

# Annual Report

2008/09

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# Chairman's Statement



2008/09 has been another successful year for Partnerships for Schools (PfS). The Building Schools for the Future (BSF) programme has continued to gain momentum despite the challenges of the economic climate and there is a real sense of progress and achievement as the first schools to be opened are now seeing marked improvements in results, attainment and engagement.

At the end of March 2009, the number of local authorities engaged in the programme, as well as the number of Local Education Partnerships formed and financial institutions willing to invest, demonstrates a real commitment to transforming education across the private and public sectors.

However, it is the tangible difference that the new schools are making to the lives of learners, teachers and local communities that really demonstrates the achievements of the year. With 54 schools benefitting from BSF investment by the close of the 2008/09 financial year, the programme's objective of helping to deliver educational transformation is beginning to show evidence of impact. GCSE results in the schools open for more than one year improved by an average of 10 percentage points, compared with the national average of 2.4 per cent, while independent research exploring the impact of a new learning environment on student and teacher attitudes points to improvements across a whole range of indicators, including sense of pride, staying on rates, bullying, graffiti and littering.

During the year the focus on sharing knowledge and best practice saw the launch of a new suite of case studies featuring podcasts, videos and editorial features, and the launch of two new conferences; one dedicated to Design and the other focusing on the all important Workforce Transformation, without which the new learning spaces will never reach their full potential. The year also saw the first celebration of the most innovative teams, projects and people involved in the BSF programme at the inaugural *Excellence in BSF Awards*.

In this year that has seen real delivery and progress, all PfS staff must be recognised for their ongoing drive and commitment, which has helped to move the programme forward at such a pace, but particular thanks go to the Board of Directors and Executive team for their continued effort and strategic direction in these difficult and challenging times.

As the pace picks up and more local authorities join the programme, more schools are opened and new projects are started, there will be further challenges to come but I am confident that the team will rise to these to ensure that BSF continues to transform the teaching and learning opportunities our education system has to offer.

A handwritten signature in black ink, appearing to read 'Michael Grabiner', written in a cursive style.

Michael Grabiner  
Chairman

# Chief Executive's Review



At the very heart of our focus on delivery, is a forensic approach to ensuring quality. It is for this reason that significant resource is targeted at local authorities as they are preparing to enter BSF, so that they can hit the ground running from the very first day of their project – not so they meet a set of published targets, but so that ultimately, the schools delivered on the ground are the very best they can be and truly are transformational learning environments.

The past year has been one of strong delivery for PFS. Our focus has quite rightly been on delivery and – for the second year running – we have met or exceeded our key milestones, including financial closes and school openings. The early preparation work in the pre-procurement phase, the number of Outline Business Cases approved, the number of Selected Bidders appointed, the number of deals reaching financial closes – are all important points in a BSF project. But they all lead to one seminal moment – the point at which a new learning environment opens its gates to the students, teachers and community that it serves. During the year, we opened a further 42 BSF schools, bringing the total to 54 – ahead of our target to have opened 47 schools by the end of the financial year.

During the year we have looked closely at the processes that support BSF to see whether further efficiencies can be delivered.

The Procurement Review looks set to reduce procurement costs by around 30 per cent and we look forward in the coming year to seeing those efficiencies begin to bite.

The review of Local Education Partnerships (LEPs) considered the effectiveness of these partnerships in operation, focusing on the extent to which they offer a fully integrated solution and how they add value over the longer term and deliver continuous improvement. The outcomes have formed our latest suite of guidance and early evidence shows that having a LEP can lead to time and cost savings on repeat procurements. The first few projects developed after LEPs were established were procured more quickly and efficiently than comparable projects undertaken without using a LEP.



In addition to our own reviews, a significant focus for us over the past year has been contributing to a number of external reviews. The Children, Schools and Families Committee revisited BSF twice in the reporting period and we also worked closely with the National Audit Office, providing them with all the information they needed to carry out their review of the programme. The resulting reports were generally positive, with the explicit recognition that the programme is now being well managed and that costs are being kept under control.

Having put in place a multi-disciplinary team approach to our work in 2007, the past year has focused on embedding that model and as result we are now beginning to see the benefits of a more efficient way of working that is delivering high quality results on time and on budget.

The transformation of the learning environment is at the heart of the BSF programme and we have demonstrated our ongoing commitment to high-quality design with the appointment of a Director of Design and development of a closer working relationship with the Commission for Architecture and the Built Environment (CABE). Our inaugural *Excellence in BSF Awards* also recognised how integral this element of the programme is with categories including Best Design for a New School and Best Design for a Remodelled School, both of which were scooped by schools in London boroughs.

The past year has undoubtedly been a challenging one. In particular, the prevailing economic conditions have created an additional pressure on the programme and we have worked hard to manage the risk that projects are delayed as a result. These pressures look set to continue well into the new financial year but I am confident that we are well positioned to address these challenges so that students, teachers and communities benefit from their new learning environments as soon as is possible.

Tim Byles CBE  
Chief Executive



# Summary of year: 2008/09

## April



Secretary of State for Children, Schools and Families, the Rt Hon Ed Balls MP, officially opened the Michael Tippett School in Lambeth, a new Special Educational Needs school for around 80 pupils with profound and multiple learning difficulties.

Responsibility for managing the contracts with 4ps, which support BSF, transferred from the DCSF to PfS this month. This was part of a wider move across government as departments assumed a more strategic function and devolved more delivery issues to agency bodies.

## May



The BSF Bristol Brunel Academy was named as the 'Best operational local government project' in the 2008 Public:Private Finance Awards.

Budding actors from schools in Liverpool and Greenwich performed in the House of Commons as part of 'The Bard & Building Schools for the Future' event, which highlighted the importance of drama in secondary schools.

PfS and the Commission for Architecture and the Built Environment (CABE) announced they will be working more closely in the future to ensure that all new schools benefit from high-quality design.

## June



Financial Close was reached on the multi-million pound BSF programme in Nottingham which signed contracts worth £90 million with inspiredspaces and Building Schools for the Future Investments (BSFI), to form the Local Education Partnership (LEP).

