



Building schools for the future

partnerships for schools

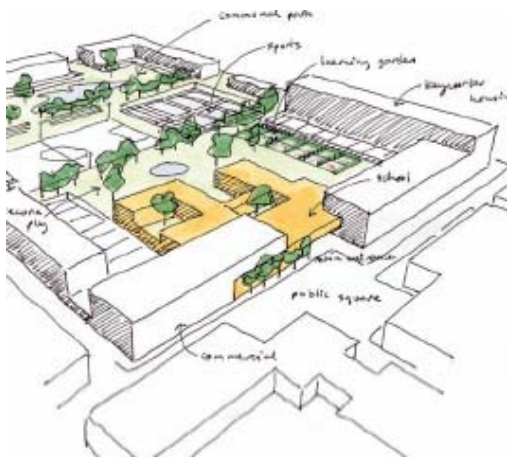


# Kent County Council

## STRATEGIC BUSINESS CASE

**Commercially sensitive information has been removed from this version.**

**June 2006**



Images taken from the Kent Template for a School of the Future

<b>CONTENTS</b>	<b>PAGE</b>
<b>FOREWORD</b>	<b>6</b>
<b>EXECUTIVE SUMMARY</b>	<b>8</b>
<b>SECTION I: BACKGROUND, CORPORATE VISION AND CAPABILITY</b>	<b>19</b>
<b>SECTION II: EDUCATIONAL VISION - “NURTURING AUTONOMOUS AND CREATIVE LEARNERS: THE KENT SECONDARY STRATEGY”</b>	<b>28</b>
<b>SECTION III: ICT VISION – “SHAPING THE FUTURE OF LEARNING IN KENT: AIMING FOR EXCELLENCE IN ICT”</b>	<b>47</b>
<b>SECTION IV: DESIGN STRATEGY</b>	<b>56</b>
<b>SECTION V: STRATEGIC PRIORITISATION OF INVESTMENT</b>	<b>64</b>
<b>SECTION VI: ESTATES STRATEGY</b>	<b>71</b>
<b>SECTION VII: WAVE 3 OPTIONS GENERATION AND APPRAISAL</b>	<b>79</b>
<b>SECTION VIII: STRATEGIC AFFORDABILITY ASSESSMENT</b>	<b>88</b>
<b>SECTION IX: DELIVERY</b>	<b>94</b>
<b>SECTION X: CONSULTATION</b>	<b>110</b>

## FOREWORD

The need to fundamentally re-design our secondary schools has never been greater. Today's learners have inherited yesterday's schools and although the world has changed dramatically, school buildings and organisation have largely stayed the same.

The current secondary school experience is too often an expression of the past. A curriculum model from the 1950's in which children travel from one lesson to another in groups of thirty. A pedagogy from the 19<sup>th</sup> century in which too many students still listen to a teacher and then work in isolation. And learning environments that are too often unfit for purpose, uncomfortable and uninspiring.

We cannot sustain the current model of secondary education without the risk of damaging the life chances of an entire generation, and 'turning them off' learning for life. The 21<sup>st</sup> century learner has never known a world without DVD, interactive TV, games consoles, video-phones, text messaging, and email; where they can communicate with and learn from people from across the world in real time, and where learning and access to information is via the internet as much the text book.

Young people quite rightly expect greater independence and involvement in decision making about their lives and studies. Self-motivated learners have higher expectations and are used to more immediate access to information, feedback and responses. They expect their voices to be heard and their opinions taken account of; and they are accessing on a daily basis more visual, stimulating and interesting ways of learning about the world around them.

We must therefore provide an educational experience that integrates the ways that young people communicate and learn in their everyday life. We must support learners on their own journeys of exploration. And we must also look to discontinue those out-of-date practices that hark back to what it was like to live and work in the 20<sup>th</sup> century and earlier.

In Kent we have developed a vision, "Nurturing Autonomous and Creative Learners: the Kent Secondary Strategy" that will re-invent education for the 21<sup>st</sup> Century. We aim to develop virtual and physical environments in which access to learning can occur anytime / anyplace. Most importantly we aim to provide an education which is relevant to the needs of the contemporary learner as well as to the demands of the current and emerging economy.

We view Building Schools for the Future as a once in a generation opportunity to invest in innovative solutions for future secondary school provision, challenging perceptions of what schools should offer and where they should be located.

We also view Building Schools for the Future as a means of improving the delivery of a much broader range of services for both children and their families. In line with the Children Act and our own successful Community Schools Development Strategy, we know that children learn best when their educational experience extends to incorporate their health, social and emotional needs, as well as those of their families. We also know that investments in education deliver far greater returns when they are combined with, and support other local initiatives to regenerate the wider community and its economy.

Kent's first Building Schools for the Future project will focus on the Gravesham, Swale and Thanet Districts in the north of the county. These Districts are severely deprived and their communities have been blighted through cycles of poverty, low aspiration and low attainment for too long. All three districts have the highest proportions of young people both

not achieving 5 GCSE's at grades A\*-G and not in education, employment, or training in Kent. Investment in secondary educational facilities in these districts is therefore a priority for the Council.

Building Schools for the Future will also support the wider social, environmental and economic regeneration of these areas. This will be achieved through our vision of community learning and through strategic alignment with other key projects, notably Kent's Second Local Public Service Agreement (LPSA2), our Supporting Independence Programme, and other major public infrastructure projects such as NHS LIFT and the Kent Thameside Regeneration Programme.

The objectives of Kent's Building Schools for the Future programme are therefore:

- the **development of flexible, human-scale learning environments**, that are rich in ICT, supportive of our vision of personalised learning and which provide a stage that matches and leads learners' own aspirations;
- the **development of commercial strength, enterprise-scale ICT infrastructures** to support anytime and anyplace learning, the development and use of rich multi-media curriculum content, and a transformation of the business of education through more efficient school management, and improved collaboration and sharing of resources;
- a **re-structuring of schools** to drive and support collaboration through the further development of our own cluster model, Education Improvement Partnerships, federations, academies, all-age schools and the school within a school model;
- **placing schools at the heart of their communities** to further stimulate and support economic and community regeneration whilst meeting the educational, health, social and emotional needs of young people.

We will continue to work with schools, students, government, the local community and with our partners in the voluntary, public and private sectors to deliver these objectives as part of this project.



A handwritten signature in black ink, appearing to read 'Paul Carter'.

**Paul Carter**  
**Leader of Kent County**  
**Council**



A handwritten signature in black ink, appearing to read 'Graham Badman'.

**Graham Badman**  
**Managing Director,**  
**Children, Families and**  
**Education**



A handwritten signature in black ink, appearing to read 'John Simmonds'.

**John Simmonds**  
**Cabinet Member for**  
**Education and School**  
**Improvement**

## **EXECUTIVE SUMMARY**

This Strategic Business Case (SBC), including the Educational Vision, has been prepared to meet the requirements for capital investment in all Kent Secondary Schools, Special Schools and Pupil Referral Units as part of the Building Schools for the Future (BSF) programme.

In line with current guidance that the SBC should “reflect the investment phasing for the Local Authority” this document will focus on the three Districts that are due to be procured through Kent’s first Local Education Partnership (LEP). These are: Gravesham, Thanet and Swale.

## **SECTION I: CONTEXT**

### **1.1 Context of the Local Authority**

In this section we describe the context of Kent County Council (KCC). Kent is the largest local authority in England, serving a population of 1.3 million, distributed across 18 towns and some 400 villages. It is marked by its diversity in both physical and socio-economic terms. It has the largest coastline of any county in England and with that the particular problems of deprivation in coastal communities. The more affluent areas are mostly to be found in the west of the county but deprivation levels remain high in the north and east.

### **1.2 The Social and Economic Context of Gravesham, Thanet and Swale**

In this section we describe the social and economic context of the areas covered by LEP1: Gravesham, Thanet and Swale. These areas were selected to receive BSF investment first because of their high levels of deprivation, low levels of educational attainment and poor quality of secondary school facilities.

### **1.3 Corporate Vision and Policies**

In this section we present KCC’s strategic priorities and explain how the BSF programme will support and enhance them. KCC has a vision of the county as “an exceptional place to live, work and visit”. Excellence in learning, training and skills development is at the heart of this vision and BSF will be a key vehicle for delivering better facilities and improved educational outcomes.

### **1.4 Management and Governance of BSF**

KCC’s strategic vision is underpinned by well-defined strategies for improvement, clear political leadership and robust performance management arrangements, as attested to by our consistently “Excellent” Comprehensive Performance Assessment ratings. KCC also has a demonstrable track record of successfully delivering large-scale public infrastructure projects through Public / Private Partnerships (PPP), the Private Finance Initiative (PFI) and conventional procurement. The programme governance and management structure is based upon industry-wide project management standards (PRINCE2, OGC Successful Delivery Toolkit).

## **SECTION II: EDUCATION VISION: “NURTURING AUTONOMOUS AND CREATIVE LEARNERS: THE KENT SECONDARY STRATEGY – PHASE 2”**

### **2.1 Approval of Kent’s Educational Vision by the Minister of State for Schools**

KCC’s Educational Vision was submitted to the Department for Education and Skills in November 2005 and was agreed by the Minister of State for Schools on 8<sup>th</sup> March 2006. As part of the agreement, the Minister requested that KCC specify in its SBC how selective and non-selective schools would work together to transform educational outcomes as part of the BSF programme.

### **2.2 Response to the Minister of State for Schools**

KCC has considered the Minister of State for Schools’ comments very carefully as part of the process of developing this SBC and in particular as part of the process of working with schools in Gravesham, Thanet and Swale to develop their cluster visions and individual school visions.

The response is provided in full at section 2.2. In summary, we explain that the education service architecture that KCC has developed enables a mixed – economy of schools of different types to work together effectively to transform the educational outcomes for all of the pupils in an area. The building blocks of this service architecture are the cluster and federation models, and the 14-19 planning forums. We detail how these arrangements have enabled the selective schools included within the scope of our first two Outline Business Cases (OBC) to work together effectively with neighbouring non-selective schools.

### **2.3 Nurturing Autonomous and Creative Learners**

Nurturing Autonomous and Creative Learners: the Kent Secondary Strategy provides the vision and rationale for new ways of delivering secondary education in Kent and the core elements of the BSF programme. It details in-school reform that promotes personalised learning in curriculum content and assessment, learning styles and different forms of learning. There is a move away from schools as the sole learning centre or unit of integration and an emphasis on collaboration and distributed leadership.

Nurturing Autonomous and Creative Learners incorporates the KCC policies in relation to: school organisation and diversity, learning/teaching and the curriculum, inclusion, ICT, workforce remodeling and CPD.

### **2.4 Educational Outcomes**

BSF will be a key vehicle for enabling KCC to achieve the five 'Every Child Matters' outcomes in the Children Act as well as the four outcomes in Nurturing Autonomous and Creative Learners.

### **2.5 Delivering the Vision**

KCC has both the capability and capacity to lead and manage the change processes involved in BSF. This stems from both the volume of resource that the largest education authority in the UK is able to allocate to its BSF programme, and from the depth of experience and proven capacity to innovate of its staff.

### **2.6 Educational Challenges in Gravesham, Thanet and Swale**

In section 1.2 we outlined the social and economic context of Gravesham, Thanet and Swale and demonstrated the need for investment in these areas. We noted that these areas were selected to receive BSF investment first because of their high levels of deprivation, low levels of educational attainment and poor quality of secondary school facilities.

In this section we highlight a number of the specific educational challenges that these areas face. It is beyond the scope of this SBC to present a detailed assessment of either the educational challenges facing schools in each cluster or their responses. What follows is therefore a necessarily high-level assessment of the educational challenges that each cluster faces, along with a summary of the clusters' developing strategies for responding to them. More detailed area-wide visions for education will be presented for each cluster in forthcoming OBCs.

## **SECTION III: ICT STRATEGY: "AIMING FOR EXCELLENCE IN ICT: SHAPING THE FUTURE OF LEARNING IN KENT"**

### **3.1 Strategic Context**

In this section we locate ICT within the broader educational vision. Nurturing Autonomous and Creative Learners aims to realise the transformation of the educational experience of our children in the 21<sup>st</sup> century. The process of change in Kent Secondary Schools is already underway. The effective embedding of ICT encourages collaboration and partnership and will raise attainment. BSF offers the opportunity for step change; the design of learning spaces that are fit for purpose in a digital age.

Our BSF proposition has two strands. The first strand aims to present our vision for the use of ICT, and the second outlines the scope of managed ICT services we believe will deliver these aims.

### **3.2 Putting Learners First**

We place the learner firmly at the heart of our vision for ICT in education. The learner will be supported by a managed learning environment (MLE), linked to the school management information system (MIS). This will provide online access to applications, resources and information tailored to the needs of the educator and learner.

### **3.3 Our ICT aims and expectations – six themes**

Our vision for ICT has six core themes. These are:

- **Transformation** – *a new relationship between home and school, teacher and taught.*
- **Attainment** - *raising attainment by exciting, motivating and engaging learners.*
- **Collaboration** – *between agencies and learning partners.*
- **Partnership** – *effective technology, shared journey.*
- **Community** - *Schools organised around the needs of their learning communities.*
- **Inclusion** – *Opportunity for all.*

### **3.4 Managed ICT Services – Scoping our Requirements**

In this section we give a high-level summary of the type of services we anticipate a LEP partner to provide. This section represents a direction of travel and will be further refined for the OBC.

