



Readiness to Deliver Guidance for Local Authorities in BSF Waves 7 and beyond

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Purpose of guidance

This guidance replaces the Readiness to Deliver Guidance and the Strategy for Change Part 1 Guidance for local authorities in Waves 4-6 of BSF. It builds upon lessons learned from the early waves of BSF and responses received from a consultation regarding waves 7-15. It focuses on three factors which together will form the judgement of readiness.

- The local authority's capacity, project governance and management arrangements, experience and readiness to lead and manage a programme of this scale and value;
- The clarity, ambition and connectedness of the local authority's transformational educational and children's services vision and strategy.
- The integration of BSF with broader corporate, regeneration and multi-service priorities and strategies.

This guidance is for all local authorities with future BSF funding and in particular for those prioritised for entry following submission of a revised Expression of Interest (EoI) in November 2008 and publication of the revised BSF national programme in early 2009. The first projects are expected to go ahead from April 2009, subject to prioritised authorities satisfactorily demonstrating their readiness to deliver. Local authorities' readiness to deliver will be assessed against a range of core criteria, as set out in this guidance, and the result used to position projects in a rolling programme.

Readiness to Deliver

Guidance for Local Authorities in BSF Waves 7-9

1 The context and goals of BSF

- 1.1 BSF is an ambitious and far-reaching long-term change programme. It offers local authorities in England a once in a generation opportunity to transform educational provision and significantly improve educational outcomes and life chances of children, young people and families. The capital investment is intended to act as a catalyst and enabler for change, but is not itself the change. By providing 21st century facilities for learning and teaching, the talents and skills of every young person can be unlocked, so that they can achieve their best regardless of background.

As well as raising the aspirations and attainment of young people, BSF is also about providing inspiring environments in which teachers and children feel valued, which are appropriately resourced for a 21st century curriculum, and which are sufficiently flexible to enable variety in learning and teaching styles, and a broad innovative curriculum. It is also an opportunity to position the local school as a hub of its community and as a very valuable resource and focus of expertise, to energise and revitalise local areas.

- 1.2 BSF sets local authorities a significant challenge. To achieve these ambitions local authorities have to provide strong strategic leadership in developing, through extensive engagement, dialogue and consultation, a coherent and compelling long-term vision for education and children's services in its schools. To do so, they need to connect the full range of national policy agendas and local priorities, and to make sense of them as a single piece of thinking, using BSF investment as a key enabler and as an opportunity for added value. This means thinking in depth about teaching, learning and children's services in the future, how they should be delivered, and what services the community requires.

Local authorities need to have this dialogue with a wide range of stakeholders – its schools and their governing bodies, its officers and members, parents, children and the community, the agencies and organisations with which it works the voluntary sector and statutory consultees. This is a significant opportunity to construct and articulate a widely-shared long-term educational vision and strategy and to marshal support for it. This interaction is a key element of the project and good stakeholder engagement at the right time will assist the success of the project.

- 1.3 On the basis of this vision and strategy, the local authority will be invited to construct a strategic approach to its school estate, proposing school organisation and design solutions which will facilitate the proposed changes, and for which capital investment will lead to new and remodelled schools which are clearly fit for purpose. The local authority and its stakeholders (including districts in two tier authorities) should also consider alternative learning environments as well as schools when developing their estate strategy. It may be that statutory education could be delivered through a range of partners such as work based learning environments, libraries, museums, arts centres, leisure / community centres, either co-located with schools or accessed centrally by learners across the authority. And part of the strategy is likely to involve consideration of how ICT can break down barriers to learning and access in unprecedented ways.

As transformation of outcomes will inevitably involve radical change in provision and organisation, a key to the programme's success will be the local authority's strategy for change management.

1.4 Ministers will want to see how far local authorities thinking and planning have been influenced by:

- The White Paper 'Higher Standards, Better Schools for all', with its emphasis on the needs of each child and parent/carer.
- The need for diversity of provision within their new role as commissioners and champions of pupils and parents/carers.
- 'Every Child Matters: Change for Children', which sets out the national framework for local change programmes to build services around improving outcomes for children and young people.
- The Children's Plan and its focus on multidisciplinary working, the co-location of services and the introduction of a cultural offer.
- The White Paper 'Further Education: Raising Skills, Improving Life Chances', which gave local authorities the remit to deliver 14-19 reform.
- The e-strategy – "Harnessing Technology: Next Generation Learning, published by Becta and setting out the education ICT strategy to 2014.
- 'Creative Britain' and its emphasis on ensuring that young people are supported and given the skills to deliver the creative industries of the future.
- The Sustainable Schools Strategy.
- Thought-provoking material such as "20/20 vision", Futurelab's "What If" questions, the Innovation Unit's "What's Next?" publication or Charles Leadbeater's "21 ideas for 21st century learning".

