



Building Schools for the Future

What is BSF?

Building Schools for the Future (BSF) is the largest strategic capital investment programme for schools in over 50 years. It will see state secondary schools across England rebuilt or renewed over the next 15 – 20 years, alongside unprecedented investment in Information & Communications Technologies (ICT), creating schools truly fit for the 21st century.

By the time all local authorities and schools have been through the programme, the face of education will be transformed for some 3.3 million students aged 11-19 every year.

But BSF is much more than simply a building programme. It is a huge commitment that provides an opportunity to improve education by delivering schools that our young people, our teachers and our local communities deserve.

Beyond bricks and mortar, it is about providing environments and facilities that will help every young person unlock the talents that they have, regardless of their background. It is also about providing teachers with a world-class work place in which they too feel valued and inspired, and able to develop their skills further.

Through BSF, all secondary schools will receive a significant increase in funding per pupil for ICT, helping ensure that they are well equipped to join the knowledge economy.

ICT infrastructure and new ways of using technology across the curriculum means that

learning is no longer confined to the four walls of the classroom. BSF is therefore challenging teachers and students to explore new learning styles and respond to the personalised learning agenda.

BSF also plays an important role in positioning schools at the centre of their communities so that they become hubs that help revitalise and regenerate whole areas.



Who is Pfs?

Partnerships for Schools (Pfs) was established in 2004 by the DCSF (previously DfES) as both a company and an executive non-departmental public body (NDPB) to deliver BSF.

In March 2006, Pfs also took on responsibility for delivering the Academies programme, which will see 400 Academies built across the

country. More recently, Pfs has been asked to assume responsibility for delivering all schools capital investment programmes. In addition to BSF and the Academies programmes, this includes:

- Primary Capital Programme (PCP);
- Co-location Fund;
- Devolved Capital Programmes (including the Modernisation Fund and the Devolved Formula Capital);
- Targeted Capital Programmes (e.g. zero-carbon schools and school kitchens); and
- management of the schools assets regime, and payments to voluntary aided schools.

These new responsibilities represent around £8.5 billion of investment per annum managed and delivered by Pfs. This change represents a broader move across government that will see departments assume a more strategic function and devolve more delivery issues to agency bodies, helping achieve greater efficiency in the delivery of public sector programmes.

The key role for Pfs is to ensure that investment in schools is based on robust educational strategies and that the public purse receives best value for money.

Pfs helps to build strong Public Private Partnerships (PPPs), enabling the public sector to benefit from the best skills and expertise available in the private sector and reaping greater efficiencies and economies of scale.



Making a real difference to pupils, teachers and communities

To make the most of this scale of capital investment, it is critical that we do not simply replace existing schools with new versions of the old schools. Teaching and learning have changed significantly and will continue to evolve in the coming years and decades and it is essential that our new schools are flexible enough to reflect this changing practice. **Design** therefore plays a central role in delivering schools under BSF and the PCP.

Providing dedicated spaces for arts, dance, drama, music and sports can have an extremely positive effect on young people – particularly those who were previously disaffected and disengaged – drawing them into learning and helping them develop a greater sense of self-worth.

Design can also help address anti-social behaviours in schools, through enabling passive supervision, removing dark dead-end corridors and through thoughtful design of toilet blocks, long recognised as a haven for bullies.

The new Minimum Design Standard seeks to ensure that all of these aspects are considered and that the schools that are delivered provide truly transformational learning spaces that engage the whole community.

The step-change in funding made available for **ICT** through BSF marks an end to the “chalk and talk” method of teaching, replacing it with an approach characterised by “anytime, any place, anywhere”.

The innovative use of ICT not only engages

young people in new ways of learning, it also encourages teachers to stretch themselves in identifying new ways of teaching.

Schools are thought to contribute to around 15% of public sector carbon emissions so ensuring that our new schools under BSF are **sustainable** is essential. As well as reducing the carbon footprint of each school, this is also important in terms of increasing environmental awareness amongst our young people so that they make changes



to the way they live their lives outside of the school gates.

All secondary schools are required to become ‘**extended schools**’ by 2010, offering wider services and access to local communities. As well as making classrooms, spaces and sports facilities available to the wider community, this also means integrating wider local services within the school, for example healthcare services and community policing. BSF therefore helps reposition schools as hubs for the whole community, re-energising and regenerating local areas.



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Are you registered for the BSF Community?
Go to the Pfs website and click on BSF
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