## **SECTION IV DESIGN STRATEGY**

### **4.1 Corporate Policy**

KCC believes that good design enriches our lives by adding environmental, economic, social and cultural value. It results in people working, learning, healing, playing and living better and helps communities to flourish. Good design is a fundamental requirement – never to be considered as a ‘bolt-on extra’. We have made two key strategic investments into promoting the importance of good design. These are the **Kent Design Guide** and the **Kent Template for a School of the Future**.

### **4.2 BSF: High-Level Design Statement**

In this section we present a high-level appraisal of the factors we believe are most pertinent to successful school design. BSF provides a unique opportunity to invest in innovative solutions for future secondary school provision, challenging perceptions of what schools should offer and where they should be located.

### **4.3 The Disability Discrimination Act**

The DDA places a duty on schools and local authorities to plan strategically to increase access to school premises and the curriculum to disabled pupils. This duty includes changes to physical features, as well as the provision of auxiliary aids and providing written material in alternative formats to ensure accessibility. KCC will ensure that these requirements are a core feature of any design proposal taken forward as part of BSF, or any other capital project.

### **4.4 Sustainability**

Sustainable development will ensure a better quality of life, now and for generations to come. The key national and regional policy objectives lie in creating more sustainable development, and making better long-term use of natural resources. Similarly, the DfES requires that all new-build facilities in BSF reach a minimum standard of “very good” in the BREEAM framework.

### **4.5 Process**

KCC is investing significant time and resource into ensuring that the design process is well managed and likely to yield high quality outcomes. A crucial aspect of this has been the requirement to involve schools and their stakeholders in the process. The key steps have included working with schools to develop strong reference schemes and in appointing Client Design Advisors and a CAFE enabler to further augment in-house design capacity.

### **4.6 Developing Strong Clients**

The significant time and resource that KCC is investing to involve schools and their wider communities in the design process is designed to make them stronger and better informed clients. Kent schools are aware that the control schemes submitted for both the Strategic Business Case and the Outline Business Case do not and should not constitute a complete design solution for their school sites. Rather, these schemes demonstrate that certain aspects of the investment strategy are technically and financially achievable within the cost envelope determined, and more importantly represent a significant milestone in considering the physical and ICT implications of their visions for teaching and learning. Ultimately, the responsibility (and the attendant risk and reward) for developing a transformational design solution rests with the prospective LEP partner.

## **SECTION V: STRATEGIC PRIORITISATION OF INVESTMENT**

### **5.1 Structuring the Programme**

KCC is the largest local authority in England. As a consequence it also has the largest BSF programme in terms of the number of schools involved, the projected capital expenditure, the geographical area covered, and the period of time the programme extends over. This scale raises a number of fundamental questions over how best to structure the programme. KCC has determined that the best solution is for the programme to be structured around 3 Local Education Partnerships (LEPs).

### **5.2 Prioritisation of Districts within the Programme**

In line with national policy, the DfES has prioritised Kent's overall programme so that districts with low levels of educational attainment (measured by the percentage of students gaining 5 or more passes at GCSE grades A\*-C) and high levels of deprivation (measured by the percentage of pupils claiming free school meals) receive BSF investment first. There is no deviation from this approach to prioritisation.

### **5.3 Allocation of Districts to LEPs**

In allocating district areas to each LEP, KCC has sought to balance the overall DfES prioritisation with a number of other factors, including geographical contiguity and deal flow.

### **5.4 Prioritisation of Schools within LEP 1**

LEP1 includes 33 schools (including secondary schools, special schools and pupil referral units) and has a total capital value of £477.29 million. Schools within LEP1 have been allocated to 5 delivery streams. Each delivery stream represents a transaction within the LEP and will warrant its own OBC.

### **5.5 Scope of the Wave 3 Project**

In this section we outline the changes that were made to the scope of KCC's wave 3 project following a request from Partnerships for Schools to examine the possibility of an accelerated procurement programme and an expanded wave 3 project.

### **5.6 Prioritising the Wave 3 Project**

KCC has agreed with PfS that the schools in stream 1 of LEP1 will effectively constitute its wave 3 project. In this section we explain how schools have been prioritised within the wave 3 timetable. 12 schools are involved in the Wave 3 project. These are:

- Ifield District Special School
- Northfleet School for Girls
- Northfleet Technology College
- St Johns Roman Catholic Comprehensive
- Thamesview
- The Community College, Whitstable
- Herne Bay High
- Charles Dickens
- St Georges, Thanet
- King Ethelbert
- Dane Court Grammar School

- Portal House Special School.

### **5.7 Prioritisation on the basis of Educational Need.**

Within LEP1 every effort has been made to prioritise schools so that those with the lowest levels of educational attainment receive investment first. To this extent, every school in streams 1 & 2 has significantly lower levels of educational attainment (as measured by the percentage of pupils gaining 5 GCSE passes at grades A\*-C) than the Kent average.

### **5.8 Profile of New Build, Refurbishment, and Refresh in LEP1**

KCC fully accepts the requirement to keep as far as possible within the overall national funding assumptions made about the percentage of new-build, refurbishment and refresh within the programme. KCC has therefore made every effort to keep within the 50% new build, 35% refurbishment, and 15% refresh assumption across LEP1.

### **5.9 Planning future waves / OBCs**

In this section we outline the approach taken to planning investment in future waves / OBCs. As a consequence of the decision to plan at the strategic (LEP) level as opposed to the individual project level, KCC has already gone some way to planning the profile of investment in subsequent waves.

## **SECTION VI: ESTATES STRATEGY**

### **6.1 Asset Management Plan**

In this section we describe KCC's approach to asset management planning in the context of BSF. The asset management planning process is used to enable the provision of a strategic and co-ordinated approach to the use of capital funds, which will deliver to the areas of the greatest need. In line with this, the Authority has taken a positive decision to pursue the BSF route to address the needs of its secondary schools and to direct modernisation funding towards providing fit for purpose primary schools. Given the length of the delivery of the BSF process in Kent it is also necessary to direct modernisation funding to those secondary schools which do not feature until later years in the programme to target pressing condition and suitability issues.

### **6.2 Hard and Soft Facilities Management (FM) Provision**

In this section we describe the current hard and soft FM provision to Kent schools. Briefly, we distinguish between schools involved in existing PFI schemes and those which are not. We then detail the existing service contracts to both.

### **6.3 Co-location of Schools**

Co-location of schools, whether of the same type or of different types and phases, can bring significant spatial and capital efficiencies, especially in areas where land is scarce or expensive. We anticipate one co-location in the wave 3 project: the co-location of Portal House Special School on the same site as King Ethelbert Secondary School.

### **6.4 Pupil Place Requirements**

In this section we outline the pupil place requirements for the authority on the whole, for the LEP1 area in total, and for the individual districts involved in LEP1. We predict an overall surplus of 1,323 places for the LEP1 area by 2010/11. This surplus capacity has been

incorporated within our approach to phasing schools within LEP1. We also outline the approach to managing blight.

## **SECTION VII: WAVE 3 OPTIONS GENERATION AND APPRAISAL**

### **7.1 The Overall Process**

In developing the overall estates strategy KCC has followed and developed the process outlined in the PFS SBC Guidance Annex A “Process Map”. Using this as a backdrop both existing accommodation standards and future accommodation requirements have been reviewed and the gap between the two identified leading to the framework for an estate solution to be developed. This data was then reviewed in the light of the overarching educational vision to provide a context within which options could be generated.

### **7.2 Option Assessment Procedure**

- A high-level option appraisal for each school in wave 3 / OBC1 was carried out in line with national guidance. The assessment procedure developed for the schools consisted of identifying the redevelopment option that represented the best value for money option, considered against a set of qualitative and quantitative criteria; and prioritising the investment need and selection of procurement method for each school. The specific processes used for generating and assessing options for schools in described in full.

### **7.3 Overall Option Assessment**

- Feasibility studies for each school were carried out to determine the most economically advantageous whole-life cost of each option. A net present cost (“NPC”) was calculated for each option based on a 27-year period (2 years redevelopment, 25 years operation) at HM Treasury’s discount rate of 3.5%. Redevelopment options considered for each of the schools were:
  - Option 1 – Do nothing;
  - Option 2 – Do minimum (backlog maintenance works);
  - Option 3 – Rebuild, refurbish and refresh existing accommodation where possible; and
  - Option 4 – Maximum new build solution and demolition of existing accommodation (retaining recently built estate)

### **7.4 Evaluation Criteria**

In this section we describe the evaluation criteria that was developed to assess options. In developing its assessment procedure KCC ensured that the evaluation criteria were founded in the BSF guidance and supported the vision for learning set out in Nurturing Autonomous and Creative Learners: the Kent Secondary Strategy.

-

### **7.5 Preferred Redevelopment Options**

In this section we list the preferred redevelopment options for the schools in the wave 3 / OBC1 project. KCC is satisfied that the mix redevelopment options supports the delivery of our educational vision and corporate objectives, and can be developed and delivered within the agreed funding envelope.

### **7.6 Minimising decant**

One of the fundamental criteria utilised when developing the various options for each schools was to seek to minimise disruption to students which particularly meant Minimising

disruption. This has been achieved in the vast majority of cases whereby very little temporary accommodation or multiple decanting is envisaged in the Control Option.

## **7.7 Using BB98 and BB77**

KCC recognises the design guidance that BB98 and BB77 provide.

## **SECTION VIII: STRATEGIC AFFORDABILITY ASSESSMENT**

### **8.1 Funding Allocation Model (FAM)**

KCC has undertaken an initial affordability assessment for SBC purposes. Our assessment is in line with Partnerships for Schools guidance and confirms that the scheme is affordable to the Council in terms of proposed capital expenditure and the associated capital funding available (both from DfES and any internal council funding identified). For the purposes of the financial assessment, we have made cost assumptions for all the schools (across the 5 streams) proposed to be covered in LEP 1.

A FAM has been produced, based on PfS guidance, which has been reviewed by KCC and its financial and technical advisors.

### **8.2 KCC Investment in the LEP**

KCC is aware of the requirement to subscribe a 10% investment in the LEP. The Council fully supports the need to invest in the working capital of the LEP and is considering whether it wishes to subscribe project equity.

### **8.3 Affordability Summary**

As part of the process of reviewing this SBC Cabinet Members and the County's S151 officer have given their approval in principle to the initial affordability position.

### **8.4 Other Sources of Funding**

BSF funding is only available to meet the DfES area guidelines for schools (in BB98 and BB77). Joint use of facilities will be an important step towards achieving the Extended Use Strategy, but for the full potential of Extended Schools to be realised, other sources of funding may need to be tapped.

The Council will continue to explore the opportunities for obtaining additional funding. This will include discussions with other agencies, such as the LSC, ODPM and the PCT, as well as discussions within the Council to join up bidding for other government initiatives where appropriate with the Kent BSF programme e.g. Children Services PFI Credits.

## **SECTION IX: DELIVERY**

### **9.1 Procurement Strategy**

In this section we outline the KCC procurement strategy. We focus on the three LEP approach which splits the Kent programme into three deals of approximately £500 - £700million. This strategy achieves the best fit between total project value per LEP, geographical coherence and continuity of workflow. LEP packages of this size still represent a larger BSF project offer than most currently in procurement. On this basis, the Authority

believes that 3 LEPs is an attractive offer to the market and will stimulate a healthy level of competition.

## **9.2 Rationale for Multi-LEP Structure**

In this section we explain the rationale behind the multi-LEP structure in detail. The argument is structured around 11 key areas. These are:

- market capacity;
- contestability;
- alternative delivery options;
- changing requirements;
- maximising efficiencies;
- stakeholder engagement;
- procurement time and costs;
- driving efficiencies;
- LEP interfaces;
- LEP management; and
- Reactions from the market to a multi-LEP approach.

## **9.3 Sample Schemes**

In this section we present KCC's approach to developing sample schemes. Following discussion with PfS, KCC intends to develop five sample schemes. This has been agreed with PfS and the DfES and is in line with the higher risk / reward ratio that the Kent BSF programme presents to bidders.

## **9.5 Procurement and the LEP**

In this section we outline the LEP model in more detail and the benefits of using this procurement model. In summary the key features are:

- Creating a strong permanent local business focused on delivering the aims of the Kent BSF programme
- Creating a transparent long term public-private partnership around a large volume of work
- Creation of a unified single point structure for integrated supply chain management, with the ability to supply all BSF services under one umbrella.

## **9.6 Managing the Process**

This section identifies the split between conventional D&B and PFI procurement as anticipated within OBC1. This was based on the options appraisal undertaken in Section VII

## **9.7 Soft Market Testing Strategy**

KCC is aware of the importance of soft market testing not only to test assumptions but also to raise market awareness of the Kent BSF programme. This section sets out in detail KCC's soft market testing strategy and the initial feedback from soft market soundings. In summary the strategy focuses around three stages:

- Initial testing of key concepts
- Increasing market awareness

- Stimulating the market pre OJEU

### **9.8 Procurement Process**

KCC has prepared an indicative procurement timetable following discussion and agreement with pfs. The Kent BSF programme will fall under the new competitive dialogue procurement procedure.

### **9.9 Status of Project Initiation Document**

A Project Initiation Document (PID) has been produced in accordance with pfs guidance and current best practice and has been approved by pfs. This document continues to develop as the project progresses.

### **9.10 Budget and resource approvals**

This section outlines the development budget that has been identified to deliver LEP1. KCC's full Council has formally approved BSF project development expenditure.