2 Readiness to Deliver assessment

2.1 Local authorities' readiness to deliver their first BSF project will be assessed against the criteria set out in section 3 with a strong focus on transformation. From experience of BSF programmes to date, and the outcomes of consultations, the following summarises these criteria and can be used by a local authority to confirm it is ready to undertake the Readiness to Deliver (RTD) process:

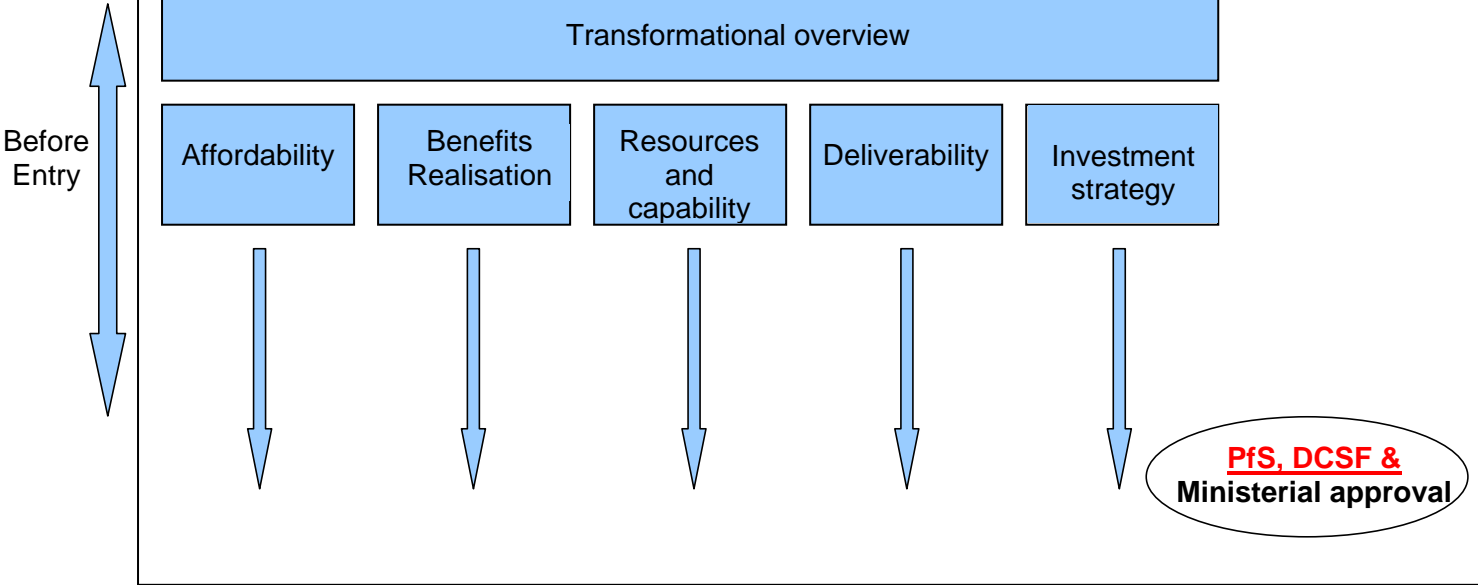
1. A satisfactory self assessment of preparation, using the RTD framework.
2. Early consultation with all stakeholders (both internal and external) concerning the potential BSF provides for education and community transformation.
3. Robust Pupil Place Planning at 11-16, 16-19 and special educational needs (SEN).
4. Identifying both financial and human resources to provide the essential capacity required to deliver BSF to time and the requisite quality.
5. Securing senior political and corporate support from across the council.
6. Early consideration of the likely issues that will affect delivery of BSF on existing sites (e.g. planning, choice of sample schemes etc.) or the logistics of the process for procuring new sites should this be necessary.
7. Considering how the local response to the National Challenge relates to proposed BSF investment.
8. Establishing and maintaining a dialogue with the Office of the School Commissioner.
9. Aligning any statutory consultation, where there are clear school organisation issues, with the BSF project plan.
10. Accessing the Expert Client Programme to develop capacity further, including undertaking a skills audit. The Expert Client Programme is currently provided by 4ps, the local government project delivery specialist body.

2.2 A local authority's Readiness to Deliver submission provides a clear and concise statement on the progress that it has made in its preparations towards commencement of the BSF programme. It is a Gateway into the programme and forms an essential element of the pre initiation phase and journey towards the later key milestones set out in the following diagram. Local authorities should also consider the documents specified as suggested further guidance when preparing their submissions for each criterion.

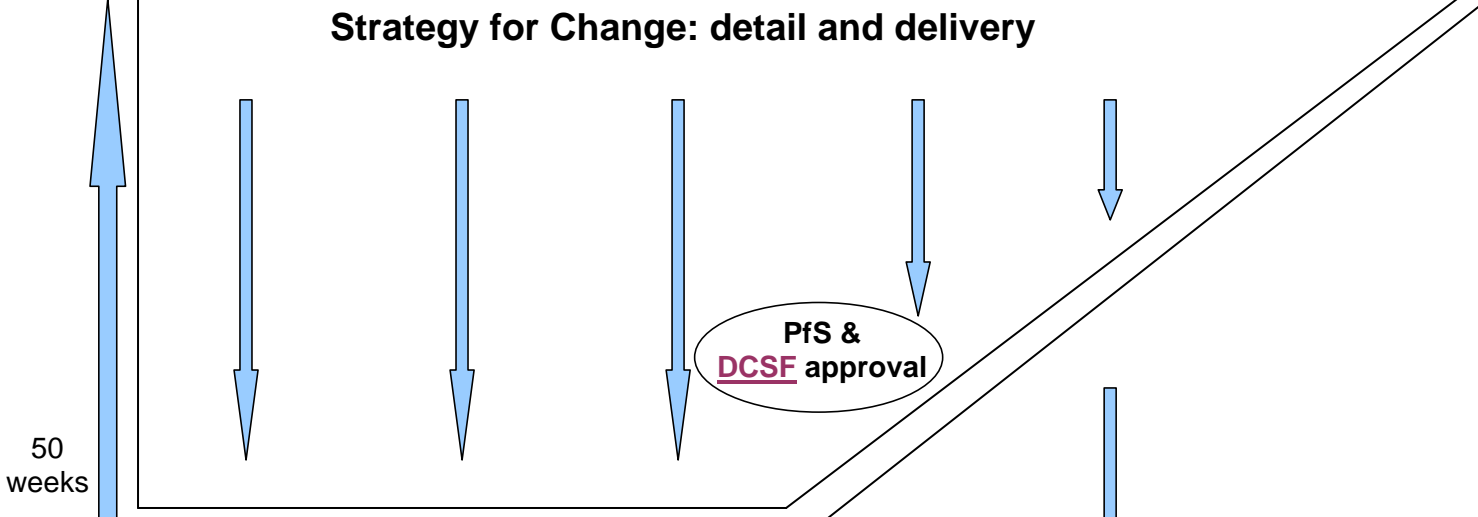
2.3 Submission arrangements are set out in Section 5 of this guidance . It is essential that authorities follow these arrangements otherwise submissions will be returned for revision . Local authorities should , therefore , ensure the questions are answered succinctly and the specified length of the RTD submission is followed .