Bristol Brunel Academy won a prestigious Royal Institute of British Architects (RIBA) award for its innovative design and contribution to the local environment.

Students at Bristol Brunel Academy also told researchers they feel safer and enjoy going to school more after moving into their new site. Vandalism, graffiti, littering and bullying were all thought to be much less of a problem in the new school, which students described as inspirational, colourful, motivational, stimulating and comfortable.

Eight local authorities were fast-tracked so they could start developing their BSF projects to rebuild and refurbish the secondary schools in their areas most in need of investment.

## July



Students new and old helped to open Bristol's newest secondary school and guests from Bristol City Council, construction group Skanska and local MP Kerry McCarthy were welcomed by students in many of the 35 different languages spoken at Bristol Metropolitan College, a specialist language school.

July was a month for appointments as PfS signalled its continued commitment to high-quality design with the appointment of Mairi Johnson as Director of Design to lead the in-house team of design experts.

Sal Wilson was appointed as Operations Director with responsibility for managing the delivery of the programme in three regions: North, South and Central & West and for supporting the CEO on a range of strategic issues. Harry Scarff became Regional Operations Director for the Southern region.

## August



There was celebration all round as students at BSF schools collected their GCSE results. "There is no doubt in my mind that the new build has had a huge impact on student achievement" said Steve Robinson, Headteacher of Chaucer Business and Enterprise College, Sheffield.

The first non-schools project procured through a Local Education Partnership (LEP) saw Leeds City Council, the LEP and contractors Interserve gain approval from the Department for Culture, Media and Sport (DCMS) for a £33 million project that will see two brand new leisure centres built in the city.

## September



Twenty-two BSF schools opened their doors at the start of the autumn term with state-of-the-art facilities to transform education and the role schools play in the local community.

In his keynote speech at the fourth PfS Annual Conference, the Minister of State for Schools and Learners, Jim Knight MP, announced the publication of new guidance for local authorities on revising their expressions of interest for projects in the second half of the BSF programme. The guidance provides authorities with greater flexibility in how they prioritise their projects in response to local need.

PfS announced that a further framework to deliver the design and build of Academies (in local authorities not yet engaged with the BSF programme) would be re-procured up to the value of £4 billion in early 2009.



October



The first phase of the largest BSF scheme to date – part of Kent’s £1.8 billion project – reached Financial Close this month, marking an important milestone in the programme to rebuild and renew secondary schools across England.

Lanchester School in Castle Bromwich opened under Solihull’s BSF project. The campus was completely rebuilt and now caters for up to 50 children aged between 11 and 16, who experience severe and complex emotional, social and behavioural difficulties.

As part of the Rotherham Student Journalist Project, students from Wath Comprehensive School produced a television news show about BSF. The aim of the show was to help their peers understand the educational transformation planned for Rotherham’s schools under the programme.

November



Grand Designs TV presenter Kevin McCloud joined students, staff and governors of Brislington Enterprise College in celebrating the official opening of their brand new building.

The Michael Tippett School, a special school in the London Borough of Lambeth, was named as the most transformational, inspirational and successful BSF project in the inaugural *Excellence in BSF Awards*, which were held in London to recognise and celebrate the most innovative projects in the programme.

Park Campus, a purpose-built specialist alternative provision unit to support young people back into Lambeth’s mainstream secondary schools, opened this month under the BSF programme.

December



The European Investment Bank (EIB) announced it would be providing £300 million of the debt requirement for a number of BSF schemes that include a Private Finance Initiative (PFI) element.

Prime Minister, Gordon Brown, officially opened Allerton High School in Leeds, which was rebuilt under BSF. He described the school as “the most open, colourful and innovative school” he’d seen for a number of years.

Students at Deben High School in Felixstowe ran their campus for a day. Headteacher Rob Cawley said the idea came from a BSF conference, where the notion that students should know more about how the school is run in order to consider how it could be run in the future was discussed.

January



Sedgehill School in Lewisham became the 50th BSF school to open, exceeding the published target of 47 schools by the end of the financial year.

The Secretary of State officially opened the first BSF school in Knowsley, Christ the King Centre for Learning, a 900-place specialist engineering college whose commitment to the community was recognised with two *Excellence in BSF* awards, one for the most promising transformational learning strategy and the other for innovation in student engagement.

The second annual report on the evaluation of BSF carried out by PriceWaterhouseCoopers (PWC) on behalf of the Department for Children, Schools and Families, concluded that it has “gathered momentum” in the last year and that there has been “significant progress” to improve efficiency.

February



The National Audit Office report into BSF stated that the programme is now being managed well and that PfS is keeping costs under control. It added: “BSF schools have been built to a higher specification and space standards than previous schools”

Tim Byles officially launched *Imagine* ([www.imagineschooldesign.org](http://www.imagineschooldesign.org)) at BSEC (Building Schools Exhibition and Conference). The website showcases innovative school design from around the world to inspire students, teachers and architects involved in BSF and other school renewal programmes.

PfS appointed 11 companies to become advisers in a new network to provide expertise and guidance to help maximise the transformational opportunities offered by BSF. The Education & Children’s Services Advice and Support Framework offers support and advice for local authority education and children’s services teams as they prepare to deliver their BSF programme.

March



A £4 billion framework to deliver the design and build of Academies and other educational facilities in local authorities not yet engaged with BSF was put out to tender, offering opportunities for up to 24 main providers and their supply chains.

The DCSF published an indicative prioritisation for the second half of the BSF programme. The lists, based on the revised expressions of interest that authorities provided to PfS at the end of 2008, were preliminary and the actual order in which projects are started in BSF will take into account a range of additional factors.

Building on its commitment to share good practice and lessons learned from the early waves of BSF, PfS launched a new Case Studies section on its website ([www.partnershipsforschools.org.uk/library/casestudies.jsp](http://www.partnershipsforschools.org.uk/library/casestudies.jsp)).