### **9.12 Project Governance, management structures, roles and responsibilities**

KCC has a demonstrable track record of successfully delivering large-scale public infrastructure projects through Public / Private Partnerships (PPP), the Private Finance Initiative (PFI) and conventional procurement. The programme governance and management structure is based upon industry-wide project management standards (PRINCE2, OGC Successful Delivery Toolkit). This section sets out the organisation structure, roles and responsibilities for the day to day delivery of the Kent BSF programme.

KCC has reviewed capacity within the Project Team and has sought to strengthen resources where required. To support the internal project team a range of external advisors have been appointed as follows:

- Nabarro Nathanson – Legal Advisors
- Gleeds - Technical Advisors
- KPMG – Financial Advisors
- KPMG - Strategic Advisors

### **9.13 Risk**

KCC has identified two broad categories of risk, standard risk common for all BSF projects and project specific risks unique to individual projects. Risks have been allocated to the party best placed to manage the risk. A risk owner has been allocated to all risks who is responsible for monitoring and taking risk mitigation measures.

## **SECTION X: CONSULTATION**

### **10.1 Engagement with stakeholders**

Kent has a strong track record, based on well-established policies and practices of communicating openly and effectively with its stakeholders in design and deliver of quality public services. Kent has conducted a full stakeholder analysis in relation to the Kent BSF programme. This sections outlines the main mechanisms that have been implemented to ensure effective communication with a wide range of stakeholders through the introduction of a local partnership board as well as strategies for consulting with students and teachers. Kent has invested substantially in resources to drive through transformation in Secondary

Schools and has established a Secondary Transformation Team to oversee the implementation of the secondary strategy across the county.

KCC will be the Planning Authority for the Kent BSF programme and planners at both county and district level have been consulted as part of the option appraisal process.

## **SECTION I - CONTEXT**

### **1.1 Context of Local Authority**

KCC is the largest local authority in England, serving a population of 1.3 million, distributed across 18 towns and 400 villages. There are 307,700 children aged 0-17 in the KCC area – more than the entire population of Coventry, Leicester or the Medway Towns. The county is also in the unique position of being the gateway to mainland Europe. It is marked by its diversity in both physical and socio-economic terms. It has the largest coastline of any county in England and with that the particular problems of deprivation in coastal communities. The more affluent areas are mostly to be found in the west of the county but deprivation levels remain high in the north and east. Tonbridge & Malling District is ranked 304<sup>th</sup> out of 354 Districts in England for deprivation. Thanet is ranked 85<sup>th</sup> most deprived District in the country and has the two most deprived wards in the GOSE region. Ethnically, the county has a predominantly white population but Gravesham has one of the largest Sikh communities in the whole of the country.

To illustrate the social and economic diversity, in Thanet, nearly 1 in 3 households do not have access to a car, compared to less than 1 in 7 households in Sevenoaks. The percentage of the 16-64 population claiming Income Support in Swale is 12% higher than the national average and double the percentage in Sevenoaks. The percentage of the 25-49 year old population with no qualifications and not in employment, education and training in Gravesham is double the percentage in Sevenoaks.

Although overall unemployment rates are low across Kent, this hides the fact that much of Kent has a low wage/low skill economy. In the more affluent parts of West Kent, many of the working residents are employed in London. In general, Kent has low employment growth, low household income and high deprivation compared to the rest of the South East.

The impact of deprivation and economic depression on communities is well documented. Children living in poverty have low achievement levels and schools serving disadvantaged areas strive to raise standards in very challenging circumstances. Adults suffer too: in the poorest areas long-term deprivation has left the adult population severely lacking in the skills necessary to achieve the economic success to support stable families. These circumstances can lead to cycles of deprivation where poverty becomes endemic and entire communities are in danger of falling prey to a culture of low expectation and low achievement.

Much of the responsibility for breaking these cycles of deprivation lies with the CFE Directorate. Together with sustainable economic development, education can provide the catalyst to lift children and families from poverty and inspire them to become confident, self reliant, healthy, collaborative and responsible citizens who are both economically active and able to participate in a democratic society. BSF will act as the focal point of the authority's efforts to transform these communities.

### **1.2 The Social and Economic Context of Gravesham, Thanet and Swale**

Kent's first BSF project will focus on the Gravesham, Swale and Thanet Districts in the north of the county. These areas were selected to receive BSF investment first because of their high levels of deprivation, low levels of educational attainment and poor quality of secondary school facilities.

The impact of deprivation and economic depression on communities is well documented. Children living in poverty have low achievement levels and schools serving disadvantaged areas strive to raise standards in very challenging circumstances. Adults suffer too: in the poorest areas long-term deprivation has left the adult population severely lacking in the skills necessary to achieve the economic success to support stable families. These circumstances can lead to cycles of deprivation where poverty becomes endemic and entire communities are in danger of falling prey to a culture of low expectation and low achievement.

The following indicators demonstrate the need for investment in these areas.

### Indices of Multiple Deprivation

The Indices of Deprivation 2004 (ID 2004) are measures of deprivation for every Super Output Area and local authority area in England. ID 2004 combines a number of indicators across seven domains (Income, Employment, Health deprivation and disability, Education, skills and training deprivation, Barriers to Housing and Services, Living Environment deprivation and Crime) into a single deprivation score and rank for each area.

<b>Indices of Multiple Deprivation: Gravesham, Thanet, Swale</b>	
Gravesham	17.53
Thanet	27.28
Swale	22.84
Kent	14.69

The table shows that Gravesham, Thanet and Swale all have higher IMD scores than the Kent average. Thanet's IMD is almost twice the rate of the Kent average.

### School leavers with low educational attainment

(The data that is most pertinent to this group is the number of school leavers not achieving 5 GCSEs at grades A\* to G and the number of 16 to 18-year-olds who are not in education, employment or training (NEET).

<b>School Leavers with low educational attainment: Gravesham, Thanet, Swale.</b>				
	Number of Year 11s not achieving 5 GCSEs A*-G	% not achieving 5 GCSEs A* to G (summer 2004)	Number of 16 to 18 year olds NEET	% 16 to 18 year olds NEET (April 2005)
Gravesham	61	4.55	254	6.90
Thanet	148	9.34	342	7.21
Swale	173	16.46	368	6.90
Kent	1,061	6.56	2567	5.15
GOSE	9,823	10.8	n/a	n/a
England & Wales	85,593	13.3	n/a	n/a

The table demonstrates that both Swale and Thanet have lower educational attainment than the Kent average. In Swale the percentage of young people not achieving GCSEs at grade A\*-G is more than double the Kent average. Low education attainment leaves people without the necessary skills and qualifications to achieve the economic success required to support stable families. Improving educational attainment is a key strategic priority for the Council. The BSF investment will play a crucial role in raising educational attainment by providing educational facilities and services that are more engaging and relevant to 21<sup>st</sup> century learners and their communities.

### Young people in care or leaving care

(The relevant indicators for this group are the figures which show the number of looked-after children in Kent provided by KCC's Social Services Directorate, and the number of care leavers aged 16 or over linked to KCC's 16 Plus team.)

Young people in or leaving care: Gravesham, Thanet Swale					
	KCC placed	Other LA placed	Unaccompanied Asylum Seeking Children	Total	Total pre 1000 pop
Gravesham	60	80	10	155	6.7
Thanet	260	320	30	610	21.2
Swale	125	195	10	330	10.8
Kent	1065	1270	155	2,485	8.1
GOSE	n/a	n/a	n/a	7,510	4.2
England & UK	N/a	n/a	n/a	61,000	5.5

The table supports the argument that Kent is a locality that experiences a large number of looked after children being placed within its borders from other local authorities. Swale's looked after children rate compared to all children aged 10 – 17 is almost double that of the average for England and Thanet's is almost four times that rate. Gravesham's is also higher than the GOSE rate. BSF schools will be better designed to support the health and emotional welfare needs of looked after children. Investing in Gravesham, Thanet and Swale to address this issue is a key priority for the Council.

### 1.3 Corporate Vision and Policies

KCC has a vision of the county as "an exceptional place to live, work and visit". The Vision for Kent is the community strategy for the County. It sets the direction of travel both for KCC and other organisations in the public, private and voluntary sectors to improve the quality of life of everybody in Kent. The Vision provides an overview of what Kent is like now, outlines the major challenges that the County faces and acts as a strategic umbrella document to co-ordinate the activities of all the major organisations working to improve the quality of life for everybody in Kent.

The original Vision for Kent, published in 2002, set out how the Council aimed to improve the economic, social and environmental wellbeing of the County over the next 20 years. However, because the pace of social and economic change is so great in Kent it became clear that the document would need to be reviewed regularly. The most recent review of the Vision for Kent was undertaken in 2005 and an updated version of the document is due for publication in the first half of 2006. The review incorporated the views of Kent's residents, neighbouring authorities and our partner organisations in the public, private and voluntary sectors. It also sought to incorporate the findings of: The Egan Review: Skills for Sustainable Communities which recommended that the next generation of community strategies should be explicitly developed as sustainable community strategies.

The Vision for Kent is divided into eight key themes. These are:

- **Economic success – opportunities for all:** *a Kent where innovative and creative businesses, self reliant and skilled people and supportive and responsive organisations in private, public and community sectors sustain economic success and regeneration;*

- **Learning for everyone:** a Kent where learning is stimulating and supported for everyone, for life, employment and enjoyment, in ways that are sensitive to individual, family and community needs and aspirations, placing our schools and other centres for learning at the heart of their communities;
- **Improved health, care and wellbeing:** a Kent where people lead healthier lives, with high quality services that meet their needs for health, care and wellbeing and where people with disabilities are supported to lead independent lives within the community;
- **Environmental excellence:** a Kent where our countryside, coast, natural resources, wildlife and heritage are protected and enhanced for their own sake and for the enjoyment of current and future generations and valued as the key to a high quality of life in both urban and rural areas
- **Stronger and safer communities:** a Kent whose communities are stronger and safer and that are confident in the face of social change, supportive in their response to challenges and opportunities and respectful of the differences within and between them;
- **Enjoying life:** a Kent where residents and visitors can enjoy the recreational, sporting, artistic and cultural opportunities the county has to offer, and where the range and quality of those opportunities is enhanced and made accessible to as broad a cross section of the community as possible;
- **Keeping Kent moving:** to provide good accessibility to jobs and services for all sections of the community in Kent and to improve the environment by widening the choice of transport available, developing public transport, walking and cycling and reducing traffic growth and congestion
- **High quality homes:** a Kent where housing needs are met and new homes are built to the highest quality of design creating inspiring places where people want to live. A Kent where new housing is clustered around neighbourhood centres, with open space and community facilities that draw people together to create attractive, safe and friendly communities and where existing homes are improved and maintained to meet the needs of individuals and families.

BSF will act as a focal point for delivering on a number of these themes. By investing in new and better designed facilities it will integrate the delivery of a much broader range of services for both children and their families. In line with the Children Act and our own successful Community Schools Development Strategy, we know that children learn best when their educational experience extends to incorporate their health, social and emotional needs, as well as those of their families. We also know that investments in education deliver far greater returns when they are combined with, and support other local initiatives to regenerate the wider community and its economy.

The Vision for Kent is underpinned by six other key corporate policies. These are:

**The Kent Agreement:** This comprises the Local Area Agreement (LAA) and the Local Public Service Agreement phase 2 (LPSA 2). The Kent Agreement includes key targets agreed jointly between the Kent Partners and government. These targets are designed to be challenging but achievable, and they reflect a move towards preventing problems rather than simply tackling them at a later stage. The LAA comprises four key blocks – children and young people; safer and stronger communities; healthy communities and older people; economic development and sustainable communities.

Of twelve LPSA2 targets, 6 relate directly to improving outcomes for children and young people with an emphasis on preventative and early interventions. These are:

- To promote the physical, emotional, social and intellectual development of young children so they flourish at home and at school;
- To significantly improve performance in literacy and/or numeracy in primary schools;
- To improve the education of children in care;
- To improve the behavioural, emotional and social stability of children;
- To increase attendance in primary schools;
- To increase the number of young people who have the skills and vocational qualifications for work.

The BSF investment will play a crucial role in achieving these targets by providing educational facilities and services that are more engaging and relevant to 21<sup>st</sup> century learners and their communities.

The LAA has similarly reflected a concern for children and young people. The six LPSA2 targets are complemented by a district council led target to increase participation and engagement by all children in youth, cultural and community services. All outcomes in the LAA have been explicitly aligned with the outcomes of the "Every Child Matters" (ECM) framework.

**The Supporting Independence Programme (SIP):** This programme is based on the premise that public services and community development initiatives, if delivered without considering the longer term, can actually increase levels of dependency. With this in mind, preventative action and the promoting opportunity for all, especially the opportunity to achieve fulfillment through independence and work and to enjoy a higher quality of life, should be at the heart of all public services. The aim is to support, co-ordinate and re-focus the work of relevant partners in order to help achieve this, and in doing so reduce the welfare spend across Kent.

We have also recently undertaken a review of the **Kent Environment Strategy** and **Kent Prospects** (the economic strategy for Kent), and ensured that, where possible, the objectives align so that we are neither duplicating effort nor giving rise to conflicting aspirations. These strategies will continue to provide the detail of our environmental and economic objectives to complement the high level aspirations set out in the [Vision for Kent](#).

KCC has also produced the **Kent Design Guide**. We believe that good design enriches our lives by adding environmental, economic, social and cultural value. It results in people working, learning, healing, playing and living better and helps communities to flourish. Good design is a fundamental requirement – never to be considered as a ‘bolt-on extra’.