Pre-Procurement BSF Stages

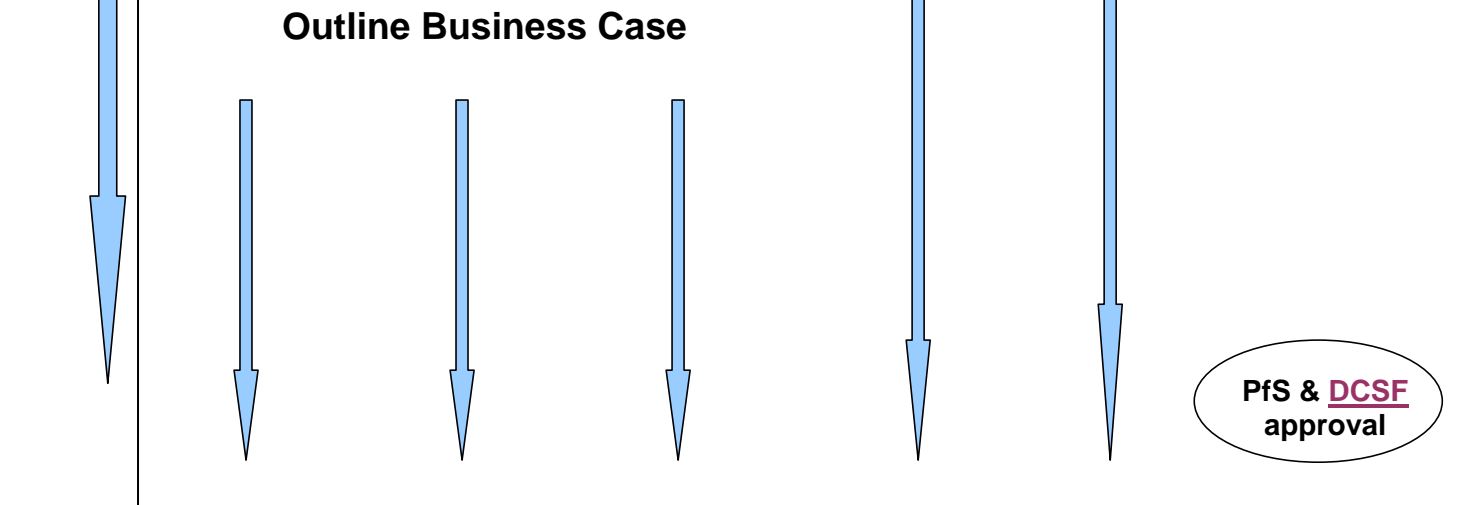
Readiness to Deliver: are you ready to enter the programme?



Strategy for Change: detail and delivery



Outline Business Case



Approval to issue OJEU notice formally to commence the procurement

3. Core Criteria and areas for assessment

3.1 A transformational overview	Page 7
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3.1 A transformational overview

Section overview: In this section, the local authority will demonstrate how the BSF programme can support transformation in educational provision and outcomes in each of the areas listed below.

Section priorities : The local authority is able to demonstrate its initial plans for BSF will add value, by providing a clear and concise response to the following criteria.

Further guidance (for the entire section):

- Strategy for Change guidance for local authorities.
- The PfS website also contains detailed information concerning lessons learned, and how quality of design , PE, Sport and Cultural learning can be used to drive up performance against all core criteria sections.

Please note that an explanation of the local authority's vision for the delivery of ICT through BSF should be threaded through all of these areas.

Similarly, in each area, the local authority should consider how what is being proposed contributes to improved inclusion; what the implications are for the leadership and management of change; and what KPIs and targets might be needed to measure the impact and outcomes of the strategy being proposed.

Core criteria	Areas for assessment	Suggested further guidance
3.1.1 Context and vision	<ul style="list-style-type: none"> • Where is the local authority now in terms of educational outcomes and other relevant indicators? • Where is the local authority now in developing its role as a strategic commissioner, including diversity of provision, fair access and choice? • What are the local authority's overarching vision and key objectives and priorities for BSF? 	<p>Strategy for Change guidance for local authorities</p> <p>Introduction to BSF</p>