## Core Strategic Objectives

The 2008/09 Business Plan set out the following core objectives as key to the successful delivery of Building Schools for the Future (BSF):

- Delivery
- People and Operating Efficiencies
- Securing the Future
- Brand Management

This chapter sets out how Partnerships for Schools (Pfs) has performed against a series of success measures for each of these core objectives.

## 1: Delivery

As the government agency responsible for the management and delivery of the BSF programme and procurement of Academies, this objective reflects the core business of Pfs.

Overall, the past year can be characterised by a sense of pace and momentum. More than half the local authorities in England are now engaged in the programme, and the 80 that have joined have signed a total of 29 deals with the private sector, representing more than £3 billion of investment in state secondary schools.

Building on the successes of last year, 2008/09 has seen Pfs meet or exceed our key milestone targets, including financial closes and school openings.

The audited figures show that Pfs exceeded the number of BSF schools planned to open in the past 12 months, beat the number of deals due to reach financial close, and saw more Local Education Partnerships formed than planned for the year.

Throughout the year:

- 28 projects entered the BSF programme
- 18 projects completed the Strategy for Change process
- 31 projects completed the Outline Business Case process
- 11 projects reached the Selected Bidder stage
- 14 projects reached Financial Close

Details of key deliverables during 2008/09 follow and are summarised in Annex A.



## PfS as the 'single gateway' for BSF

Over the past year, we have assumed responsibility for managing the third party support contracts with 4ps, CABE and NCSL. This has introduced a greater degree of coherence between the range of support and advice on offer to local authorities as they develop their BSF projects.

The DCSF is also extending PfS's delivery responsibilities across the range of schools capital programmes. DCSF and PfS are currently working through the detail of this and will be transferring appropriate responsibilities from DCSF to PfS on 1 October 2009.

## Sharper focus on transformation

We have worked closely with the DCSF on how best to measure the way schools are being transformed as a result of their BSF projects. Not just the buildings but how the whole experience of the pupils, their families and local communities are being changed. We are beginning to gather evidence to show the degree of transformation, and our evidence base will be enhanced over time as more school level indicators are developed for the School Report Card. We have also been developing a project focused upon Pre-engagement Preparation, in conjunction with Innovation Unit and Bridge Consultancy, and have extended the Leading Learning Innovation Zone concept to support more local authorities in joining up national strategies for enabling educational transformation through BSF.



## Implementation of Procurement Review recommendations

Following the new processes introduced to the pre-procurement phase in 2007, we commissioned PricewaterhouseCoopers (PwC) to carry out an independent review of the procurement process to identify areas for improvement. The resulting recommendations were:

- more comprehensive pre-qualification process;
- deselect down to two bidders more quickly;
- more effective focus on partnering issues;
- sample scheme design restricted to two projects;
- reduction in the design work required by three bidders; and
- reduction in the overall procurement process time.

These changes were implemented in the autumn of 2008 for the local authorities joining in Wave 5 and we anticipate they will result in significant cost savings of up to 30 per cent. We expect to see evidence of the results during 2010.

During the financial year, we have re-procured, or are in the process of re-procuring, all of our advisory frameworks. Alongside this we have introduced a User Protocol for the frameworks and associated guidance.

The frameworks are:

- Technical Advisory Services Framework Agreement (including Programme and Project Management) – this Framework Agreement commenced in November 2008 and is due to expire on 17 November 2010
- Legal Advisory Services Framework Agreement – this Framework has been extended to 26 July 2009
- Financial Advisory Services Framework Agreement – this Framework commenced in June 2008 and is due to expire on 9 June 2010
- Education and Children's Services Advice and Support Framework – this Framework commenced in February 2009



Academies

PfS has been managing the procurement of the Academies programme for two years and now has a fully resourced team established to support this. At the end of the 2008/09 financial year, 57 Academies were in delivery through BSF and 84 through the National Framework.

In the coming year, we anticipate the pace of delivering Academies to accelerate, with 67 Academies moving into procurement – 34 through BSF and 33 via the National Framework.

The Academies Framework launched in 2007 has been extremely successful and the original Official Journal of the European Union (OJEU) value of £2 billion worth of educational projects has been achieved ahead of schedule as a result of the acceleration of the Academies programme.

The new PfS Contractor’s Framework, which will run parallel with the original Academies Framework, will encourage the establishment of regional supply chains to support the delivery of projects. PfS will act as the central purchasing body for local authorities with the intention of procuring a maximum number of 24 contractors for BSF, Academy and other educational facilities. The contractor framework will operate for a four year period from December 2009 with an OJEU value of £4 billion.



Operational LEP Review

An independent review was commissioned to identify what works well in the Local Education Partnerships and what aspects need further development. The review focused specifically on: experiences to date from existing operational LEPs; consideration of best practice in embedding partnership behaviours; ways to demonstrate value for money and the deliverables from continuous improvement; and recommendations on how to further align objectives within LEPs.

The results of the review form the basis of our new guidance *Building Schools for the Future: A Toolkit for Effective Local Education Partnerships*, which was published in June 2009. The toolkit has nine guidance sections as follows:

- Practitioner Note 1 – Local Authority Strategic Planning
- Practitioner Note 2 – The LEP’s role in Education Transformation
- Practitioner Note 3 – Developing a Shared Vision
- Practitioner Note 4 – Effective Governance
- Practitioner Note 5 – Mobilising the LEP
- Practitioner Note 6 – Effective Partnering Behaviours
- Practitioner Note 7 – Capacity to Deliver
- Practitioner Note 8 – The Role of the National Bodies
- Practitioner Note 9 – Value for Money in Exclusivity

Updated suite of guidance

During the year we also refined much of our guidance based on lessons learned and started work on guidance on *Consultation within BSF*, which describes effective practice for the engagement of schools, pupils and the wider community around BSF schools. This is expected to be published in September 2009.

The following guidance was updated in the 2008/09 financial year:

- *Readiness to Deliver: guidance for local authorities in BSF Waves 7 and beyond* (February 2009)
- *RTD example school chart* (March 2009)
- *Guidance for local authorities on assessing funding terms within BSF bid submissions* (October 2008)
- *Supplementary Outline Business Case Guidance for planning, commitments and accounting treatment*
- *Strategy for Change*
- *School’s Strategy for Change*

Schools open

During the year 42 BSF schools benefitted from BSF investment, bringing the total to 54. The schools from 2008/09 are listed here and there are six featured schools in Annex B.