KCC aims to create a showcase of great buildings and desirable places that reinforce Kent’s distinctive character. The creation of faceless urban or rural expansion schemes that lack heart and identity is not acceptable. There is no excuse for poor design, and inferior standards of development in Kent must be a thing of the past.

More pertinently, KCC has also produced the **Kent Template for a School of the Future** which outlines a number of strategic approaches to school design that will facilitate the development of high quality learning environments for learners in Kent - and perhaps elsewhere.

## **1.4 Management and Governance of BSF**

Kent's clear strategic vision is underpinned by well-defined strategies for improvement, clear political leadership and robust performance management arrangements, as attested to by our consistent "Excellent" Comprehensive Performance Assessment rating since 2002.

The importance that Kent places on children, families and their education is reflected in the centrality of these themes to all of the County's major strategic priorities. It is also reflected in the "good" rating that Kent received for its existing children, education and social care services, and in the "very good" rating it received for its capacity to improve these services in the 2005 CSCI/OfSTED Joint Annual Performance Assessment.

### **Preparing the structure of KCC for the future**

The Children Act 2004 and the Green Paper for Adult Services (Independence, Wellbeing and Choice) requires all councils to re-align the structure of education, children's and adult services. The CFE Directorate has been created to respond to this policy context. The CFE Directorate will be responsible for delivering a number of the priorities in the current Vision for Kent and will give priority to achieving the 'Every Child Matters' outcomes in the Children Act.

By bringing together many of the council's key functions for delivering services to children, young people and their families into one Directorate it will be possible to provide a clear single focus within the County Council. This will provide a stable platform to enhance working relationships with external partners such as health services and enable more effective direction and promotion of the Council's duties under the Children Act and other legislation relating to children and education.

We envisage that the greatest impact will be made through a variety of education and care professionals working together in the same Directorate to improve the well - being of some of the most disadvantaged children and young people in Kent. Information sharing will be improved as will the sharing of a variety of professional perspectives, to the benefit of children and young people, including those children who are socially disadvantaged or excluded and those with specific needs and disabilities.

At the strategic level it will be possible to better organise services for education and for the care and protection of children in an integrated way that ensures that arrangements make the best impact on the ground and are fully 'joined up' at the local level. This will be particularly important in ensuring that the Directorate delivers on the localism agenda through the clusters/EIPs and through the consortia in partnership with other public, voluntary and commercial agencies.

The Directorate will ensure all its services are personalised by listening to what children, young people and their families say.

### **Multi-agency service delivery**

KCC is committed to facilitating inter-agency partnerships to develop preventative and early intervention services.

County-wide strategies and plans are driven locally by the development of Clusters and Children's Consortia, which are empowered to deliver the agreed outcomes, taking local needs and circumstances into account.

Clusters bring together local schools and services to engage in a collective agenda, and to develop a culture of support and shared good practice. The purpose of Clusters is to develop learning communities, to promote partnership, raise achievement and standards and to foster shared responsibility and accountability for all young people and their communities. Resources are being devolved to enable Clusters to take responsibility for all pupils within an area, and promote local delivery and choice. The second round of Cluster Development plans will respond to the demands of the Children Act, but also local priorities and need based on resources. There are 23 Clusters in Kent and we are committed to further devolution within a strategic framework that is now reflected In the Governments Education Improvement Partnerships.

Children's Consortia are multi-agency District-based organisations to commission services for children. The focus of Consortia is to commission services to meet local needs in line with the outcomes identified in LPSA2 and the LAA and the Preventative Strategy. Although the development of Consortia began before 'Every Child Matters' their features are similar to those attributed to Trusts by the DfES. The interrelationship between the Clusters and Consortia is integral in identifying and meeting local needs. All Consortia now have local preventative action plans in place, which reflect County priorities and local District Needs.

Kent has appointed 8 Joint Commissioning Officers to support multi-agency planning and commissioning. In East Kent, Joint Development Managers have also been appointed in Health to support joint working. Kent Children's Fund Development Officers also support Consortia in their activities.

There is also a strong network of Voluntary Agencies, which has been drawn together and given more cohesion through the Kent Voluntary Sector Compact. Sure Start and the Children's Fund have been particularly successful in working on the prevention agenda in Kent.

### **Development of the Kent Children's Trust**

KCC and other agencies have already taken significant steps to develop the foundations for a Children's Trust arrangement in Kent to reflect the needs of the county and to remain in line with the Children Act 2004. For KCC, steps have included the restructuring of its Directorates and the appointment of the new statutory officers and Members. This work has been supported and strengthened by the involvement of partner agencies in developing with KCC the LPSA within the Local Area Agreement, annual performance assessment and the Children and Young Peoples Plan. There is a close alignment between this work and children's health service planning processes.

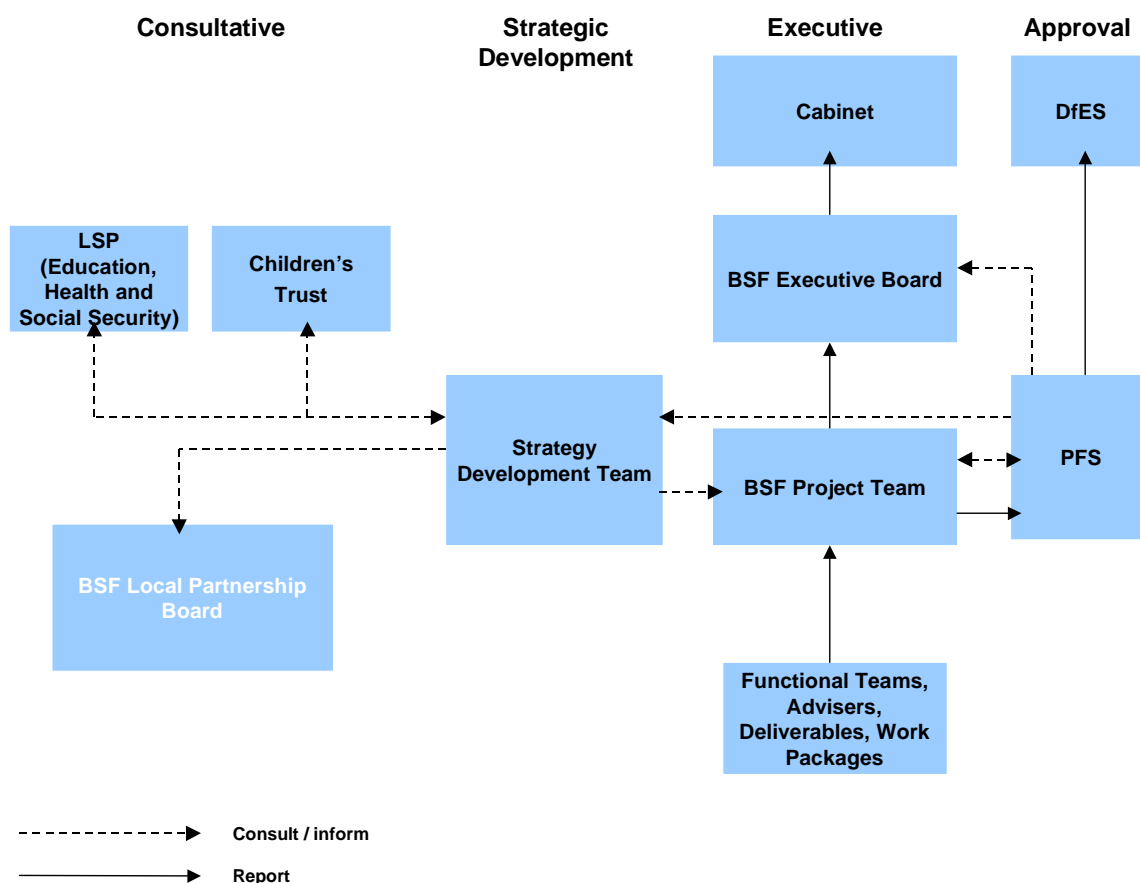
The Trust will build its new local community governance and delivery points on existing collaborative arrangements such as Clusters and Consortia, suitably reconstituted to allow budget holding and resource deployment between local partners. Service delivery will benefit from being integrated with Children's Centres and other facilities for child care and child health.

### **Management and Governance of BSF**

The programme governance and management structure is based upon industry-wide project management standards (PRINCE2, OGC Successful Delivery Toolkit). It has been developed to suit established and successful working practices in Kent and builds in particular on the Council's extensive experience of schools PFI, traditional procurement, and

other successful large-scale procurement and joint venture projects. The programme governance and management arrangements are designed to:

- locate strategic and operational management control of BSF with the CFE Directorate
- specify the involvement of members, other directorates and external stakeholders in the governance and management of BSF
- specify the relationship between the BSF programme and other key forums (i.e. Partnerships for Schools, Local Strategic Partnership, Children's Trust, Cabinet, Education Senior Management Team)
- enable successful community participation in decision making
- reflect and incorporate relevant guidance and best practice (i.e. PRINCE2, OGC Successful Delivery Toolkit).



In addition to the establishment of a Project Team to manage the programme on an operational basis, three new forums have also been established to manage the consultative, strategic development, assurance, and executive functions. These are as follows:

- a **Local Partnership Board** – a consultative forum to apprise local stakeholders of key plans / listen to the views of local stakeholders
- a **Strategy Development Team** – a policy assurance group to ensure that educational transformation lies at the heart of all key plans

- a **Project Executive Board** – an approvals and decision making body that retains ultimate corporate and political responsibility for BSF.

The full membership, terms of reference and meeting schedule of each forum is set out in detail in the Project Initiation Document.

## **SECTION II: EDUCATION VISION**

### **2.1 Approval of Kent's Educational Vision by the Minister of State for Schools**

KCC's Educational Vision was submitted to the Department for Education and Skills in November 2005 and was agreed by the Minister of State for Schools on 8<sup>th</sup> March 2005.

In her letter the Minister of State for Schools said:

*"I am delighted to tell you that I have now approved Kent's plans as set out in your educational vision. Please note that this letter endorses your Education Vision as it relates to Building Schools for the Future and not for any other purposes.*

*I have been very impressed with the many areas of innovation within the vision, particularly around Kent's approach to ICT and vocational learning centres – which are a testament to the effort that Kent has put into BSF. I hope you will be willing to share your experiences in these areas with other early BSF authorities.*

*I was particularly interested in the area of the vision relating to school collaboration and federations. Although I understand that this is an integral part of your vision and that grammar schools are essential to this, as your project progresses to Strategic Business Case stage, my officials will require more specific details on how collaboration and federation models will work, particularly in relation to grammar schools. This must include:*

- *how grammar schools will be linked with other schools in their locality*
- *how best practice will be spread from these schools, what resources will be shared and how these will be managed; and*
- *how Kent will ensure that this approach will actually make a difference to other schools in the locality.*

*On this basis, you can now move forward with your BSF plans and I look forward to receiving Kent's Strategic Business Case."*

### **2.2 Response to the Minister of State for Schools**

KCC has considered the Minister of State for Schools' comments very carefully as part of the process of developing this Strategic Business Case and in particular as part of the process of working with schools in Gravesham, Thanet and Swale to develop their cluster visions and individual school visions.

#### **The Kent Context**

Education in Kent in 2006, particularly the relationships between schools, is unrecognisable from what it was in 2000. At that time schools, especially at secondary level, were characterised by the most intense and usually counter productive competition. Within that context the relationships between selective and non-selective schools were generally not productive and did little to secure acceptable outcomes for all young people in the area.

We have come a long way in a relatively short time. In 2006, all schools (infant, primary and secondary / community, foundation, voluntary aided, specialist, academy, single-sex, and selective) are organised into 23 clusters specifically designed to facilitate collaboration in everything from curriculum planning to the purchasing of goods and services. In 2005 this

model was reviewed by the Improvement and Development Agency and found to be an effective service architecture for driving through system-wide reforms in education.

During the same period Kent also pioneered school federation models. Again, independent reviews, including those published on the Innovations Unit web-site, found these to be effective tools for driving through improved educational outcomes. One such model, the Valley Park / Invicta Partnership (VIP) succeeded in demonstrating that selective and non-selective schools could work together under a single federated governing body to improve educational outcomes for students at both schools, whilst still retaining the unique character of schools of a different type. This arrangement is likely to be replicated elsewhere in Kent when circumstances allow.

Another model, the South Maidstone Federation, has seen the hard federation of three secondary schools under the leadership of a single Chief Executive and governing body. Now re-branded as "New Line Learning", all three schools have developed a common curriculum based around different specialisms at each site. By working in this way, New Line Learning is able to offer a much broader selection of learning pathways to all of its students, regardless of their parent institution. Again, this model is likely to be replicated within Kent, when local circumstances allow.

Kent has also embraced the academies policy by establishing the Kent Academies Network. We intend to develop academies in Kent as models of innovation in teaching and personalised learning, providing stimulating and fit-for-purpose learning environments, making appropriate use of ICT and positioned at the centre of their communities to facilitate social and economic regeneration. Our intention is that all Kent schools will benefit from the fresh ideas and alternative ways of working we expect to flow from the Academies programme.

Finally, Kent has also been a strong advocate of specialist status for schools. Our Strategy for Specialist Schools in Kent makes clear our intention that all eligible schools will become specialist schools. There are currently 70 specialist secondary schools (representing 63% of all schools) and our target for 2006 is 92%. In addition, there is one specialist special school.

We are committed to achieving a strategic blend of specialisms within each cluster in order that as many learners as possible benefit from as broad a range of specialist facilities, resources and expertise as possible. This will apply to selective and non-selective schools alike.