<p>3.1.2 Choice, Diversity and Access</p> <p>It will be expected that OSC have agreed the local authority approach to diversity by the Remit meeting.</p>	<ul style="list-style-type: none"> • How does the local authority propose to increase choice, diversity and access for all parents and pupils? • How has the local authority engaged with parents , the community and other key partners to ascertain their needs and wishes for educational provision, and how has the Authority’s strategy incorporated these views? • What is the potential for school specialisms training, outreach work, High Performing Secondary Schools? • What is the local authority’s approach to: <ul style="list-style-type: none"> - National Challenge - Engaging and supporting schools to consider new governance arrangements - Developing greater competition in provision - Expanding successful and popular schools - Linking strong schools with weaker schools - Strategic planning of schools specialisms and areas of expertise - Strategic planning of extended facilities, and their relationship with multi-agency district / locality working - Providing greater community access to school facilities? • How will BSF investment assist and sustain change? 	<p>DCSF School Organisation guidance</p> <p>www.dcsf.gov.uk/schoolorg/</p> <p>PfS consultation and communication guidance (available from March 2009)</p>
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<p>3.1.3 Identifying and tackling underperformance of schools and groups</p>	<ul style="list-style-type: none"> • How will the local authority ensure robust support and challenge to schools including strategies for early intervention in the case of underperformance (particularly schools on the National Challenge list, schools in Ofsted categories and Coasting schools)? • How does the local authority propose to identify and close gaps for underperforming groups? • How will BSF investment assist the local authority to address underperformance? 	<p>Strategy for Change guidance for local authorities</p>
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<p>3.1.4 Learning</p>	<ul style="list-style-type: none"> • In order to ensure that each pupil is able to learn in ways which engage and motivate them, enabling them to making the best possible progress in their learning, how will schools be challenged, supported and enabled to provide opportunities for: <ul style="list-style-type: none"> - Personalised learning. - Learners to develop personal, learning and thinking skills (PLTS) and functional skills. - Learners to develop the skills, qualities, competences and capabilities necessary for a 21st century society and economy. - Learners to employ a variety of learning styles, in a range of contexts, enabling them to become flexible and independent learners. - Creativity and cultural learning. - Learning outside the classroom. - Using the school grounds for teaching and learning. - How will BSF investment assist? 	<p>Strategy for Change guidance for local authorities</p>
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<p>3.1.5 Curriculum</p>	<ul style="list-style-type: none"> • How will the local authority ensure the effective delivery of the secondary strategy , particularly 14-19 entitlement, in partnership with the local LSC and FE providers? • Will the 14-19 strategy enable all lines of learning to be delivered by 2013, as per national target? • Does the 14-19 strategy contribute meaningfully to the achievement of national participation targets? • How will the local authority ensure the effective delivery of the National Curriculum Big Picture? • Do plans include appropriate, innovative thinking in relation to transitional arrangements, the development of skills and competences (including PLTS and functional skills), personalisation, acceleration of Key Stage 3, and so on? • Does the curriculum offer pay due regard to specialist status and other areas of schools' expertise? Does this extend to collaborative arrangements for delivery? • Will the proposed curriculum model meet the needs of all learners in terms of being able to access a broad curriculum that best suits their needs and talents? • How will BSF investment assist in the delivery of the envisaged model? 	<p>Strategy for Change guidance for local authorities</p>
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<p>3.1.6 Integrated Children's Services, ECM and extended schools</p>	<ul style="list-style-type: none"> • How will the local authority ensure the effective integration of education and other services through Every Child Matters? • How will BSF investment assist schools in the achievement of the five outcomes of Every Child Matters? • How does the proposed strategy enable: <ul style="list-style-type: none"> - Multi-agency working and the co-location of services? - Team around the child? - Locality / district working? • What does the local authority propose regarding extended school provision, community access, and adult / family learning? • How will the proposed strategy for extended schools help achieve national expectations for the core offer, PE / sport, Cultural learning and the cultural offer? • How does the strategy support healthy schools, healthy eating and healthy lifestyles? • What is the schools' contribution to community regeneration, cohesion and aspiration, and to adult skills / employability? • How the quality of place will enhance the success of all of the initiatives above. 	<p>Strategy for Change guidance for local authorities</p> <p>Children's Plan</p> <p>www.dcsf.gov.uk</p>
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3.1.7 Inclusion	<p>How does the local authority propose to:</p> <ul style="list-style-type: none"> • Remove barriers to achievement and progress for all? • Champion the needs of all pupils, including underperforming groups, vulnerable groups, those at risk of exclusion and 'hard to reach' pupils and families? • Address issues of social exclusion? • Address challenges of behaviour, attendance and truancy? • Provide opportunities for all, including the gifted and talented? • How will BSF investment assist? 	Strategy for Change guidance for local authorities
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<p>3.1.8 SEN</p>	<ul style="list-style-type: none"> • How will the local authority maximise the opportunity for learning and participation for children with SEN? • How will the local authority ensure that children with SEN reach their full potential and make progress that is measurable against agreed personalised targets? • How will the local authority demonstrate through its readiness to deliver how the role of ICT will support the delivery of an individualised curriculum which meets an increasing diverse range of needs? • How will BSF investment assist? <p>Local authority plans should include opportunities to enhance and individualise provision via structured and organisational change, for example, through co-location and joint governance arrangements. The plans should also ensure a better match of provision to need increasing the expertise of mainstream and special schools to meet a more diverse range of needs.</p>	<p>Strategy for Change guidance for local authorities</p>
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<p>3.1.9 Leadership and Change management</p>	<ul style="list-style-type: none"> • What change management strategy is in place and will be developed to provide the necessary leadership and management of the changes proposed in the local authority's BSF strategy? • Do change management plans include (but not focus exclusively on) continuing professional development (CPD) and Workforce Reform in schools? • Do change management plans look beyond the relatively short term change management challenge of BSF design, procurement and construction? • How will the local authority ensure robust plans are put in place for sustainable leadership both across the authority and within schools? Does the local authority explain the leadership models it envisages? Do the plans extend to developing system leadership? Leadership at all levels? • Do change management plans include plans for capacity-building (within the local authority and schools) for long-term sustainable change. • Do change management plans include plans for developing the strategic role of school governance? • Do change management plans include plans for student leadership, student voice and students as agents for change? 	<p>Strategy for Change guidance for local authorities</p> <p>School Strategy for Change guidance</p> <p>Change management plans within Strategy for Change</p>
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	<ul style="list-style-type: none"> • Do change management plans take into account the needs of non – school based staff such as those from other children’s services, leisure, library and museum professionals in order to facilitate an effective multi – agency approach to education delivery. • How will BSF investment assist? 	
3.1.10 ICT	<ul style="list-style-type: none"> • What is the headline strategic vision for ICT and how will it be managed and delivered? • Does the local authority explain how ICT will enable significant improvements to: <ul style="list-style-type: none"> - school leadership, management and administration; - the curriculum, teaching and learning (including access to learning resources) - inter-agency working, team around the child and ECM? • How will BSF investment assist in realising this vision for ICT and new technologies? 	ICT Guidance
3.1.11 Sustainable Schools	<ul style="list-style-type: none"> • How will the local authority promote sustainable behaviours among schools and their communities and create opportunities for education about sustainable development? • What are the local authority plans to reduce energy used and obtain required energy from sustainable sources? 	DCSF Guidance on sustainable schools. Teachernet.gov.uk/sustainable schools