Local Authority	Schools benefitting from BSF investment in 2008/09
Bradford	<ul style="list-style-type: none"><li>• Buttershaw Business and Enterprise College</li><li>• Tong High School</li><li>• Titus Salt School</li></ul>
Bristol	<ul style="list-style-type: none"><li>• Bristol Metropolitan College</li><li>• Brislington Enterprise College**</li><li>• The Bridge Learning Campus</li></ul>
Knowsley	<ul style="list-style-type: none"><li>• Christ the King Catholic and Church of England Centre for Learning**</li></ul>
Lambeth	<ul style="list-style-type: none"><li>• Park Campus**</li><li>• Elm Court Special School</li></ul>
Lancashire	<ul style="list-style-type: none"><li>• Shuttleworth College</li><li>• Pendle Community High School (Pendle Vale Campus)</li><li>• Pendle Vale College (Pendle Vale Campus)</li><li>• Burnley Campus (Thomas Witham Sixth Form)</li></ul>
Leeds	<ul style="list-style-type: none"><li>• Temple Moor High School</li><li>• Rodillian School</li><li>• Pudsey Grangefield School</li><li>• Allerton High School**</li><li>• Cockburn College of Arts</li></ul>
Leicester	<ul style="list-style-type: none"><li>• Fullhurst Community College</li></ul>
Lewisham	<ul style="list-style-type: none"><li>• Sedgehill</li></ul>
Manchester	<ul style="list-style-type: none"><li>• St Paul’s Catholic High School</li><li>• Cedar Mount High School (Gorton Education Village)</li><li>• Melland High School (Gorton Education Village)</li><li>• Newall Green High School</li><li>• St Matthew’s RC High School</li><li>• North Ridge SEN and Our Lady’s RC High School (Higher Blackley Education Village)</li></ul>
Newcastle	<ul style="list-style-type: none"><li>• Stocksfield Avenue Primary School*</li><li>• Walkergate Primary School*</li><li>• Walbottle Campus Technology College**</li><li>• Kenton School</li><li>• West Jesmond Primary School</li><li>• Benfield School (phase 1)</li></ul>
Sheffield	<ul style="list-style-type: none"><li>• Yewlands Technology College</li><li>• Silverdale Secondary School</li><li>• Newfield Secondary School</li><li>• Talbot Specialist School</li></ul>
Solihull	<ul style="list-style-type: none"><li>• Lanchester School</li><li>• Archbishop Grimshaw Catholic School**</li><li>• Park Hall School</li></ul>
Waltham Forest	<ul style="list-style-type: none"><li>• Kelmscott School</li><li>• Frederick Bremer School</li></ul>

\* (delivered through BSF LEP)  
\*\* featured case studies in Annex B





1: Delivery

2: Efficiencies

3: Securing the Future

4: Stakeholder Management

*“Our project has been one in which  
Transformation is at its heart.”*

School Principal

## 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 has focused both on ways in which we drive further value from the programme itself and how we carry out our responsibilities to deliver the BSF programme.

Details of key deliverables during 2008/09 follow and are summarised in Annex A.



## Increasing capacity and efficiency within PfS

Following the successful introduction of the new multi-disciplinary teams (MDT) in autumn 2007, this model of working is now fully embedded, resulting in greater organisational efficiencies.



Over the past year we have introduced a number of new roles to support the multi-disciplinary model of working:

- a new post of Director of Design to ensure design development is coherent with educational strategy and to clarify the design journey through BSF (alongside this we have developed the Minimum Design Standard and have begun work on the Post Occupancy Evaluation process for BSF);
- a new Operations Director who oversees all work carried out by Project Directors and reports directly to the CEO, supporting him on a range of strategic issues and challenges;
- a Director of Corporate Resources brings together the finance, IT, administrative and National Programme functions;
- a Strategic Director for the Approvals Process – reflecting the increased volume as the programme ramps up we have strengthened our capacity to deliver robust Business Case reviews by identifying other project directors with specific expertise to lead on aspects of the review process;
- an Arts and Culture adviser, supported by the Arts Council and the Specialist Schools and Academies Trust;
- increased capacity within the Commercial Team reflecting the increase in deals coming through the pipeline and bringing specialist banking skills to support our work to help mitigate the impact of the challenging economic conditions; and
- specific national responsibility for Close of Dialogue to ensure that best practice is rolled out across the BSF community, that projects progress efficiently and to support robust management of the Competitive Dialogue process.





*"We are delighted by our stunning new environment that is enabling all to achieve their full potential."*

Elaine, Headteacher

### 3: Securing the Future

BSF is an ambitious programme that is due to be largely complete by 2020. As such, it is important that PfS contributes to policy discussions and decisions on issues that may impact on the delivery of the programme and, in particular, how BSF can best contribute to transformed learning environments and better outcomes for children. Accordingly, in 2008/9 we have increasingly focused on the measurement of quality in the programme.

Details of key deliverables during 2008/09 follow and are summarised in Annex A.



## Policy developments

We continued to work closely with, and build on existing relationships with, colleagues in DCSF, HMT, PUK and other relevant Whitehall departments. A specific focus over the past year has been planning the effective and efficient delivery of the second half of the BSF programme, particularly given the commitment to bring forward all authorities not yet in the programme as soon as is practicable.

## Co-location of services

The Children's Plan *One Year On* document announced the creation of a £200m cross-government Co-location Fund to enable further integrated working and joined-up service delivery for children, young people and families. PFS led the assessment of over 300 applications to the fund, recommending a high-quality portfolio of around 100 projects with contributions ranging from £50,000 to £10 million receiving very positive feedback from the cross-government steering group overseeing the fund. We are now working with DCSF to establish our future role on this programme; we expect this to involve both the vital support and challenge role to ensure successful delivery of projects, as well as gathering and sharing good practice developed through the programme.