This is the organisational context that has enabled a mixed - economy of publicly funded schools to thrive and flourish in Kent. This mixed - economy approach recognises that the flow of 'best practice' is more often than not an on-going horizontal dynamic between different types of institutions rather than a straightforward vertical flow from 'strong' to 'weak'. Essentially, the cluster architecture enables us to extract, for the benefit of all, the special character and qualities of each establishment whatever the type or phase.

We are confident that the route to system-wide improvements at the secondary level is through deeper and more productive relationships between schools in a given locality. The essential building blocks of this endeavour are the cluster and federation models and a strategic approach to specialisms. In short, the type of school is less a determinant of system-wide success than its ability to collaborate effectively with other schools (of different types and phases) in the cluster.

We believe that this organisational context best enables us to drive through the wider 14-19 agenda. We have recently established area-wide strategic 14-19 planning forums. Each forum is made-up of the area's secondary schools (including SEN and selective schools), FE colleges, HE providers (if appropriate), KCC, the LSC and at least one local work-based learning provider. The 14-19 planning forums build upon the StAR data to ensure that all providers in the area are offering the widest choice of learning options (including the new diplomas) to all young people in the area. Again, the practical effect of this is that at KS4, the type of institution the learner happens to nominally belong to is a less important than the range of courses offered by the partners institutions in the area.

### **Summary response to Ministers' questions:**

- ***How will grammar schools be linked with other schools in their locality?***  
Every grammar school in Kent is linked, via the cluster, to all of the other schools within the locality. Every grammar school within the cluster has a shared responsibility with all of the other schools to meet the needs of all of the pupils in that area. This is best exemplified by the 14-19 planning arrangements.
- ***How will best practice be spread from these schools, what resources will be shared and how these will be managed?***  
Clusters facilitate the effective sharing of best practice between all schools within a locality. Staff and financial resources are devolved from the local authority to the cluster. Cluster boards manage these resources, in line with locally developed cluster plans, so that they can better meet the needs of the local community. Clusters can also achieve significant economies of scale by joint purchasing of goods and services. A case in point will be the joint purchasing of ICT managed services in BSF. Best practice will flow horizontally between a range of different learning providers at KS4 by virtue of the 14-19 planning forums.
- ***How will Kent ensure that this approach will actually make a difference to other schools in the locality?***  
A key aspect of Kent's approach to BSF has been to ensure that plans are developed collaboratively by heads at the cluster level. This is to ensure that the BSF investment delivers gains for all of the children within a cluster – regardless of the institution they happen to attend. In practical terms this means that facilities developed at grammar school sites will also be used by pupils from other (non-selective) schools in the area.

### **Grammar Schools involved in Kent's first BSF projects.**

Kent's first LEP will focus on more than 30 schools in Gravesham, Thanet and Swale. There are 6 grammar schools in total.

#### **OBC1**

OBC1 includes 12 schools from the Gravesham and Thanet districts, including Dane Court Grammar School. Dane Court Grammar is a mixed, foundation school of over 1100 students. The attainment of pupils entering the school is below the Kent average for grammar schools and well below the average for grammar schools nationally. Some pupils entering the school have emotional and behavioural problems or are autistic.

Dane Court Grammar School is one of three secondary schools in Broadstairs (Thanet), the others being St Georges Church of England School and Charles Dickens (both mixed secondary moderns). All three schools have a well-established programme of collaboration, based on:

- a collective responsibility for admissions and disruptive or excluded pupils;
- common time-tabling at KS4 giving more choice to learners at all three institutions (e.g. Charles Dickens students currently access KS4 German at Dane Court Grammar School); and
- a collaborative approach to CPD enabling teachers to learn with and from colleagues at other institutions.

All three schools have benefited from these arrangements. As part of the visioning process for BSF these will be extended to include:

- the development of a shared ethos that enables students to move easily between schools (including the grammar school), regardless of their parent institution;
- a commitment that each school (including the grammar school) uses a common learning platform and managed ICT service to facilitate a seamless educational experience for students, regardless of the institution they access courses at;
- a commitment to joint curriculum provision at KS3&4 by all three schools to expand choice for all pupils, regardless of their parent institution
- a common approach to student mentoring at post 16 to raise the levels of aspiration of all students in the area; and
- the development (in partnership with feeder primary schools) of a KS2 'learning to learn' programme to better prepare local students for secondary education.

This list is not exhaustive.

In line with our Strategy for Specialist Schools, each of the schools included in OBC1 will become a specialist school. Learners will be able to access a broad range of specialist facilities, resources and expertise at any of the institutions, either on-line or by attending in person. The existing and proposed blend of specialisms for schools in OBC1 is:

<b>Specialisms of schools in OBC1 (encompassing Gravesham &amp; Thanet)</b>	
<b>School</b>	<b>Specialism</b>
Ifield District Special School (Gravesham)	Communication & Interaction (Autism) (proposed Oct 06)
Northfleet School for Girls (Gravesham)	Business & Enterprise
Northfleet Technology College (Gravesham)	Technology
St Johns RC Comprehensive (Gravesham)	Visual Arts / Music (application submitted)
Thamesview (Gravesham)	Engineering / Business & Enterprise (proposed Oct 06)
The Community College Whitstable (Thanet)	Technology
Charles Dickens (Thanet)	Maths & Computing (pending)
Herne Bay High (Thanet)	Sport
St Georges Church of England School (Thanet)	Business & Enterprise
Dane Court (Thanet)	Modern Languages
King Ethelbert (Thanet)	Visual Arts (application Oct 06)
Portal House Special School (Thanet)	-

## **2.3 Nurturing Autonomous and Creative Learners: the Kent Secondary Strategy**

Nurturing Autonomous and Creative Learners: the Kent Secondary Strategy provides the vision and rationale for new ways of delivering secondary education in Kent and the core elements of the BSF programme. It details in-school reform that promotes personalised learning in curriculum content and assessment, learning styles and different forms of learning. There is a move away from schools as the sole learning centre or unit of integration and an emphasis on collaboration and distributed leadership.

Nurturing Autonomous and Creative Learners incorporates the KCC policies in relation to: school organisation and diversity, learning/teaching and the curriculum, inclusion, ICT, workforce remodeling and CPD.

## **2.4 Educational Outcomes**

### **Every Child Matters**

The CFE Directorate will give priority to achieving the five 'Every Child Matters' outcomes in the Children Act:

- be healthy: enjoy good physical and mental health and live a healthy lifestyle
- stay safe: be protected from harm and neglect and grow up able to look after themselves
- enjoy and achieve: get the most out of life and develop broad skills for adulthood
- make a positive contribution: to the community and to society and not engage in anti-social or offending behaviour
- achieve economic well-being.

To achieve these outcomes the CFE Directorate will work in partnership with other directorates and agencies in the public, voluntary and commercial sectors to promote achievement and a love of learning by children and young people, providing safe, secure and stable learning environments at the heart of every community. CFE will pay particular attention to developing partnership with the health services across Kent to ensure that we meet the needs of the 'whole child'. The CFE Directorate will work to raise aspirations and help young people to develop skills to lay the foundations for economic independence, including maximising the opportunities provided by information and communications technology.

The CFE Directorate will also empower and support effective parenting, giving direct protection and care to children when it is necessary and appropriate. It will also improve the engagement of children, young people and their families in service design and delivery to ensure that provision does meet needs. Promoting healthy lifestyles will also be an important role for the new Directorate, including positive behaviour and relationships as part of moral, emotional and spiritual development.

BSF will enable the CFE Directorate to better achieve the five outcomes by investing in critical facilities and improving the delivery of a much broader range of services for both

children and their families. In line with the Children Act and our own successful Community Schools Development Strategy, we know that children learn best when their educational experience extends to incorporate their health, social and emotional needs, as well as those of their families. We also know that investments in education deliver far greater returns when they are combined with, and support other local initiatives to regenerate the wider community and its economy.

### **Nurturing Autonomous and Creative Learners**

KCC's educational vision Nurturing Autonomous and Creative Learners provides the strategy and rationale for new ways of delivering secondary education in Kent as well as the core elements of the BSF programme. It details in-school reform that promotes personalised learning in curriculum content, assessment and learning styles, along with structural reform to better integrate the social, emotional and health needs of every child with the core educational programme. These reforms are located within an organisational context in which schools collaborate with one and other through the cluster architecture and with other services through the children's consortia architecture. The four outcomes envisaged in Nurturing Autonomous and Creative Learners are:

- a transformation of teaching and learning
- placing schools at the heart of their communities
- a re-structuring of our schools to drive and support collaboration and distributed leadership
- the creation of an appropriately resourced infrastructure.

These outcomes have also been used to drive the process for developing individual school visions, and for evaluating options for the development of school sites.

### **Joint planning with other agencies**

KCC is committed to facilitating inter-agency partnerships to ensure that the outcomes of ECM and Nurturing Autonomous and Creative Learners are properly met. The primary mechanisms for joint planning are through the Clusters and the Children's Consortia (outlined in detail in section 1.4).

### **Healthy Schools**

The challenging national target that half of all schools in England will be healthy schools by 2006, with the rest working towards healthy school status by 2009 is embedded in Kent's Local Area Agreement with a number of targets dedicated to supporting the Healthy Schools process. Additionally, an important local target will be to work with and ensure all schools with 20%+ Free School Meal Eligibility (FSME) are engaged in the local programme by March 2006.

Healthy Schools work in Kent is jointly funded and delivered by both health and education and draws on the expertise of a wide range of partners including Health Promotion, Social Services, Community Development Managers, Local Education Officers and the Drugs Action Team. Using the school cluster network, the programme will work with schools not yet engaged in Healthy Schools with the aim of bringing them on board and also with schools who already hold the standard to support their transition to meet the new national criteria.

Many schools will already be meeting many of the Healthy Schools criteria or be in the process of developing work to address gaps in provision. The Healthy Schools model reinforces a process for continuous assessment and action planning against measurable

criteria and enables schools to recognise and celebrate good practice. Healthy schools should not be seen as a tick box exercise or in isolation from other initiatives such as the Extended Schools Programme or the School Sport Co-ordinator Programme. The process should be used to compliment and strengthen on-going work. It will support self-evaluation for the OfSTED inspection and provide clear evidence of how schools are achieving the five outcomes of *Every Child Matters*.

Nurturing Autonomous and Creative Learners provides the core elements of a healthy schools programme for Kent.

## **2.5 Kent Community Schools (Extended Schools)**

Placing schools at the heart of their community is one of the four main outcomes of "Nurturing Autonomous and Creative Learners". The principle means of delivering this outcome is via the Kent Community Schools Development Strategy, a policy that equates to the national extended schools policy, but which pre-dates it by two years.

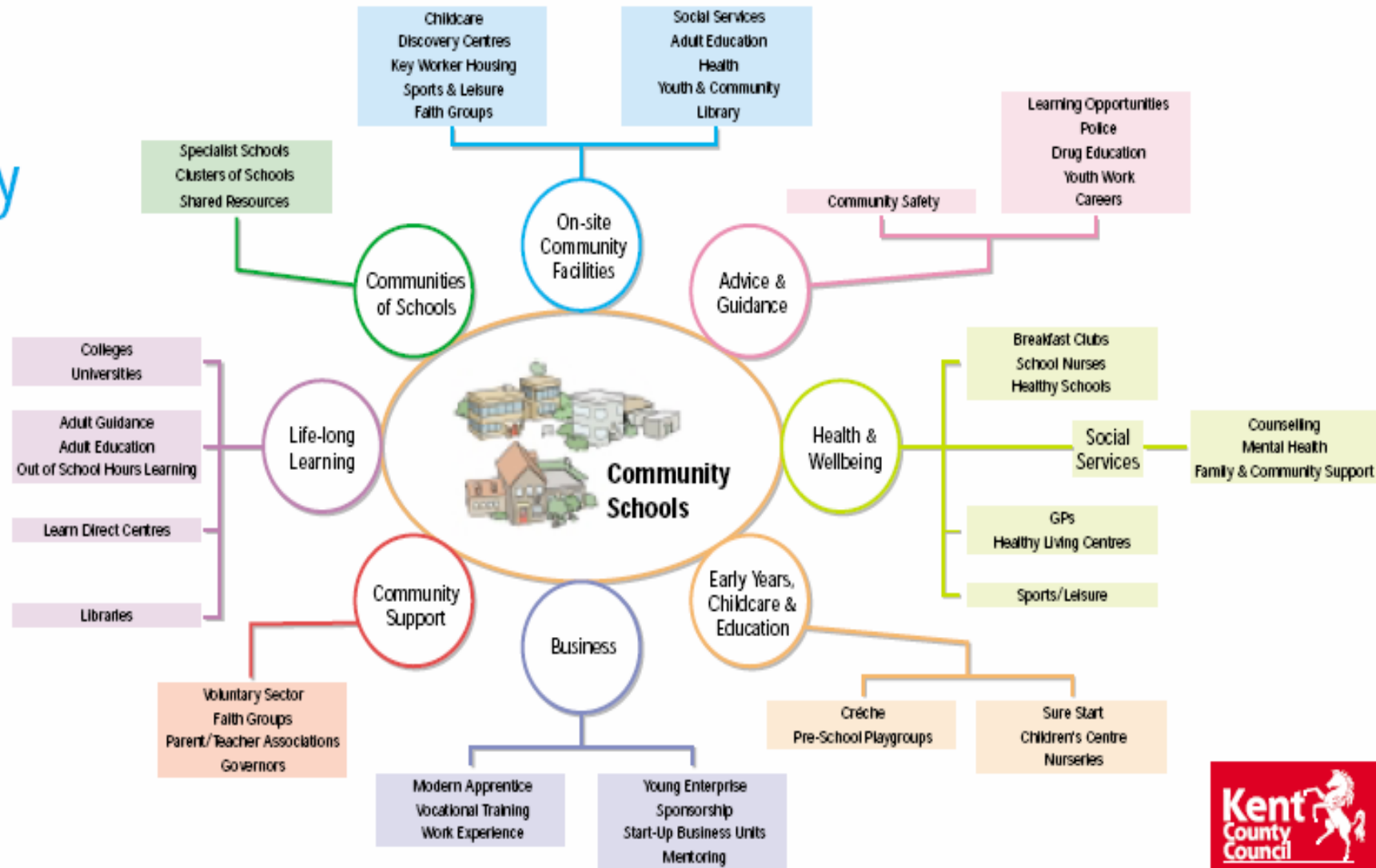
The aim of the Community Schools Development Strategy is that all Kent schools will become fully inclusive organisations facilitating the delivery of a range of services and working in partnership with a range of service providers.

