



partnerships for schools

building schools for the future

This case study focuses on the ongoing support and training provided to assist schools in the Strategy for Change (SfC) process as part of Liverpool's BSF scheme.

It looks at how schools and local authorities should use inspirational locations in which to deliver support and training needed to develop SfC plans.

Key project information

Local authority: Liverpool

School types: 22 secondary schools and five special schools within Wave 6.

Project funding: £350m

Additional funds: £90m is available to all schools to bid for, depending on the Transformational Value of their SfCs

Project timescales: Wave 2 schools to open in 2010; Wave 6 LEP procurement process due to begin in autumn 2009.

Inspirational locations for Physical Education, Sport and Health days: Liverpool

Project description

Liverpool has set up a BSF team which has two main components, Estates and Transformation. The two components work well together and each of the schemes in Wave 6 is allocated a Client Scheme Leader (CSL). It was vitally important that schools were focused from the outset on the impact that BSF would have on learning, rather than the nature of the buildings they would eventually occupy. Consequently, teams have used the term “**Better** schools for the Future” as a tag line.

In the early part of the process, schools in the wave were encouraged to seek advice and guidance from Wave 2 schools and also to attend National College for School Leadership (NCSL) training about the aims of the BSF programme. There were support sessions for schools about how to write SfCs which were school specific and linked to the local authority Strategy for Change (SfC). As the scale of the programme became more apparent, it was decided that the team would need to expand, and two additional CSLs were

appointed, Crucially, the Transformation Team began to take up a more formal structure being led by the Principal Education Officer, together with the Senior Effectiveness Officer for ICT and Global Learning, and a Seconded Senior Leader from Wave 2.

A programme framework has been developed to support schools, particularly within the three areas which have been identified within the local authority SfC as crucial in promoting learning in the 21st century:

ICT

Creativity

Physical Education, Sport and Health.

This support programme has a number of elements: Firstly, there is a direct communication link between the schools and the Transformation Team with continuous feedback from local authority to schools throughout the various iterations of their SfCs. All Wave 6 schools have been asked to nominate a BSF Champion within each establishment.

Secondly, two sample schools have been fast-tracked, both in terms of the building programme and also their

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Transformational Learning Agenda. One will be a complete rebuild, the other a substantial refurbishment and partial rebuild. These two schools are well advanced in the process in comparison to the rest of the wave and are completing the Curriculum Analysis and development of Key Learning Space components of the Educational Design brief, some three months ahead of the rest of the Wave. Their experiences will act as a stimulus, guide and roadmap. Thirdly, a detailed Transformational Learning programme for the whole of the 08/09 academic year was developed. This was designed to dovetail with key milestones from SfC to Outline Business Case (OBC).

Real support, not 'death by PowerPoint'

The Support Days were set up with a number of different outcomes in mind. If the training was relating to Transformation, then its delivery must also be of a transformational nature, not run-of-the-mill, death by PowerPoint days that numb and de-motivate. It must present challenge within each of the frameworks that allow, through a coaching and questioning approach, schools and their representatives to reach decisions and programmes of Transformational Learning.

In order for the BSF ethos to pervade and enthuse thinking in schools, two representatives from each school - the BSF Champion and also the key leader relevant to the particular support area - were invited to the events. In this way, a continuous thread of contact is maintained between the local authority and the schools, and at the same time helps the dissemination and engagement of the school population in the BSF pedagogy.

Throughout the year, 10 support days were planned, each one of them held in a venue which was **outside** of a school and **relevant** to the theme. Therefore, the first PE and Sport day was held at the Liverpool Aquatic Centre, and the Visioning to Design session was in a City Learning Centre (CLC). This approach was designed to encourage schools to see learning outside of school venues as an important feature of 21st century learning, both in terms of the venues themselves and also the partnerships they can create. Only one of the 10 support days is allocated a venue in a school.

The ICT support programme is centred around the development of a BSF output specification which details the requirements needed to embed ICT as a ubiquitous utility in all BSF schools. To this end the Senior Effectiveness Officer for ICT and Global Learning has visited all schools in the wave to offer guidance and support in the drafting of the output specification.

