programme.

Grant-in-Aid Direct funding received from the DCSF for the delivery of the BSF programme.

ICT **Information & Communications Technology**: In the BSF context, the provision of a managed ICT service and a managed learning environment to schools by the LEP.

LEP **Local Education Partnership**: The bespoke delivery vehicle for a local BSF programme within a defined geographical area, whereby a private sector consortium (including all the skills and services required to deliver the local authority's BSF vision) comes together in a formal partnership with the local authority and BSFI (a sister company to PfS), after Financial Close. Through the LEP, the local authority is able to procure wider local services beyond secondary schools, including primary schools, healthcare and leisure facilities.

“We’re looking forward. We’re not looking backwards anymore”

Parent of Student, Year 9

Memorandum of Understanding: This is an agreement, signed by the Chief Executives of a local authority and PfS, that confirms mutual obligations and the respective roles and responsibilities in delivering BSF both nationally and locally. This is signed before the local authority formally enters the BSF programme.

NCSL National College for School Leadership: Responsible for developing programmes to support leadership in schools and specifically contracted to run the BSF Leadership programme for projects as they enter the BSF programme. www.ncsl.org.uk

NDPB Non-Departmental Public Body: The governance model for agencies established by government to deliver specific objectives that are not part of a government department. Partnerships for Schools is a NDPB.

OBC Outline Business Case: The OBC sets out in detail the scope, costs, affordability, risks, procurement route and timetable of the project in order for it to be approved by PfS, DCSF and HM Treasury, before a project is allowed to enter the procurement stages of the project.

Parent Promoted School: A school where plans for a new school are developed jointly between parents and the local authority, for example, where parents have identified that local provision is insufficient to meet their needs.

PfS Partnerships for Schools: The NDPB responsible for delivering the BSF programme and, since April 2006, the Academies programme. PfS is a joint venture between the DCSF and PUK. www.partnershipsforschools.org.uk



“It’s everything that the children could wish for”

Parent of Student, Year 7

PUK Partnerships UK: PUK was established by government to accelerate the development, procurement and implementation of public private partnerships (PPPs). PUK works exclusively with and for the public sector. www.partnershipsuk.org.uk

QCA Qualifications and Curriculum Agency www.qca.org.uk

Quick win Quick win schools receive BSF funding for individual schools in advance of a local authority’s main BSF project in Waves 1 and 2. Quick win funding has been used to part-rebuild schools, refurbish current buildings and upgrade ICT facilities.

Selected Bidder The title given in the Competitive Dialogue process to the consortium that is selected to deliver a local authority’s BSF programme, subject to successful negotiation of the final contractual forms and financial structure of the Local Education Partnership.

Strategy for Change The SfC is the first formal component of the BSF approvals process. It is designed to capture both the local authority’s strategy for secondary education and the requirements that strategy places upon the physical school estate. SfC replaced the Education Vision and Strategic Business Case that were submitted by local authorities in Waves 1-3.

TDA Training and Development Agency: www.tda.org.uk

4ps Public Private Partnership Programme: Known as 4ps. Local government’s project delivery specialist, 4ps provides hands-on project support, gateway reviews, skills development and best-practice know-how, and provides support to local authorities for the BSF programme, through its Expert Client programme. www.4ps.gov.uk

Readiness To Deliver A document submitted by local authorities prior to entry to the BSF programme which is used by PfS/DCSF to assess which wave local authorities should be allocated to. The RTD covers in summary form the education strategy, the procurement strategy and the project governance.

Recharges Costs incurred by PfS but refunded by third parties.

Remit meeting First formal meeting between PfS and DCSF with a local authority as it begins a BSF project.

Schedule 2 Payments are received from DCSF under Schedule 2, and paid to PUK on reaching key project milestones.