Co-location can make it easier and simpler for people to access the services they need and assist those services in working together more effectively and efficiently for the benefit of their users.



## Responding to the credit crunch

As part of our strategy to mitigate the impact of ongoing weak conditions in the credit markets, we continue to monitor market developments closely with regular dialogue through the commercial banking market and HMT Infrastructure Finance Unit, as well as constant monitoring of market conditions in other PPP sectors in the UK and overseas. We are also engaged in active dialogue with a wider group of financial institutions, such as insurance companies and institutional investors, to monitor and facilitate entry into the BSF market.

In addition, a range of proactive measures continue to be employed. The EIB is now actively engaged in bringing some projects to financial close and discussions are being held to determine their appetite for a refreshed lending facility for 2009/10, as well as working together to try and develop a guaranteed lending facility.

Despite the difficult economic conditions, BSF continues to be an attractive market for the private sector and we have worked hard to minimise delays to the programme.

## Joining up government and Leading Learning through BSF

During the year, the DCSF Board and Secretary of State approved proposals to create a central strategic capital policy unit within DCSF and to transfer a number of delivery accountabilities and functions from the DCSF to PFS. The transfer is part of a wider move across government, which will see departments assume a more strategic role and devolving more delivery issues to agency bodies.

DCSF has looked at ways to build on the successful partnership with PFS for delivering BSF with the extension of their role across other schools capital programmes. This includes strategic capital programmes, such as the Primary Capital Programme, and the Department's targeted and devolved capital programmes.

In addition to this we continued to work closely with DCSF, other leading educational NDPBs (NCSL, QCA, TDA and National Strategies), the Innovation Unit and the National Governors Association to join up national educational strategies. The primary aim of this is to align strategies to help local authorities deliver a step-change in outcomes for learners. Sheffield and Knowsley are pilots for this work.

## Commissioned reviews results

During the past year, BSF has been the subject of a number of reviews by external parties, including the National Audit Office.

Findings from these reviews include:

- BSF is being well managed and PFS is keeping costs under control
- BSF is delivering new schools quicker than previous school building programmes and to a higher specification
- BSF provides a better way to invest strategically in our schools and there is early evidence that the LEP model is leading to further cost and time savings

The DCSF published the second annual report on the evaluation of BSF, which concludes that the programme has "gathered momentum" in the last year and there has been "significant progress" to improve the efficiency. The report finds that most headteachers involved think that BSF is the key to improving results and also expect it to improve teaching, while giving parents, students and local communities access to wider services.





*“We’ve got more of a chance  
of getting somewhere, now we  
are in our new school.”*

Michelle, Year 11

## 4: Stakeholder Management

Ensuring that external stakeholders are confident that PfS is an effective organisation, expert and knowledgeable in delivering BSF, is key to the success of the programme. This is principally informed by the direct experience that our key stakeholders have of BSF and PfS as the organisation delivering the programme. We support this work by ensuring that our communications with wider stakeholders, including the media, are accurate, timely and professional at all times.

Details of key deliverables during 2008/09 follow and are summarised in Annex A.



## Direct stakeholder communications

During the past year we have used a range of channels to communicate with our stakeholders. These include:

- our quarterly publication – *Insite* – providing progress reports and articles on key BSF issues;
- quarterly “Dear CEO” letters to local authority chief executives – providing a senior executive briefing to the local government community;
- quarterly private sector letters to CEOs – providing a senior executive briefing to the private sector market;
- quarterly bulletins to the bidding community – providing an update on schemes due to come to the market; and
- establishment of a network of local authority communication officers, to help ensure a consistent approach to the dissemination of national messages and a support network on local milestones.

## Communicating with wider stakeholders

We have also focused on developing more constructive relationships with key industry bodies, including the Confederation of British Industry, the Royal Institute of British Architects, the British Council for School Environments, and the Construction Industry Council, to ensure they have information on the latest developments in BSF. We have also provided briefings for constituency MPs on BSF and wider influencers/commentators in Westminster and Whitehall.



## Media

During the year, we have continued to work closely with a range of national, trade and regional media to help ensure that coverage on BSF is both accurate and balanced and provided opportunities for journalists to see new BSF learning environments in action.

## Events

Building on the success of PfS corporate events in 2007/08, we hosted five key events: the annual conference, the inaugural *Excellence in BSF Awards* and three theme-based events focusing on design, ICT and workforce reform. We worked closely with *Education Guardian* for each of these to produce a supplement focusing on latest developments in BSF. Feedback to all events was very positive and has helped establish these events as key points in the BSF calendar. In addition to our own corporate events, PfS had a strong presence at BSEC and the BETT show.

## New media

Having re-launched our corporate website at the close of 2007/8, much of the year was focused on developing content and the launch of the BSF Community. The site averages around 25,000 unique visitors and 275,000 page views a quarter. The community area of the site has seen the launch of an ICT blog and the formation of groups for sharing of knowledge and documents around key elements of the programme.

We also added to our series of “BSF Voices” with two new films, one of which focused specifically on the ICT Managed Service, and through adding podcasts of young people, teachers and wider local communities sharing their views of the difference that a new learning environment makes.



# Annex A

## Overview of key deliverables for each PfS Business Plan objective

### Strategic Objective 1: Delivery

Success Measure	2008/09 Target	2008/09 Outcome	
Number of pre-engagement strategies agreed and resourced between 1 April 2008 and 31 March 2009	8	8	
No. of local authorities entering the BSF programme having passed Readiness to Deliver assessment	28	28	
No. of Memoranda of Understanding (MoUs) signed	11	19	
No. of Strategies for Change approved	18	18	
No. of new and repeat Outline Business Case (OBC) approved	28	31	
No. of schemes reaching Selected Bidder	11	11	
No. of schemes reaching Financial Close	12	14	
No. of repeat financial closes in operational LEPs	9 ( LEPs) 24 (non-LEPs)	10 27	
No. of BSF schools (including Academies) open in the financial year (and the cumulative total)	35 (47)	42 (54)	
Number of national framework Academy Outline Business Case (OBC) approvals achieved subject to funding agreements or equivalent being signed	24	24	
Number of Framework Academy contract awards (FBC approvals) achieved through the national framework	8	8	
* Average time between the initial remit meeting and OJEU	Within 16 months	17.8 months	
** Average time between OJEU and financial close for projects closing within 2008/09 Business Plan year	Within 21 months	22.7 months	
The BSF and Academies programmes are delivered to budget: Budget outturn compared with allocation	Outturn within 10% of start of year allocation and 5% of mid-year forecast	5.9% 1.6%	