3.1.12 KPIs	<ul style="list-style-type: none"> • What are the local authority's headline educational KPIs and targets for the BSF programme? • Have the KPIs and targets been derived from the principal objectives of the local authority's BSF vision and strategy? • Are they sufficiently aspirational and challenging ('stretch targets'), and do they represent the added value potential of BSF investment? • Are they long-term (at least three years after BSF)? • Do they focus on outcomes / impact, rather than provision (input)? • Does the local authority explain how progress towards these KPIs will be monitored, reviewed and evaluated; and what action will be taken as a result? 	Guidance on Strategy for Change KPIs and Collective Partnership Targets
<p>Section 3.1 submission: <i>Maximum 8 pages</i></p>		

3.2 Deliverability

Section overview: The local authority understands the key tasks required to deliver transformation.

Section priorities: The local authority is able to demonstrate it has the processes and strategy in place to deliver the BSF programme.

Further guidance (for the entire section):

- Strategy for Change guidance for local authorities.

Core criteria	Areas for assessment	Suggested further guidance
3.2.1 Pupil Place Planning It will be expected that Pupil Place Planning Projections are agreed by PfS before the Remit meeting.	An overview of the pupil place requirements for 11-16,16-19 and SEN and planning projections, based on demonstrably robust demographic projections. What is the effect of these projections on planned school organisation?	Strategy for Change guidance for local authorities Step-by-Step Guidance to Pupil Place Planning

<p>3.2.2 Estate Planning</p>	<ul style="list-style-type: none"> • What are the local authority's key Asset Management Plan (AMP) priorities in respect of: <ul style="list-style-type: none"> - School number and location, - School size, - Sites, - Anticipated costs? • What is the local authority's rationale for its prioritisation of schools and how it relates to FE? • Has the local authority identified any potential land disposals or changes of use that will require section 77 or s106 approval? If so, what steps have already been taken or are planned to address this? • Has the Local Authority identified any potential interface issues with existing PFI or ICT contracts which may impact on the BSF programme. What steps have been undertaken or planned to manage the risk? • What feasibility work has the local authority already undertaken on, or planned for, its proposed sample school and other sites? • What is the local authority's rationale for any estate proposals relating to sport and culture? Do they fit with existing facilities and reflect community need ? 	<p>Strategy for Change guidance for local authorities</p> <p>OBC Guidance</p>
<p>3.2.3 Sustainability</p>	<ul style="list-style-type: none"> • How does the local authority intend to achieve 60% reduction in carbon across its school estate. 	<p>DCSF Sustainable Schools Strategy</p> <p>www.teachernet.gov.uk/sustainableschools/</p>

<p>3.2.4 Consultation and communication.</p> <p>It will be expected that as a minimum informal public consultation will have been undertaken prior to the Remit meeting. An up-to-date “Playing Fields Strategy” should be completed prior to the Remit meeting.</p>	<ul style="list-style-type: none"> • What existing and future consultations are planned (statutory or otherwise)? • Is a Communications plan already in place? If not, when will it be? • What evidence does the authority have of initial stakeholder support for its initial BSF proposals, including contact details of those consulted? • How will the local authority establish and support the PE / Sport and Culture stakeholder groups that are a requirement of entry to the programme? <p>Local authorities should be specific about the level of consultation undertaken with schools, parents and the local community. If statutory consultations will be required for any planned school reorganisation it is critical that the stage reached and its possible impact on the BSF timescale is clearly set out.</p>	<p>PE & Sport route map and stakeholder group guidance – on PfS website</p> <p>Culture stakeholder group guidance and resources– on PfS website</p> <p>Sport England Active People and Active Places</p> <p>DCSF School Organisation guidance</p> <p>PfS consultation and communication guidance (available from March 2009)</p>
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<p>3.2.5 Project Planning</p> <p>A completed PID document should be completed prior to the Remit meeting.</p>	<ul style="list-style-type: none"> • How will the local authority undertake project planning and what tools will be used? • Has the local authority identified the risks that affect delivery of its BSF proposals including, but not restricted to, the following: <ul style="list-style-type: none"> - Site identification and acquisition. - Plans for dealing with commercial documentation. - Educational aspects (see Strategy for Change competence above). - Stakeholder issues, re: the potential use of PFI, and school prioritisation, etc. - School organisation arrangements (e.g. moving from three to two tier). - Affordability. - Interface issues and risks with existing PFI contracts. - School engagement with the concept of, and commitment to, an ICT Managed Service. - Expectation of liaison with other public services and private or third sector providers. • Are these formulated into a risk register? • What workstreams have been identified to ensure the delivery of the BSF programme, from pre-procurement through to operation? These should include PE / Sport and Culture and sustainable schools. • To what extent are headteachers and governors represented within these workstreams? 	<p>Project Planning (and Project Initiation Document) Guidance</p>
<p>Section 3.2 submission: <i>Maximum 6 pages</i></p>		