There is no blueprint for a Kent Community School. Each will develop according to its own needs and those of the local area. Clusters and the Children's consortia will play a vital role in working with schools to identify these needs, along with any local 'gaps in services', and in facilitating more joined-up working with the local 'mix' of providers and community organisations.

The range of services that a Community School could offer is illustrated in the diagram below:

# What is a Kent Community School?

A Kent Community School is a focal point for a range of educational, cultural, sport, family and community services for their students, staff, families and the wider population.



The Kent Community Schools Development Team is currently working with schools, clusters and consortia engaged in the wave 3 project to determine areas of local need, both now and in future. These analyses will be taken into consideration when drafting schedules of accommodation and output specifications for the BSF project.

## **2.6 Delivering the Education Vision**

KCC has both the capability and capacity to lead and manage the change processes involved in BSF. This stems from both the volume of resource that the largest education authority in the UK is able to allocate to its BSF programme, and from the depth of experience and proven capacity to innovate of its staff.

### **Leading and managing change**

KCC has considerable capacity to lead and manage the change processes involved in BSF. The starting point for this is the ubiquitous stakeholder buy-in to the Kent educational vision: “Nurturing Autonomous and Creative Learners”. The CFE Directorate is also uniquely resourced to support schools through the BSF change process from start to finish. In addition to the core BSF project team the key elements are:

- **Financial contingency**

Financial resource is allocated within the overall BSF project development budget to assist schools in managing the additional pressures that come with participating in BSF. This resource will be targeted principally at schools designated as ‘sample schemes’.

- **The Secondary Transformation Team**

The CFE Directorate has recruited a team of full and part-time ex Head-teachers known for their innovative, successful and collaborative approach to school management. This team will play a crucial role in leading and supporting schools through the BSF programme. The prime function of the team is to act as advocates of change and to support in-school reform. In carrying out these functions, they will work with the CFE Senior Management Team, the BSF Project Team, the Kent Leadership and Innovation Centre (KLIC) and the Kent School Advisory Service. Their experience and expertise means that they will be critical to developing school visions, guiding and supporting schools through the difficult process of curriculum and structural reform, as well as supporting them through the dialogue with prospective bidders. For the purposes of BSF, each cluster has one full time and three part-time Secondary Transformation Team members assigned to it.

- **The Kent Leadership and Innovations Centre (KLIC)**

The Kent Leadership and Innovation Centre (KLIC) has been established to facilitate and lead the development of CPD programmes and other formal and informal training programmes. KLIC will focus in particular on developing capacity in schools around the changes in pedagogy and school organisation that are outlined in “Nurturing Autonomous and Creative Learners”.

- **Community Schools Development Team**

The Community Schools Development Team is responsible for managing and delivering Kent’s Community Schools Development Programme – a policy platform that equates to the national extended schools agenda but predates it by two years. For the purposes of BSF 1 Community Schools Development Manager has been allocated to each cluster to support their efforts to develop extended services in and around school sites. The Community Schools Development Team will also work with schools to ensure that specialist facilities developed as part of BSF are accessible to the community.

- **Vocational Education Development Team**

The Vocational Education Development Team is responsible for managing and delivering Kent's Vocational Education Programme. This includes the development of a vocational curriculum as well as specialist vocational facilities. The Vocational Education Development Team will assist in the development of school visions and control schemes.

- **Digital-curriculum team**

The Digital Curriculum team provides guidance for schools in new and emerging technologies, as well as managing a number of ICT exemplar projects, including the hugely successful project of promoting and installing Broadband into all Kent schools. For the purposes of BSF the Digital Curriculum Team will second one Digital Strategy Manager to work with the BSF Project Team and schools in defining the requirements for an ICT Managed Service, assisting with Soft Market Testing, and in evaluating bids.

- **Healthy Schools Team**

The Kent Healthy Schools Team provides strategic guidance to the CFE Directorate, Kent Schools and partner organisations on the development and delivery of the Kent Healthy School's programme. The Healthy schools team will assist in the development of school visions and control schemes.

- **Area Education Officers**

Area Education Officers are responsible for strategically managing clusters, school organisation issues and school effectiveness. For the purposes of BSF, the Area Education Officers with responsibility for Gravesham, Thanet and Swale have been fully involved in the planning process, particularly in the phasing of schools within the LEP.

- **Developing leadership at the school level**

Developing leadership at school level has been a core focus of the CFE directorate for the last four years. The cluster and federation models have been particularly successful in spreading good practice across school sites and in facilitating effective modes of distributed leadership. The School Improvement Partner (SIP) programme has also played a crucial role. SIPs work with schools to identify a limited number of priorities for improvement which are likely to be a combination of aspects of teaching and learning, the curriculum, assessment or classroom processes such as behaviour management.

- **CFE Capital Strategy Team**

The CFE Capital Strategy Team is responsible for delivering a substantial capital investment programme. The total value of the programme over the life of the medium term plan 2005/06 – 2007/08 amounts to £515 million and is explained more fully in Section VI. The capital investment programme will be continuously re-profiled to bring it into alignment with the BSF programme. This may involve scaling back maintenance work in schools likely to receive substantial or complete re-build in immediately forthcoming BSF projects, or more importantly, scaling up investment in those schools not likely to receive BSF investment for some time. The latter option will be an important control against blight.

## **SECTION III: ICT STRATEGY**

### **3.1 Strategic Context**

The needs of the individual learner are shaping the future of learning in Kent. The challenge for ICT is to integrate the systems required to support a personal learning journey for large numbers of learners. This 'mass customisation' must also be manageable for the educator, and must mediate learning beyond the classroom and into the family and wider community.

ICT is bringing deep, structural economic and social change; a revolution as significant as the industrial revolution from which our current education system was derived. Our future economic success depends increasingly on the ownership, production, storage and distribution of intellectual property; information, brands, content and entertainment – the 'Knowledge Economy'.

'Nurturing Autonomous and Creative Learners – The Kent Secondary Strategy' aims to realise the transformation of the educational experience of our children in the 21<sup>st</sup> century. The process of change in Kent Secondary Schools is already underway. The effective embedding of ICT encourages collaboration and partnership and will raise attainment. BSF offers the opportunity for step change; the design of learning spaces that are fit for purpose in a digital age.

Kent's BSF ICT proposition is robust and achievable, and combines industrial strength system architecture with innovative organisational approaches.

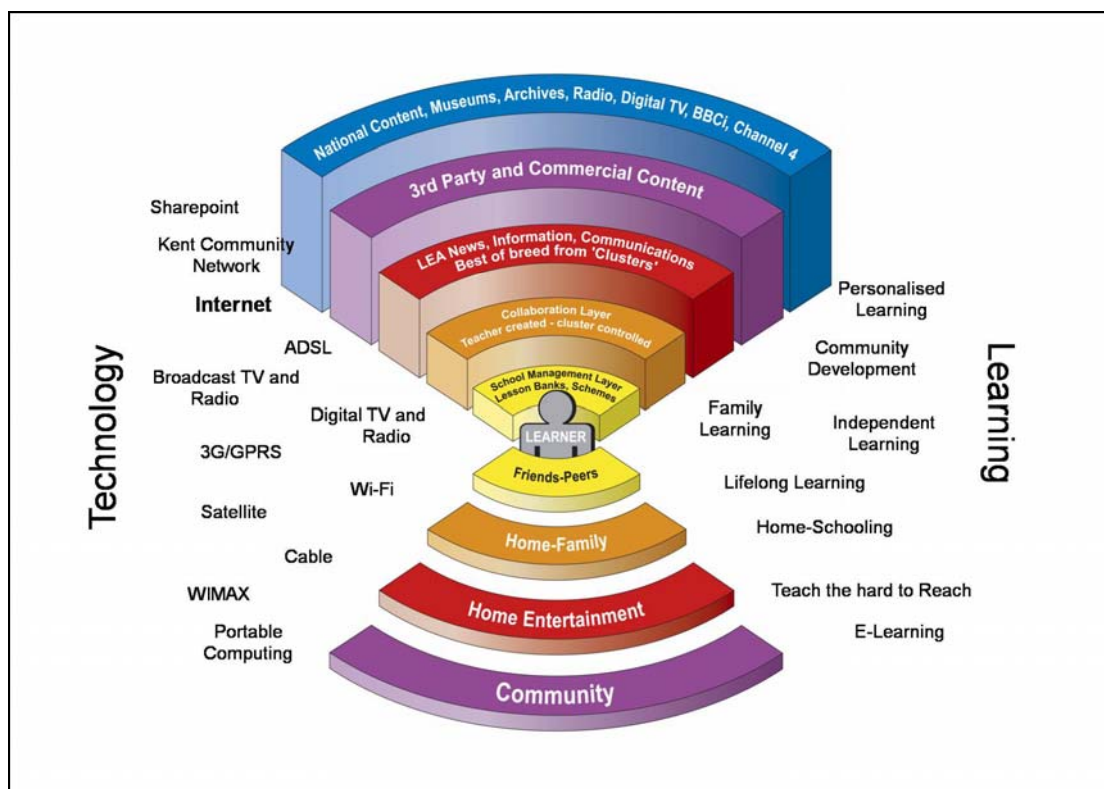
Our proposition has two strands. The first strand aims to present our vision for the use of ICT, and the second outlines the scope of managed ICT services we believe will deliver these aims:

- Strand 1. Putting the Learner First – our aims and expectations
- Strand 2. Managed Services – Scoping our Requirements

### **3.2 Putting the Learner First**

Kent has been actively engaged in exploring how new and emerging technologies can be used to transform education in the 21<sup>st</sup> Century, and we are confident that our strategic vision will nurture autonomous learning, motivate educators and learners, and raise attainment, improving the experience of both educators and learners. ICT is central to this vision, and BSF offers a unique opportunity to achieve a step-change.

The diagram below illustrates the role of ICT, with the learner at the heart of our vision.



A managed learning environment (MLE) linked to the school management information system (MIS) will provide online access to applications, resources and information tailored to the needs of the educator and learner.

The immediacy of web publishing will showcase achievement; increasing the engagement and motivation of educators and learners, and encouraging student voice. Teachers, peers, family and friends create an audience that will be able to celebrate achievement, and engage families in the learning experience.

### 3.3 Our ICT aims and expectations – six themes

- **Transformation** – *a new relationship between home and school, teacher and taught.*
- **Attainment** - *raising attainment by exciting, motivating and engaging learners.*
- **Collaboration** – *between agencies and learning partners.*
- **Partnership** – *effective technology, shared journey.*
- **Community** - *Schools organised around the needs of their learning communities.*
- **Inclusion** – *Opportunity for all.*

**Transformation** – *a new relationship between home and school, teacher and taught.*

The CFE Directorate in partnership with schools is exploring the potential of ICT as a critical element of transformation. ICT will become ubiquitous as a platform for pupil learning, ensuring that every pupil has access to a personal; preferably portable computer is a priority.

Kent recognises that transformation is as much about people as it is technology, and that effective use of ICT by learners and teachers will be a key driver for school improvement.

The experience of ICT must be immersive and provide educators with opportunities that are motivational and inviting.

The enormous capacity and appetite for ICT-led transformation in Kent schools is demonstrated by their rapid adoption of new technologies and willingness to work with the private sector on innovative pilot projects. For example, Kent schools now support the highest number of 'tablet' PC users outside of Singapore. Similarly, more than 50 Kent schools have been actively engaged with national and multi-national ICT companies on innovative pilot projects designed to further explore the potential for ICT led transformation of teaching and learning.

BSF provides the strategic lever for the establishment of commercial strength, enterprise-scale ICT infrastructures to support anytime and anyplace learning. By adopting a 'managed service' model we aim for both a wider and more up-to-date selection of rich content for schools, and for a transformation of the business of education through more efficient management of hardware and services.

School organisation and spatial design will be influenced by a rich multimedia ICT experience providing an exciting, engaging experience for both learners and educators. Ubiquitous technologies will provide access to rich media such as video and audio.

Strong, confident, autonomous learners will explore and discover in a safe and secure environment, enjoying a new relationship between home and school, teacher and taught.