### Strategic Objective 2: People and Operating Efficiencies

Success Measure	2008/09 Outcomes	
Benchmarking and performance management operating effectively	The Benchmarking and Performance Management System (BPMS) was launched (on time and on budget) in spring 2007 and since then has proved a valuable tool, providing us with management information on every project, capturing data and enabling analysis at national, regional and school level.  During the year, cost information was gathered from 78 new schools in BSF. 14 statistically significant cost benchmarks have been provided so far to six local authorities. Of these, four have examples where local authorities have used benchmarking data to negotiate a saving on the cost of a school building; typically a saving of around £1m has been made on each school.	
Local authorities appreciate added value of PfS (stakeholder satisfaction survey)	N/A – survey not carried out in 2008/09 as advice given to carry out survey biennially.	

\* This target has been challenging through the year due to a range of issues. The primary cause of slippage has been local authority capacity and capability.

Success Measure	2008/09 Outcomes	
Improving the disseminating lessons learned to help further capacity and knowledge sharing in the BSF community	Processes changed to increase the emphasis on skills and capacity building at key approval points in the BSF pre-procurement and procurement phases. Secondments from local authorities to increase skills, particularly in the areas of project and commercial management. Began review of capacity building support through the 4ps Expert Client Programme, work that will continue in the next financial year.  Launched a dedicated “Lessons Learned” area on the PfS website and published a suite of case studies, showcasing best practice in local authorities.  Continue to use the Chief Executives’ Advisory Group and the Association of Directors of Children’s Services to give feedback to local government on what is working well and what needs further focus.  PfS and industry conferences have been used to disseminate best practice.	
Staff training and learning and development leads to more effective company working and use of resources	We have increased training and development budgets by almost 30%. Staff have clear objectives, learning and development plans and have benefitted from five days internal and external training.  Plans are being developed to provide training for groups of staff in core areas of need and a programme will be put in place during 2009.  Findings from our biannual Staff Barometer (May 2008) indicated a marked improvement on a number of areas that had been felt previously to require more focus. These include work/life balance and communication within teams.  Good progress has been made but further focus is required in the coming year so a DCSF secondee has joined the team to boost capacity in this area.	

### Strategic Objective 3: Securing the Future

Success Measure	2008/09 Target	2008/09 Outcome	
Average percentage of new build floor area in a new wave OBC approved by the year ending 31 March 2009	50%	55%	
Sustainability – percentage of new and refurbished schools, with final assessments certified as achieving BREEAM rating “very good”	95%	100%	
Sustainability – carbon emissions reduction. Percentage of new build schools for which the carbon calculator assessment at OBC demonstrates a 60% reduction	90%	100%	
Robustness of market competition – percentage of schemes that reach phase 2 dialogue during the financial year ending 31 March 2009 having engaged at least 2 bidders (for those schemes who have 2 bidders engaged at the start of the financial year).	At least 2 bidders in 90% of cases	At least 2 bidders in 100% of cases	

### Strategic Objective 4: Stakeholder Management

Success Measure	2008/09 Target	2008/09 Outcome	
Media evaluation – national/trade/specialist press – percentage of favourable and neutral coverage	60%	Favourability/neutral rating had increased to a steady average of around 90% throughout the reporting year.	
External communications – usage of PfS website	90,000 page impressions per quarter	The website has attracted a significantly higher volume of visitors than originally anticipated. For the Oct – Dec quarter, we recorded 350,970 page impressions, from 57,346 visitors.	

\*\* Whilst there continues to be a year on year and wave on wave improvement in procurement duration, it has not been possible to reach this ambitious target. The key reason for this is the number of financial closes which were delayed by several months due to the availability and cost of debt finance during the latter part of the year.



# Annex B

## Featured school case studies

### Archbishop Grimshaw Catholic School, Solihull



One of six secondary schools in the north of the borough being completely rebuilt under Solihull's BSF programme, Archbishop Grimshaw Catholic School opened in October 2008.

Highlights at the new school, which specialises in arts and language, are a brand new building for 1,400 pupils; facilities for a 200-place sixth form; a new chapel; and a performing arts and theatre facilities that include an outdoor amphitheatre.

The new theatre is host to an array of events from awards evenings and school plays through to live rock, pop and orchestral performances. But the new building not only has great new facilities, the state-of-the-art ICT includes high-speed wireless and broadband connections, a multi-curricular learning platform, cashless catering and voice-over IP telephony.

*"The students are so proud, their daily lives in school have been transformed."*

Headteacher

### Walbottle Campus Technology College, Newcastle



One of the six schools being transformed in Phase 1 of Newcastle's BSF programme, Walbottle Campus Technology College opened in September 2008.

Featuring one of the most environmentally friendly and economic biomass heating systems around, the school sits alongside part of Hadrian's Wall and is based around a prominent curved spine design with individual departments coming off a central hub, like fingers. Local artists have created a mural reflecting local history from Roman times to the present, with space left for the mural to continue in the future.



As well as new learning facilities, such as science and language labs, special emphasis has been given to helping students come together outside of lessons with dedicated social spaces in every part of the new school, including a sixth-formers' café, and a sensory garden.



The campus itself is yet to be completed and Phase 2, which will house the new sports facilities, lecture theatre, Drama and Music departments, is due for completion in the summer of 2009 and will join on to the new building.

*"A bright, fresh and airy atmosphere creates an ideal climate for learning."*

Geography teacher



# Allerton High School, Leeds



Opened in September 2008, Allerton High is one of the first schools to be completed in Phase 1 of the BSF project in Leeds, which includes 13 schools in total and is delivered through the Local Education Partnership, which brings together Leeds City Council, Education Leeds, Environments 4 Learning and Partnerships for Schools.