3.3 Investment Strategy

Section overview: The local authority has considered the overall potential for investment BSF provides.

Section priorities: The local authority can provide evidence that there is a commitment from the Council and Stakeholders to the investment strategy.

Further guidance (for the entire section):

- Strategy for Change guidance for local authorities.
- PfS website: publications/BSF guidance.

Core criteria	Areas for assessment	Suggested further guidance
<p>3.3.1 Council Commitment</p> <p>Any alternatives to the LEP must be agreed before the Remit meeting.</p>	<p>Written commitment from the Leader of the Council and Chief Executive that the local authority:</p> <ul style="list-style-type: none"> • Will accept DCSF's and PfS's decision on the appropriateness of funding arrangements, including that new build schools will predominantly be PFI and refurbishment will be through conventional capital funding. • Understands that the default model is the Local Education Partnership (LEP), unless otherwise agreed with DCSF and PfS, and will seek to follow the LEP and only propose an appropriate alternative when it offers better VFM. • Is willing to procure an area-wide ICT managed service and to work with schools to secure their full participation in this service. • Is willing to accept PfS standard form. • Has considered the implication of FM for schools including non PFI schools. • Has identified existing contractual arrangements that might impact on BSF procurement including what steps will be taken to address these (e.g. existing PFI, ICT or FM contracts or framework arrangements). 	<p>Introductory Guide to BSF</p> <p>OBC Guidance</p> <p>ICT Guidance</p> <p>Economics of the LEP</p> <p>Commercial Guidance</p> <p>LEP practitioner notes</p>

Section 3.3 submission: *Maximum 1 page*

3.4 Affordability

Section overview: The local authority has considered affordability of its BSF estate.

Section priorities: The local authority can demonstrate early thinking on the relationship between its investment proposals and indicative funding.

Further guidance (for the entire section):

- Strategy for Change guidance for local authorities.
- PfS website: publications/BSF guidance.

Core criteria	Areas for assessment	Suggested further guidance
3.4.1 Balanced investment proposals	Has the local authority considered the relationship between its indicative funding and its BSF investment proposals (new build: remodel: refurbishment) and concluded that the proposals are affordable? Is money going to be drawn in from other sources?	Funding Guidance
3.4.2 Funding	Can the local authority provide clear evidence supporting the affordability of their project?	ICT Guidance

Section 3.4 submission: *Maximum 1 page*

3.5 Resources and Capability

Section overview: The local authority has identified adequate resources to implement the programme, including governance arrangements and a strong project team. A network of support is available to the project drawn from both the local authority's own and external advisers. In particular, the local authority has identified its advisory support requirements and is prepared to appoint legal, financial, technical, educational, design, and ICT advisers.

Section priorities: The local authority can demonstrate that they will adequately resource the project.

Further guidance (for the entire section):

- 4ps Guidance on Project Governance and Management Structure.
- Expert Client Programme.
- PfS website: publications/BSF guidance.

Core criteria	Areas for assessment	Suggested further guidance
<p>3.5.1 Governance</p> <p>A Project Board should be in place by the Remit meeting</p>	<ul style="list-style-type: none"> • What are the arrangements for member engagement in the project? • Has the local authority signed and submitted the Memorandum of Understanding to PfS? • Has a suitably senior officer (i.e. the Chief Executive) been identified as Project Sponsor for the local authority's BSF programme? • When will the Project Board be established and become fully operational? 	<p>Project Planning (and Project Initiation Document) Guidance</p>
<p>3.5.2 Financial Commitment</p>	<ul style="list-style-type: none"> • Has the local authority identified a suitable level of financial resources to fund delivery of, at least, the pre-procurement phase, including external advisory support? What is the breakdown of funding for internal/external resourcing? • Has the local authority identified funding to support chance management, the third sector and schools' engagement in BSF? <p>Local authorities are expected to commit around 3% equivalent of the total capex value of a BSF project. This figure is indicative, covers both in teams and external consultancy support which may be needed, to give a sense of scale</p>	

	<p>before the actual requirement is determined through the planning process. The actual figure will be tailored to the individual circumstances of the project and the local authority and so clearly can vary considerably.</p>	
<p>3.5.3 Project Team and Support</p>	<ul style="list-style-type: none"> • Has the local authority undertaken a skills audit? If not, when is this planned to take place? • What steps are in train to recruit and establish a fully resourced Project Team? This should include a full time Project Director, Education and ICT leads, legal, financial and technical support together with plans for the leadership of PE & Sport and Culture. • Has a Design Champion been appointed? If not, when will this happen? • What steps has the local authority taken to appoint suitable advisers? If this has yet to take place, when does it plan to do so? Which forms of support (e.g. financial, legal, technical, educational, ICT, etc.) will be sought? It will be expected that the local authority has appointed advisers before the Remit meeting. • Does the local authority have existing corporate procurement capacity that it proposes to use to assist the delivery of BSF? If so, how will this interface with the BSF Project Team? • What community/leisure delivery expertise is available within the project team? 	
<p>3.5.4 Corporate Strategy</p>	<ul style="list-style-type: none"> • Will the local authority integrate BSF with other projects, such as the Primary Capital Programme? If so, how? • What experience does the local authority have of delivering other strategic projects such as those resulting from regeneration, 	

	culture, arts, libraries or leisure and what lessons have been learned from those processes?	
Section 3.5 submission: <i>Maximum 4 pages</i>		

3.6 Benefits Realisation

Section overview: Has the local authority considered the true value of the BSF investment?