**Attainment** - *raising attainment by exciting, motivating and engaging learners.*

Opportunities to engage productively with ICT have a positive impact on attainment through empowering, motivating and engaging learners. ICT supports the key processes linked to raising attainment. These include the promotion of discussion and dialogue; teacher demonstration and modeling; visualisation and problem-solving; and opportunities for learners to communicate with a wider audience. The interactive experience enhances pupils' awareness of what they are learning, and supports the teacher in monitoring and assessment.

Kent expects attainment to exceed expectations, and ICT has a vital role to play in realising the potential of its educators and learners. Teacher confidence is growing; they must be motivated to continue developing and embedding ICT skills in their teaching practice through access to technology and training.

As well as developing teaching practice in schools, educators will provide learning opportunities beyond the classroom, exploiting technology in the home, library and community. Kent recognises the advantages offered to educators and learners by home broadband, and will seek to find innovative and affordable means of achieving this.

ICT offers opportunities to explore innovative teaching and learning practice which we fully expect our schools to maximise to their advantage. There is expected to be an emphasis on project based learning through autonomous exploration and discovery, supported by collaboration and team working.

Formative assessment should be managed, systemic and institutional. Such feedback is an essential component of the personalisation of learning; it motivates and directs learners, and provides clarity and focus for educators.

Educators and learners will each have a personal online space which will provide assessment, attendance, and behaviour information, as well as offering a showcase for their assessment, activities and interests.

Kent CFE Directorate will continue to develop its online systems to proactively monitor school performance and the effectiveness of its advisory services. Through effective school improvement partnerships, advice, guidance and support will be targeted to need.

**Collaboration** - *between agencies and learning partners.*

The cluster structure in Kent aims to secure effective collaboration and to reduce tensions between schools. This improves performance across communities of schools bringing the collective power needed to challenge and shape innovation.

Kent's response to Every Child Matters and The Children Act 2004 has been to restructure its children's services, creating a new Directorate; Children Families and Education (CFE). ICT will play an important role in multi-agency co-operation at local and county level through the development of a central database (Information Sharing Index) for use by practitioners, and to facilitate the commissioning of specialist services. This will be supplemented by an online directory of children's services. Kent County Council is already working with its Primary Care Trusts to develop collaborative processes, and to ensure that joined up services are delivered at point of need, and reflect local circumstances.

Improved capacity for communication is at the heart of Kent's BSF vision. The benefits of collaboration are clear; providing pupil voice and audience, tackling the sense of isolation often experienced by educators, and ensuring that effective feedback can be harnessed to motivate. We see a future where educators, learners and their families are supported by a connected learning community.

Schools are encouraged to co-ordinate their curriculum planning to provide a complementary education system within their cluster. This will typically take advantage of specialism, vocational offerings, or particular strengths. Consortium arrangements may require students to move between institutions at Key Stage 4 and post-16. We anticipate that these students will be provided with personal issue devices, and may require electronic systems to ensure safe arrival and departure.

Collaborative working requires an inclusive approach to non-BSF schools in the same cluster/s. For this reason we expect the LEP ICT partner to be able to offer managed services to non-BSF schools within the LEP area. These will typically include soft services such as learning platforms, content and online applications, but can include hardware and other network services.

ICT offers access to inspirational learning resources, timely and relevant information and immediate communication, providing opportunities for teachers and school leaders to share effective practice. Our schools already use live communication between local peers and global partners, enriching the learning experience. Collaborative networks enable teachers to share, adapt and re-use learning resources and content.

Collaboration will not happen overnight, and there is recognition that there is much to do ahead of new and refurbished buildings. Organisational structures should be examined to agree on common approaches to home access, sharing of resources, common software applications, and supportive arrangements for technical support to ensure all schools are in a position of readiness.

Virtual environments must accommodate, respect and reflect a schools unique identity, ethos and specialism. Integration of systems does not mean homogeneity of identity. Parents and children often make their choice of school on the basis of ethos, behaviour policy and community perception. Virtual environments must retain and recreate this sense of identity, and uphold the same standards when interacting electronically.

**Partnership** – *effective technology, shared journey.*

Kent is committed to exploring the application of new and emerging technologies to education, and has been successful in developing strategic partnerships. Exemplar projects in Kent schools have provided valuable insight into the use of hardware such as wireless mobile computing, Tablet technology, video-conferencing, connected i-whiteboards, and also soft services such as learning platforms, community software, content, multimedia etc. Project outcomes have informed a wider debate around provision for ICT in future school design.

BSF offers the opportunity to collectively harness the elements of transformation and accelerate change. Kent anticipates a collaborative and proactive partnership with a world class supplier to critically examine and scrutinise the design and build process and to ensure the smooth transition and integration of complex ICT services.

**Community** - *Schools organised around the needs of their learning communities.*

We expect school ICT provision to be flexible enough to offer facilities to the community, with arrangements in place to enable Internet access without prejudicing child safety and security.

The excellent standard of broadband connectivity provided by the Kent Community Network, together with schools' investment in software and hardware, will offer opportunities to develop innovative information and communications services.

**Inclusion** – *Opportunity for all*

A digital divide is not acceptable, and Kent has an expectation that provision will be equitable and comprehensive.

Kent and its schools fully support the inclusion of learners with special educational needs, and will fully meet its obligations as set out in Education Act, and SEN Code of Practice.

Additionally, Kent, its schools and stakeholders are seeking to enhance provision through a range of innovative collaborative approaches, in particular to address the needs of specific groups of pupils, such as those with medical needs, exclusions, looked after children, and those with special and additional educational needs. E-learning will have a role to play in ensuring equality of access, and we expect our systems to be adaptable, accessible and flexible in providing out of school learning opportunities where appropriate. Kent has an innovative laptop scheme for travellers, and recognises the specific needs of 'looked after children'.

It is recognised that specific needs may be identified by schools which require a more tailored and individualised use of technology. We also recognise that holistic and extensible systems provide economies of scale through standardised approaches. This tension will be resolved through systemic approaches to the identification and assessment of specific

individual needs, and an innovative approach to their resolution. Assistive technologies will be given special consideration within BSF and may represent a variant to core managed services.

Within Kent's strategic business case there are included a number of special schools, selected as part of a review of specialist provision. These will be fully identified within the operational business case, with specialist ICT requirements fully identified and specified as part of the individual school ICT vision.

Kent's approach is to use resources effectively, and to commission specialist services either within the cluster of origin or externally. The commissioning of specialist services is not within the scope of BSF except where these involve specialist schools.

### **3.4 Managed ICT Services – Scoping our Requirements**

#### **Outline of LEP ICT requirements**

**Holistic and extensible whole LEP service solutions** – Kent expects service solutions systems to be fully integrated across the LEP, accessible from a single sign-on, including administration systems and relevant Kent County Council corporate systems.

**Appropriate ICT Equipment and software** will enable teaching staff to use digital lesson preparation and delivery, and both staff and teaching staff to use online administration systems. Pupils will have access to ICT as and when the curriculum and their study plans and needs demand.

**Networked facilities to support education-** including software applications (word-processing, spreadsheet, database, graphics, image manipulation, email, internet access etc). These facilities will be extended to include access to videoconferencing, broadcasting facilities, and delivery of curriculum software and learning materials – all within a safe and secure environment.

**A maintained and supported ICT environment** – effective technical support is essential to effective use of ICT, and will deliver technology training, engineering support, ICT system management facilities (including backup, disaster recovery and helpdesk services), changes, remote access, and security of both access and data.

**Hosted and maintained learning environments (managed and virtual)** will provide the electronic management of the learning process to support teaching and learning; the electronic management of administrative processes to support workforce reform initiatives and enhance service delivery while offering best value.

**Services to non – BSF schools within the LEP area** – the development of collaborative clusters must not be undermined by BSF provision, and we anticipate that the LEP ICT provider will also offer its managed services to non BSF schools. Typically these will include, but are not restricted to soft services such as online access to learning platform features or administrative systems. This will not be available to schools outside of those clusters where the LEP operates.

A detailed schedule of requirements will be developed as part of the OBC based around the standard ICT output specification document; however the following should give an indication of the scope of proposed managed services.

Kent endorses the Becta conceptual architecture for schools ICT, which categorises educational ICT in four categories:

- Connectivity Services
- Infrastructure Services
- Learning Services
- Data Services

### **Connectivity Services**

This includes connectivity within a school, and broadband connection to the Internet and National Education Network.

Fibre based Wide Area Networking and access to the Internet and national education network Internet will be provided to all LEP schools by the Kent Community Network. We anticipate an initial low contention bandwidth requirement of 100Mb (symmetrical) for each school. Kent has invested in an innovative offer to all schools in Kent. The Kent Community Network (KCN) provides connectivity between schools, and connects them to the Internet and National Education Network.

Educators and learners will not be restricted by a lack of availability and access; therefore there is an expectation that connected services will be always available, that disaster recovery scenarios will have been rehearsed and assessed, and that suitable and sufficient security and protection will be provided to ensure safety and focus.

There will be a consistent approach to home access, and where possible this should integrate with other online services.

### **Infrastructure Services**

This relates to the technical architecture and integration required to support data and learning services, and technical support. Kent's approach is to follow the guidance on the Becta network design standards in all respects.

The ICT provision should support the work of the school and all those who use its facilities. It should be designed to enable its users to focus on teaching and learning and not be diverted into inappropriate technology and system management issues. For this reason

Complex systems will be simple to use and seamlessly integrated with the school environment – from the building design stage onwards. Infrastructure services will provide a robust, reliable and flexible platform for innovation and creativity, and support the predicted continual and rapid change in edge devices. Wherever possible, this integration will be based on open standards in line with the requirements of the national e-learning strategy.

We expect the ICT architecture to be fully integrated with the proposed built environment. This includes our expectation that facilities management be optimised through the use of 'smart' technology to reduce running costs.

Implicit in the high dependence on ICT is the requirement for infrastructure services to be 'always on'. The LEP will tightly manage its ICT services through clear performance indicators and penalties to ensure this is achieved. At institutional level, we expect similar high levels of performance, and sufficient capacity to meet future needs.

The anticipated high levels of mobile devices will require a scalable managed wireless solution at each institution, capable of supporting a 1:1 ratio of devices, and which allows student mobility between institutions through a single sign-on. We expect such systems to be able to accommodate privately owned devices.

Voice over IP offers an opportunity for wide area communications, and we expect to take full advantage of the benefits in terms of cost saving. We will work with our ICT partner to develop a schema.

Technical Support is currently provided by each school, often by highly skilled and motivated staff. We will consider options within the OBC.

## **Learning Services**

Learning Services include the management, provision and availability of applications and learning content.

There will be provision for a core set of applications which will be standardised across the LEP schools estate, with common file formats for interchange. Content management and hosting services should provide a core entitlement to web based applications in a safe and secure online environment.

The LEP should host a Learning Platform that includes managed and virtual learning environment features as defined by Becta. This will include web-based email for educators and learners, with options to extend to family and community.

Learning services will be integrated through an infrastructure based single sign-on.

## **Data Services**

Data Services include data warehousing, management information systems and a range of data mining tools. Kent's strategic approach is to support national standards for interoperability wherever realistically achievable; recognising that these are not fully developed and may require an interim solution.

The integration of learning services and the requirement for potential movement of learners between institutions suggests the development of a centralised identity and management information system. We expect to fully develop proposals with our chosen ICT partner; however consideration must be given at an early stage to integrating with initiatives such as the information sharing index required by the Children Act (2004) s12 (c), and corporate data collection activities. Security of data is paramount, and disaster recovery planning will be a requirement.

Aggregated real-time management information will provide up to the minute attendance information and may be an effective means of providing positive motivational feedback.

Consideration is being given nationally and locally to the concept of a smartcard for secondary age students, covering access to sports and leisure activities, as well as transactional use by schools. National pilots are underway for a 'Youth Opportunities Card' based on chip and pin smartcard technology. We propose to work with our ICT partner to ensure that proposals are informed by this national policy.

## SECTION IV: DESIGN STRATEGY

### 4.1 Corporate policies

KCC believes that good design enriches our lives by adding environmental, economic, social and cultural value. It results in people working, learning, healing, playing and living better and helps communities to flourish. Good design is a fundamental requirement – never to be considered as a ‘bolt-on extra’.

KCC aims to create a showcase of great buildings and desirable places that reinforce Kent’s distinctive character. The creation of faceless urban or rural expansion schemes that lack heart and identity is not acceptable. There is no excuse for poor design, and inferior standards of development in Kent must be a thing of the past.

We have made two key strategic investments into promoting standards of design in the County. These are:

- the **Kent Design Guide**: produced by the Kent Design Initiative, a unique partnership of Kent’s local authorities, developers, builders, communities and interest groups who have joined forces to campaign for good design in Kent. The Kent Design Guide provides the criteria necessary for helping building designers, engineers, planners and developers to achieve high standards of design and construction. It also provides members and officers with the tools to refuse consent for poor design.
- the **Kent Template for a School of the Future**: produced in partnership with the Office of the Deputy Prime Minister, local, national and internationally known educationalists, and a team of high profile designers and architects. The Kent Template was prompted by the need to consider the future learning requirements of the planned Kent Thameside development - one of the largest urban developments in Europe - but is equally important in the context of the wider roll out of BSF across Kent. The template outlines a number of strategic approaches to school design that will facilitate the development of high quality learning environments for learners in Kent - and perhaps elsewhere.

### 4.2 BSF: high-level design statement

BSF provides a unique opportunity to invest in innovative solutions for future secondary school provision, challenging perceptions of what schools should offer and where they should be located.