Allerton's new school has facilities that both include and reflect the community that the school serves, such as one of the first multi-faith centres to be delivered through BSF.

A specialist Business and Enterprise school, Allerton features clusters of faculty-based teaching rooms known as 'pods', each with large break-out spaces where students can work alone or in groups. This allows there to be fewer classrooms than a traditional faculty layout, and encourages independent learning. Bendy walls can be taken down to provide larger teaching spaces. The pods are all connected through a 'street' that runs through the school to allow community access to all the facilities including the amphitheatre.



The school, which has specialist facilities to support inclusion of pupils on the autism spectrum, is also working in partnership with the North West Specialist Inclusion Learning Centre (SILC) and the NHS to develop resource provision for children with speech and language difficulties.



Find out more about Allerton High in the case studies section on our website: [www.partnershipsforschools.org.uk/library/casestudies](http://www.partnershipsforschools.org.uk/library/casestudies)  
[www.partnershipsforschools.org.uk/library/bsf\\_voices\\_gallery.jsp](http://www.partnershipsforschools.org.uk/library/bsf_voices_gallery.jsp)

*“Students have been thrilled with the new teaching spaces”*

Maggie, Manager (SILC)

# The Park Campus, Lambeth



Opened in November 2008, Park Campus in the London Borough of Lambeth is the first new BSF Pupil Referral Unit in the country.

The young people enrolled at Park Campus have a wide range of social, emotional and behavioural difficulties. They require a high level of specialist multi-disciplinary intervention, investment and support alongside a broad and innovative national curriculum. ICT has been a key part of the educational transformation at Park Campus due to its ability to motivate students who struggle to engage in education.

Technology is being used to deliver a flexible learning experience with a full wireless network enabling anytime, anywhere learning and a state-of-the-art multi-media studio meeting the demands of 21st century learning. The integration of LCD screens across the site has made 'Park Campus TV' a reality and being able to publish and share their work right across school highly motivates students and gives them a forum to promote what they have achieved to both peers and visitors.

The new site also includes a science lab and design technology as well as food



technology classrooms, meaning a broad curriculum can be offered for the first time alongside specialist support. The school also has top quality facilities available for wider community use outside of school hours including a high-tech Astroturf pitch, fully equipped mini gym and a multi-use gym that can be used for sports, and as a performance hall.



Find out more about Park Campus in the case studies section on our website: [www.partnershipsforschools.org.uk/library/casestudies](http://www.partnershipsforschools.org.uk/library/casestudies)

*“The new school has a large variety of after school clubs”*

Fiona, Year 9



## Brislington Enterprise College, Bristol



Opened in September 2008, by Tim Byles and Kevin McCloud, Brislington Enterprise College is the first BSF school to be completed with a schools-within-a-school model.

With an innovative design featuring an internal street leading to five learning clusters, each an individual school where a student will spend most of their day, the school was Highly Commended in the Best Design for a New School category at the inaugural *Excellence in BSF Awards* 2008, where they also won the Best School Team award.

The schools-within-a-school model has the advantages of sufficient staffing and resources to offer a wide range of learning options, while also providing the individual care at the heart of Every Child Matters. Brislington has also been awarded a Gulbenkian bursary to continue researching the approach.

As an Enterprise College the school has excellent ICT facilities and is very keen to develop them further as technology advances. Sustainable features of the new building include a biomass boiler, rainwater harvesting, natural ventilation and thermal massing. Sports facilities include a new sports hall, drama and dance studios and floodlit all-weather pitch.

Brislington is also an example of an inclusive school and will host the Courtlands Unit for pupils with physical disabilities, as an off-shoot of the Florence Brown Special School.

Find out more about Brislington Enterprise College in the case studies section on our website: [www.partnershipsforschools.org.uk/library/casestudies](http://www.partnershipsforschools.org.uk/library/casestudies)

*"I feel safe and secure within the great facilities of the college."*

Chloe, Year 7

## Christ the King Catholic and Church of England Centre for Learning, Knowsley



Christ the King Catholic and Church of England Centre for Learning, in North Huyton, Knowsley, was the first of the local authority's innovative 'Centres for Learning' to open, in January 2009. Knowsley's ambitious plans will see another six learning centres replace all existing secondary schools in the borough.

Christ the King, which is a 900-place specialist engineering college, features an impressive winter garden and offers a range of flexible spaces that can be used for one-to-one and small group teaching, lectures and practical sessions. The ICT is also a major feature with wireless access throughout and the majority of students having access to mobile PCs rather than desktop. A smartcard printing system means unnecessary printing is minimised and individual student smartcards integrate with cashless catering solutions to provide all services using a single card.

Large open spaces bring opportunities for performing arts and social activities as well as being available for use by local community groups. Knowsley's commitment to the community was awarded in November 2008 with two *Excellence in BSF Awards*, for the most promising transformational learning strategy and innovation in student engagement.

See the case studies section on our website for more information on Knowsley's BSF project: [www.partnershipsforschools.org.uk/library/casestudies](http://www.partnershipsforschools.org.uk/library/casestudies)

*"Even mums wants to come here in the evenings; our new school is definitely cool."*

Lewis, Year 13



# Financials

This section details PfS’s income and expenditure for the 2008/09 financial year along with the headcount for the organisation and membership of the Board and Committees.