Section priorities: Can the local authority demonstrate early thinking concerning the benefits the private sector can bring?

Further guidance (for the entire section):

Core criteria	Areas for assessment	Suggested further guidance
3.6.1 Working with the Private and Third Sector	<ul style="list-style-type: none"> Has the local authority considered and estimated the value the programme will bring to the local area, including regeneration, community employment, opportunities for co-location, commissioning of private and third sector partners, training and capacity building? 	Economics of the LEP
	<ul style="list-style-type: none"> What value will the LEP bring to the work of the council, for example, in building procurement capacity, offering opportunities for integrating wider council services into BSF, and delivering other corporate priorities? Have the council started thinking about how the LEP and PFI contracts will be managed once the contract is signed? 	LEP practitioner notes. FBC guidance Operational Guidance note 2 – project transition guidance.
3.6.2 joining up within the local authority.	<ul style="list-style-type: none"> Has the local authority considered how the BSF investment could improve other areas of public services such as leisure and greenspace? Has the local authority considered the demand that the BSF investment will place on other services such as transport and waste? 	
3.6.3 Quality of Place.	<ul style="list-style-type: none"> Does the local authority have a clear commitment to creating high quality environments that support all the ambitions for improvement associated with BSF? 	

Section 3.6 submission: *Maximum 1 page*

3.7 Additional criteria for joint local authority projects

Section overview: Effective joint local authority governance/decision-making and partnership arrangements have been established

Section priorities: Can the local authorities demonstrate a strategic approach to their partnering arrangement?

Further guidance (for the entire section):

- 4ps note on suggested criteria for successful joint working.

Core criteria	Areas for assessment	Suggested further guidance
3.7.1 Strategic Planning	<ul style="list-style-type: none"> • How will a coherent transformational vision be developed for each partner? • What are the governance and project management arrangements for the joint local authority programme? • What are the proposed funding arrangements to meet the costs of delivering the joint BSF programmes? • Have the local authorities undertaken a joint review of the risks associated with delivering the programme, in particular those arising from its joint structure? • What are the arrangements for the procurement of a LEP (i.e. one partner taking the lead?) • Who will invest in the LEP? 	Lessons learned/case studies

Section 3.7 submission: *Maximum 2 pages*

4. Supplementary programme information requirements

The following information is requested for all projects and should be submitted as annexes to this RTD submission:

Programme aspect	Objective	Detailed requirements
School chart	A chart to show each school in the local authority in this wave of BSF investment to give an overview of the extent of transformation from pre to post investment.	<p>The characteristics and profile of the school now and how that is likely to change after BSF capital investment :</p> <ul style="list-style-type: none"> • Numbers on roll and school capacity. • School DCSF number. • Current achievement data (including 5 plus GCSE A – C inc English and Maths) and future targets for 3 years post-BSF. • Key Stage 2-3, 3-4 and 2-4 CVA and future targets. • Current Ofsted (or equivalent locally determined) categorisations SIP grading or National Challenge status. • The schools' present and future governance arrangements, including whether there are plans to expand, federate or close the school, open as an Academy, enter into Trust arrangements, open a sixth form, or develop a new school. • First and second subject specialisms, and Diploma features. • Planned provision for extended schools over and above the core offer (highlighting provision). • The social and economic profile of the community served by the school. • Engagement in national initiatives such as Artsmark, Arts awards, Sportsmark etc. • Present governance arrangements and what is expected to be in place after BSF except where this will be determined by competition. <p>The local authority must discuss with</p>

		the local LSC how best to reflect the characteristics of local FE provision and its role in delivering the 14-19 entitlement.
Spatial plan at 1:10,000 for urban LAs. 1:50,000 for suburban LAs and 1:80,000 for rural LAs	To help local authorities link public facilities and provide adequate access for all communities. Should relate to local development framework. This should be a plan of existing provision which will be developed further during the BSF Programme.	<ul style="list-style-type: none"> • Location of schools • Location of 14-19 diploma network • Sports and cultural facilities • Greenspaces and play areas. • Other public services.
Project Scope	Projects should be circa £80m capex. PfS will issue a Funding Allocation Model populated with the schools and pupil number information from the top priority (or follow-on) project in your EOI submission. This will give an indicative funding envelope and allow local authorities to test their proposals. Local authorities should capture the improvements required to the school estate to deliver their local Strategy for Change.	Local authorities should resubmit the information in the scope proforma from their EOI submission.
Planning, procurement and construction programme.	To help local authorities plan their work and resources, and for PfS and DCSF to determine when they will be ready to begin construction of their first school.	<ul style="list-style-type: none"> • Local authorities should populate the proforma with completion dates for each activity. • Local authorities within Waves 1-6 should provide procurement and construction timelines and should include schools within their proposed Wave 7 onwards. • Local authorities which are undertaking their first BSF project should provide planning, procurement and construction timelines.
National Challenge	To address how the issues relating to National Challenge schools will be addressed within BSF.	<ul style="list-style-type: none"> • A summary of the National Challenge action plan.
Memorandum of Understanding.	To agree the roles and responsibilities of PfS and the local authority.	<ul style="list-style-type: none"> • A signed letter.