Liverpool local authority has developed a relationship with Creative Partnerships Merseyside (CPM). Improving children's creative thinking skills is vital to the transformation of schools across Liverpool. Many of the schools who will work with CPM will also benefit from the broader investment in Building Schools for the Future. Each school will have a creative agent that will be assigned to help adopt new, creative, critical thinking approaches so as to transform learning and teaching.

The approach to the support days can be illustrated with reference to the first **Physical Education, Sport and Health** day held in December 2008 at the Liverpool Aquatic Centre. To support this, and also the wider agenda of Physical Education, Sport and Health, a Sports Stakeholder group was set up in September 2008, comprising two representatives of Merseyside Sports Partnership (MSP), a headteacher from a Liverpool Sports College, the Head of Liverpool Leisure Services Sports Development, the local authority Senior Effectiveness Officer for Physical Education, Sport and Health and a member of the BSF Transformation team. This group represents a Steering/Strategy group and meets monthly. In addition there is an implementation group that meets bi-monthly and has a wider membership.

The theme for the support day was developed as the 4Cs™ approach to Transformation in Physical Education, Sport and Health - the 4cs being:

- C**urriculum;
- C**ommunity;
- C**limate for Learning;
- C**hange Management.

Each of these sessions was allocated to a member of the strategy group to champion and facilitate for the day. The initial sessions were general introductions to the Liverpool approach, followed by four sessions each dealing one aspect of the 4Cs approach. The session leaders were from different parts of the PESSH spectrum.

Curriculum - led by Wave 2 Director of Sport;
 Community - led by Head of Liverpool Leisure Services and a Merseyside Sports Development Officer;
 Climate for Learning - led by BSF Transformation Team;
 Change Management - led by Director, Liverpool Capital of Culture company.

The remit for each session is captured in the following table:

Inspirational locations for Physical Education, Sport and Health days: Liverpool

Aspect	Remit
Curriculum	To highlight the full range of courses which will be on offer to BSF schools and the need to look at a root and branch analysis of the best personalised curriculum for each of the delegates' schools, so as to produce an enriched, extended and enhanced offer to the whole community.
Community	To research each individual school's community. Do you know what/where your local community is? What is available within the community that you can make use of? What will you have available for your local community to make use of? What will you need to do to achieve these links. The locality campus approach. Whose school is it anyway?
Climate for learning	To highlight the need for a personalised learning approach to PESSH provision, which takes into account not only preferred learning styles but also a change in the pedagogy of approaches to learning in Physical education in particular.
Change management	To emphasise that change management is universal and not particular to BSF schools or even schools as a whole. As a result, this session was led by the Director of the Liverpool Capital of Culture company because the Capital of Culture represented an enormous challenge for the entire city which had to be managed.

Additionally, during the lunch period, there were opportunities for delegates to visit the facilities of the Aquatic Centre and also to view and use software and other items of Learning Support relevant to PESSH. An important element of this section of the day was that young children from local primary schools were on hand to demonstrate how these resources could be used, demonstrating the hypothesis that adults are “digital immigrants” and

youngsters are “digital natives” was more than ably demonstrated on several occasions. Having established through this first day that BSF Transformation was firmly in the realms of learning and not facilities and resources, we will then follow this up with a second day dedicated to the implementation of each school's vision for PESSH, which inevitably contain elements of vision into design.

Inspirational locations for Physical Education, Sport and Health days: Liverpool

Top Tips

Key learning points

- There isn't as much time as you think there is!
- Many schools do not appreciate what is happening in their own local community.
- Many schools are to a very large extent inward facing.
- Community organisations do not readily think of schools as resources.
- There is only a veneer of understanding of the massive change management implications of BSF within many schools.

Things to do differently

- Communication is a big problem. Do not rely on a single point of contact to disseminate information. We will have multiple methods of contacting each school.
- The use of an organisation team and its tight coordination is crucial.
- Use the expertise you have.

Key contact

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