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

## Where our income comes from

Joint Venture Income	£13,183,700
Sport England & Youth Sport Trust Grant	£130,000
Building Schools for the Future Investments LLP (BSFI) Recharges	£761,397
Other income	£3,832
<b>Total</b>	<b>£14,078,929</b>

## How we spent our funds

Joint Venture Expenditure	£13,183,700
Non Joint Venture Expenditure	£3,134,722
Employee Costs	£11,172,957
Adviser Costs	£1,543,029
Marketing & Communications	£162,317
Travel & Subsistence	£1,163,797
Accommodation & Overheads	£1,533,666
<b>Total</b>	<b>£31,894,188</b>
<b>Operating deficit</b>	<b>£17,815,259</b>

## How we were financed and how this affects our cash

Operating deficit	£17,815,259
Changes to the value of fixed assets (e.g. depreciation, etc.)	£399,283
Increase in working capital	£1,629,637
Decrease in provisions	-£245,997
<b>Total</b>	<b>£1,782,923</b>
Net cash outflow from Operating Activities	£16,032,336
Capital Expenditure (Purchase of Fixed Assets)	£331,341
Financing (Grant in Aid Income from DCSF & PUK)	£16,362,915
<b>Decrease in cash</b>	<b>£762</b>

2008/09 was 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 on to the partners as returns on their investments into 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 organisation that invests in the Local Education Partnerships. The income in our accounts is the recovery of the costs for the resources 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.

Salary including benefits in kind and performance pay for Chief Executive and Senior Management\*

At 31/03/09	£’000
Chief Executive	260-265
Operations Director	145-150
Corporate Resources Director	90-95
Director Education & Planning	120-125
Director of Communications	105-110

## The Board of Directors

The PfS Board is comprised of the Chairman and five non-executive directors, who are appointed by the Secretary of State for Children, Schools and Families and are all directors of the company. Tim Byles is also an ex-officio director of the Board. Representatives from the Department for Children, Schools and Families; Partnerships UK; the PfS Corporate Resources Director; and the PfS Company Secretary are also entitled to attend meetings.

Members of the PfS Board have corporate responsibility for ensuring that PfS complies with any statutory or administrative requirements for the use of public funds. The Board establishes the overall strategic direction of the organisation within the policy and resources framework agreed with Ministers. The Board must ensure that high standards of corporate governance are observed at all times.

The current Board has a good balance of representation from the private and public sectors, and a range of expertise, including individuals with education, local government, procurement and construction industry experience. Details of Board member appointments, remuneration and relevant roles and interests are set out in the table below. A full register of Board interests is maintained and is available on request.

Board Member	Appointment Period	Annual Remuneration £k	Relevant roles, committees and interests in 2008/09
Michael Grabiner	2 January 2008 – 1 January 2011	25	PfS Chairman and Chairman of the Remuneration Committee. Mike is a partner of Apax Partners Worldwide LLP and represents Apax as a non-executive member on the Synetrix Board. Mike is an investor with a carried interest in Apax Europe 5 funds. Apax Europe 5 is a shareholder in Synetrix and is also a shareholder in Promethean and Smart.
Richard Baldwin	1 May 2008 – 30 April 2012	20	Member of the PfS Audit and Remuneration Committees. Richard is a non-voting member of the Investment Committee of Building Schools for the Future Investment LLP, Chairman of Community Health Partnerships Ltd and is a non-executive director of Geoffrey Osborne Ltd. Richard is also a visiting professor at the University of Salford and is the Chair of the Advisory Board of the Health and Care Infrastructure Research and Innovation Centre (HaCIRIC).
Christine Davies	1 May 2008 – 30 April 2011	10*	Member of the PfS Remuneration Committee. Christine is the Director of the Centre for Excellence and Outcomes for Children and Young People’s Services and is a member of the Specialist Schools and Academies Trust (SSAT) Advisory Council.
Stella Earnshaw	1 May 2008 – 30 April 2012	10	Chairman of the PfS Audit Committee. Stella is also a non-executive director of West Midlands Ambulance (NHS Trust).
Brian Rigby	1 May 2008 – 30 April 2011	10	Member of the PfS Audit and Remuneration Committees. Brian is also a non-executive director of the Oxford Radcliffe Hospital Trust.
Andy Buck	1 September 2008 – 31 August 2011	10	Member of the PfS Audit Committee. Andy is a partnership teacher at The Eastbrook – Jo Richardson Partnership, London Borough of Barking and Dagenham. Andy is a member of the governing council of the National College for School Leadership (NCSL) and is a director (non-remunerated) of the British Council for School Environments (BCSE).
Tim Byles	As an ex-officio director Tim will hold office unless or until he ceases to hold the office of CEO	**	Tim is Chief Executive of Partnerships for Schools. He holds no other directorships. Tim is a member of the Society of Local Authority Chief Executives.

## Headcount

The average number of whole-time equivalents working for PfS throughout 2008/09 were:

Board of Directors***	7
Direct Employees	102
Seconded Loan and Temporary Staff	8
Associates and consultants	3
<b>Total</b>	<b>120</b>

\* This amount is paid to Christine’s employer, the Centre for Excellence and Outcomes for Children and Young People’s Services  
\*\* As an ex-officio director, Tim Byles is not entitled to any remuneration for carrying out his duties as a director other than remuneration, pension, and/or benefits paid or provided to him in his capacity as an employee of Partnerships for Schools Ltd. This is detailed on page 34.  
\*\*\* Of the 7 directors only one is full-time

\* Further details can be found in the full annual accounts which are available from Companies House.



# 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 autonomous 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 autonomous 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](http://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 per cent 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 and 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. [www.cabe.org.uk](http://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](http://www.dcsf.gov.uk)

**FBC (Final Business Case):** The document produced by the local authority and submitted to PfS and DCSF for formal approval to fund the project, which is required before Commercial and Financial Close of the contract. The FBC confirms that the original project specification set out in the Outline Business Case remains relevant, and that the final project is affordable within the identified funding parameters.

**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.



**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](http://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.

**OJEU (Official Journal of the European Union):** The journal in which the advert (also called a notice or tender) to the market for BSF schemes must be placed, once the OBC has been approved.

**PfS (Partnerships for Schools):** The NDPB responsible for delivering the BSF programme and, since April 2006, the Academies programme. [www.partnershipsforschools.org.uk](http://www.partnershipsforschools.org.uk)

**QCA (Qualifications and Curriculum Agency)** [www.qca.org.uk](http://www.qca.org.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.



**PUK (Partnerships UK):** PUK was established by [Schedule 2](#) Payments are received from DCSF under Schedule 2, and paid to PUK on reaching key project milestones.

**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.

**SfC (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](http://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](http://www.4ps.gov.uk)