5. Local authority submissions

5.1 Submission arrangements

All the local authorities will be required to make a submission to PfS to demonstrate their preparedness to deliver. Local authorities should decide when they wish to be considered for entry, after assessing their own readiness to deliver. Where authorities are not ready to start immediately but anticipate being ready within the next 3-9 months, they should clearly set out their progress to date, when they think they will be ready, and how they propose to get to the required standard. It will be taken as a poor sign of preparedness if authorities put forward projects that are evidently not ready and lack a clear timeline to achieve this. Conversely, local authorities which do not put forward projects prematurely will be viewed as adopting a sensible approach. It is likely that the first group of local authorities invited to submit their RTD assessment will reflect the priority order resulting from the recent EOI submissions.

The specific details of how many local authorities will be invited to submit an RTD in the first round and dates will be contained within a separate letter to all the local authorities. All submissions should be made to PfS by the deadline set out in the letter.

The first group of RTD submissions will be assessed and the most ready authorities will be invited to attend an RTD assessment panel to further determine progress and confirm either that they are ready to proceed to the Remit meeting (the formal commencement of the BSF programme), or the progress they need make before they will be ready. There may well be more than one RTD assessment panel meeting required depending on progress made.

It is expected that local authorities will be phased in according to their proven readiness to deliver throughout the year. To support this process the RTD assessment panel will meet at set times during the year.

The submission should cover the core criteria in the order identified in this paper. The submissions may be accompanied by a brief covering letter and should not exceed a maximum of 21 pages (not including information on joint projects) plus the supplementary programme information (see section 4). There should be **no** appendices attached to the submission. Guidance on the maximum expected length of the response is included above for each section. Any submissions in excess of pages, excluding the supplementary programme information, will be returned to authorities for revision.

Local authorities should supply the relevant contact details for their BSF project, as appropriate, when they supply written confirmation or evidence, as contact may be required as part of the assessment of preparedness to deliver.

The submissions can be made electronically in Word format.

5.2 The Remit for Change

As part of its normal duties, the Department holds information on the performance of local authorities and schools. This information is in the public domain. It will be used to set local authorities scheduled for BSF investment a 'Remit for Change' – high level, strategic objectives for each authority to meet with the aid of BSF investment.

Children's Services Advisers, with their detailed and in-depth understanding of local circumstances, are also involved in this process. Their knowledge of the local authority's progress and aspirations within the Every Child Matters (ECM) agenda is critical in supporting the transformational nature of BSF. The aim of the remit is to provide local authorities with locally specific objectives and challenges that reflect their circumstances, rather than a set of generic requirements. The DCSF, OSC and PfS will discuss this remit with local authorities at the Remit meeting.

The remit will show where Ministerial and Departmental expectations will be focussed. Its content may include:

- strategic objectives, e.g. school organisation, diversity of provision, providing choice and fair access, removal of surplus places
- targets for school improvement;
- improvements to provision and outcomes as they relate to particular policy areas, e.g. integration of children's services, 14–19, school underperformance, inclusion, SEN, extended schools; and
- delivery capacity and leadership expectations

5.3 How projects will be chosen – a summary

The assessment process for deciding which projects start is set out below:

- Projects will be assessed on their readiness to deliver, as described in this guidance, and will only be allowed to go forward if they have met these criteria;
- Consideration will be given to the balance between projects from local authorities that are new to BSF and from those with projects already in Waves 1-6;
- In the event that more projects are assessed as ready to deliver than can be supported by the available funding for a wave, those projects which are most ready to deliver, relative to others, will be prioritised, also with reference to the balance of new entrants and existing participants in the BSF programme (as described above);
- If fewer projects are assessed as ready to deliver than can be supported by the available funding, a discussion will take place with the local authorities which are assessed as being most close to confirming their readiness to deliver, to agree how their capacity could be improved sufficiently to allow them to enter the programme at an appropriate stage.

5.3 Timetable

The detailed timetable for local authorities will be set out within the letter sent direct to local authorities, as set out above.

5.4 Support arrangements

The Department, PfS and 4ps are providing briefing events for local authorities entering BSF in Waves 7-9, to support the preparation of their submissions (details to follow).

This Readiness to Deliver and Strategy for Change guidance is available on the PfS website (www.partnershipsforschools.org.uk).

Local authorities are also recommended to access the 4ps 'Community of Practice', and their BSF regional networks, to enhance their preparations to engage with BSF. Further details are available from Juliet.manuel@4ps.gov.uk.

Local authorities in earlier Waves

Local authorities already delivering BSF projects in waves 1-6 must concentrate first and foremost on delivering their active project. The Department will only choose second projects in Waves 7 and beyond where the local authority has demonstrated that its first project is progressing well and to schedule, and that taking on a second project would not threaten delivery of the first.

In addition, as noted in section 5.3, inclusion in a particular wave will also depend on the available resources and the need to balance starting off projects from local authorities which are new to BSF with those already active in the programme.

In addition, local authorities in Waves 1-6 will usually be expected to have reached financial close on their Wave 1-6 project in order to commence a subsequent project in Wave 7. Local authorities which do not expect to have reached financial close by this stage, but consider that they have sufficient capacity to start delivering their next project in 2009-10, should still submit proposals including a demonstration of how they propose to have the arrangements in place to deliver.