We see school design as an opportunity to project learning into the heart of the community. The design of a school can promote its aspirations and specialism, even before parents, visitors and young people have entered the building. Our vision of autonomous and creative learners, supported by technology, calls for the development of high-tech, flexible environments that enable small group work, better opportunities for collaboration within the school community, enhanced presentational positions for the teacher and more space for individual learner’s work.

Similarly, our vision of locating schools at the heart of their community raises fundamental design questions over how can we accommodate and encourage relationships between schools and other community organisations more efficiently.

We believe the answer is likely to involve blending different uses and types of accommodation on school sites. Whilst parts of school facilities would remain private and

secure for school use only, others will be open to the public on a daily basis, after school hours. This approach not only delivers spatial and economic capital and recurrent use, but is also a philosophical statement, expressing how a community can best work, as an integrated and mutually supportive network in which there are active learners of all ages. A blending of uses will result in **more for less**, more space, services and staff for less recurrent and capital investment.

Rather than acquiring and equipping separate facilities, the accumulation of resources allows efficient use of land, buildings and professionals, resulting in shared expertise and quality that might otherwise be unaffordable. Furthermore, blended use encourages collaboration between partners, generating even greater collective community commitment and success.

Young people spend 75% of their time at Key Stages 3 and 4 in general or specialist teaching areas, which have changed little since the early part of the 20th Century. The move towards autonomous learning, driven largely by technology, enables a more personalised form of learning in which young people take control of their learning programme. This creates a need to work alone or with other learners in a range of environments. It also necessitates the students are able to feel a sense of ownership of the wider school environment and of particular spaces within it. This might be achieved through the use of 'home bases' for groups of children, within which each child would be allocated their own storage space.

Detailed studies have been conducted to examine the use of laptops, palmtops and multimedia whiteboards. These studies indicate a need for small group work, more movement within learning environments, enhanced presentational positions for the teacher and the need to allow more space for learners working as individuals.

We anticipate that learning environments could include:

- **larger non-specialist learning spaces:** in which pupils spend the majority of their time. Allowing for increased desk sizes and more personal spaces to facilitate autonomous and small group learning. Better storage units should be provided for teachers and learners and teachers' professional spaces should be enhanced and enriched with technology;
- **studio and specialist learning spaces:** serving as versatile, flexible spaces which cover all specialist curriculum areas. The choice of fittings and furnishings would allow a school to determine the future use of each studio;
- **more social and communal spaces:** in which children can relax, re-fuel, interact, and develop the social and emotional skills that are a vital pre-requisite for success in 21<sup>st</sup> century societies and economies. We would envisage a move away from the traditional single school hall and single dining area towards the proliferation of more diffuse, informal and flexible spaces;
- **better technology:** wireless cloud; data points, tablets, displays, projectors, handheld modules and laptops. Interactive screens, data walls, e-paper, off-site working, international connections;
- **information rich areas:** informal posting zones; mobile phone tagging zones; student, school, community and events information areas.
- **mobile screens:** moveable walls; displays; storage flexibility; supports small group work;

- **flexible furniture:** to allow flexibility of arrangement; sharing, grouping, teachers support, storage;
- **breakout areas:** to facilitate small group working; individual working; informal learning zones; larger group working; flexible working; and
- **improved fabric:** that is more sensitive to the importance of colour, texture, acoustics, lighting, and natural ventilation.

This list is not exhaustive or prescriptive.

Facilities for the professional have also changed little over the years; they generally tend to be of poor quality and are frequently inadequate. It is essential to ensure staff facilities are carefully designed, recognising the important role of the teacher and other professionals working within the school. We therefore anticipate that learning environments could also:

- enable teachers to plan and deliver the curriculum in teams, rather than in isolation;
- include a range of presentational positions, using ICT and traditional media;
- include discrete areas where teachers and other professionals and para-professionals can plan in teams;
- include ICT facilities, such as Voice and Video over Internet Protocol to facilitate easy and effective communication with other schools, institutions, and parents.

This list is not exhaustive or prescriptive.

School design also has serious implications for attendance and behaviour. Environmental factors can have a significant effect on student and adult behaviour and on the ability of schools to deliver a curriculum which meets the needs of all students. Kent's Building Schools for the Future programme presents an opportunity to improve attendance and behaviour among all pupils by designing better school facilities. This may include the use of smart card, RFID and other information and communication technologies to monitor and record student attendance on school sites. Human scale learning environments, with appropriate furniture layouts, a well thought out teacher's position, and good levels of natural lighting and ventilation can all also play a role in improving behaviour.

The wider learning environment is also important in promoting a sense of well-being, sanctuary, and safety for young people. Playing fields and other green areas are an important part of this. They contribute more than their function and sporting purpose. They are often the green lungs in the urban setting and should not be windswept, sterile, green deserts but landscaped terraces and gardens that provide spectacle and interest.

### **The Design Implications of Inclusion**

Our vision for the education of children with learning difficulties and disabilities is an integral part of Nurturing Autonomous and Creative Learners. Intrinsicly, we aim to enable all children and young people to attain the best possible learning outcomes to equip them for life in a safe and healthy environment.

We start from the perspective that every learner is different and has different needs. Teachers and other professionals and para-professionals can and do respond to the individual learning needs of different children on a day-to-day basis. However, this process can be better facilitated when learning environments are designed with a high degree of flexibility from the outset.

We anticipate that inclusive learning environments could:

- allow space for wheelchair users and their assistants to move around the entire school, as opposed to being limited to working in one area;
- allow increasing numbers of learning professionals, other professionals and para-professionals to work with children in the majority of teaching areas in the school;
- include small breakout spaces for 1-2-1 work or to act as 'calming zones'
- allow access for wheelchair users and their assistants to the external learning environment, including playing fields;
- include clear and consistent signage;
- include improved colour schemes for those with sensory disabilities.

This list is not exhaustive or prescriptive.

### **The Design Implications of ICT**

Nurturing Autonomous and Creative Learners emphasises the transformational potential of ICT. KCC believes that successful school design should produce learning environments that are rich in connectivity and a variety computing devices, enabling earners and teachers to access a potentially endless range of information resources as and when required.

Perhaps the most important design implication of ICT is around the integration of communications, learning, security, and management information systems. Integrating previously disparate networks in this way allows schools to reduce building capital and operational costs, increase safety and security, and support new services and amenities that enhance campus life for learners and teachers.

Moreover, integrating these networks over Wi-Fi networks provides learners and teachers with the mobility required to develop and deliver the more flexible models of teaching and learning associated with project based learning.

### **The External Environment**

Schools often give an unrewarding first impression as they are approached through a sea of car parking with confusing movement patterns for both pedestrians and drivers. Traditional schools are unable to promote a visual showcase of their ethos. The introduction of a prominent entrance to the school, fronted by a small civic square, will give the school presence and dignity often lacking in civic buildings.

The learning environment is not just about buildings, but also about space, landscape and enclosure. Enclosure promotes well being, sanctuary and safe places for young people to learn. Playing fields are an important part of the public arena. They contribute more than their function and sporting purpose. They are green lungs in the urban setting and should not be windswept, sterile, green deserts but landscaped terraces and gardens that provide spectacle and interest.

### **4.3 The Disability Discrimination Act (DDA)**

The DDA places a duty on schools and local authorities to plan strategically to increase access to school premises and the curriculum to disabled pupils. This duty includes changes to physical features, as well as the provision of auxiliary aids and providing written material in alternative formats to ensure accessibility. KCC will ensure that these requirements are a

core feature of any design proposal taken forward as part of BSF, or any other capital project.

#### **4.4 Sustainability**

Sustainable development will ensure a better quality of life, now and for generations to come. The key national and regional policy objectives lie in creating more sustainable development, and making better long-term use of natural resources. The UK Strategy for Sustainable Development sets out five principles and four priority action areas. The five principles are:

- living within environmental limits
- ensuring a strong, healthy and just society
- achieving a sustainable economy
- using sound science responsibly
- promoting good governance.

The four priority action areas are:

- sustainable consumption and production - working towards
- achieving more with less.
- natural resource protection and environmental enhancement -
- protecting the natural resources on which we depend.
- from local to global: building sustainable communities creating
- places where people want to live and work, now and in the future.
- climate change and energy - confronting the greatest threat.

A sustainable approach to development requires that location, transport connections, mix of uses and community facilities, together with careful husbanding of land and energy resources all combine to produce social and economic benefits:

- healthier living and working environments
- improved efficiency and productivity in use
- reduction of fuel costs and the costs of vehicle ownership.

For the purposes of BSF, the government has specified that all new-build facilities be compliant with the “very good” level of the BREEAM regulations.

BSF represents a unique opportunity to develop high quality, efficient, sustainable school facilities that reflect the importance that KCC attaches to the environment and design.

We expect that prospective private sector partners will incorporate current best practice in sustainable building design in terms of construction methods, energy efficiency, building maintenance, security, and community use into bids and, for the successful partner, into subsequent downstream projects.

Sustainability should be considered at all stages of the design process, from the development of design concepts, through to the location of the school buildings within their site environment. In addition, the detailed design and specification of materials should

ensure that both long term and short-term impacts on the environment are minimised. Design and construction considerations should be based upon the lifecycle cost of the building and not just initial construction costs.

We also expect ICT to play a crucial role in ensuring the sustainability of school buildings. The high-technology concept of 'smart buildings' in which the energy, security and communications systems are integrated and managed through the innovative use of ICT are potentially less costly and more efficient over the medium to long term.

We have identified the following as critical high-level success factors:

- orientation of new built to make most advantage of sun's energy – East-West;
- orientation of new built to make most advantage of prevailing wind to help with natural ventilation;
- reduce heating demands by additional insulation to external fabric;
- promote floor layout to aid natural ventilation and maximise daylight;
- roof lights to encourage natural daylight to areas such as stairwells;
- solar shading to glazing on south side to avoid excess solar gain;
- solar roof panels to power hot water;
- encourage areas with sunspaces;
- plant trees to promote microclimate, such as on north side to help buffer against cool north winds;
- where applicable to topography, introduce balancing pond to manage site surface water drainage;
- rainwater harvesting system for wc's, with oversized guttering;
- promote use of recycling banks within school grounds;
- use of sedum or green roofing to absorb CO<sub>2</sub> / dust and produce oxygen;
- maximise use of local building materials sourced within 15miles radius of construction site, where possible;
- use of local building skills to minimise travel / maximise and upskill local labour force;
- use recycled aggregate where possible;
- no VOC's (Volatile Organic Compound) to be used in any product, including paint;
- any use of wood to be FSC certified;
- any MDF or Plywood to be free from urea formaldehyde;
- use spray taps on hand basins;

- use of dual flush toilets.

The integration of other public services with learning on school sites can also promote sustainability. KCC has developed its own Community Schools Development Strategy, a policy which equates to the national extended schools policy, but predates by two years. The aim is to ensure that Kent schools are fully inclusive organisations facilitating the delivery of services and working in partnership with others in the community to meet local needs.

#### 4.5 Process

KCC is investing significant time and resource into ensuring that the design process is well managed and likely to yield high quality outcomes. A crucial aspect of this has been the requirement to involve schools and their stakeholders in the process. The key steps have been:

- **the intensive involvement of schools in the development of a clear educational vision:** pupils, teachers and head-teachers all had editorial input into Nurturing Autonomous and Creative Learners. This was important in gaining ubiquitous buy-in;
- **intensive involvement of schools and their stakeholders in the development of reference schemes (RIBA Stages A – C):** KCC has made a significant commitment to providing high quality technical and architectural resources to schools and the BSF project team to develop ideas, school visions and reference schemes;
- **the appointment of a Design Champion:** to promote and campaign for good design throughout the project lifecycle and to work with internal KCC functional teams to ensure that built environment issues are properly accounted for;
- **the appointment of Client Design Advisors:** KCC has also appointed highly skilled and experienced architectural advisors to assist with the development of detailed reference design information for inclusion in the invitation to participate in dialogue (ITPD) documentation, and to assist with the preparation of output specifications. The Client Design Advisors have also assisted with the use of the Design Quality Indicator tool;
- **the appointment of a CABE enabler:** KCC works with a CABE enabler to benefit from expert advice and to further augment its in-house design capacity;
- **using the Design Quality Indicator model:** to better enable the project team and different stakeholder groups to assess how well plans for building work meet project objectives.

The **Kent Template for a School of the Future** also maps out a number of strategic approaches to ensuring good design. Because educational demands on school building projects are not easily quantifiable, a series of questions has been developed to assist in both the development and evaluation of designs.

#### 1. Stimulating Design

- does the architecture reflect the ethos of the school, inside and outside the building?
- are the classrooms and open areas appropriately arranged to support curriculum needs?
- are internal spaces flexibly designed to allow their conversion to other uses?
- can the building be used as a learning resource?
- does the architecture and the surrounding environment stimulate the learners to learn, play and move as befits their age groups?

- are the entrances and reception areas welcoming, warm, safe and non-institutional?
- do the school playgrounds and recreational areas (inside and outside) provide a rich variety of spacious play areas, as well as niches and places to withdraw to?
- does the design bring a variety of spaces together in a stimulating and rich teaching environment?
- do the designs present a compact school offering short journey times?
- are all subjects carefully planned in suites of accommodation, integrating teaching spaces with storage, display, resources and staff spaces?
- are curriculum areas grouped sensitively to reinforce common aims and objectives between subjects and Key Stages?
- are teachers' offices and work areas positioned so that passive supervision of all main circulation routes is easily undertaken?
- do the designs support pastoral care within the school by the careful grouping of spaces?

## **2. Flexible Room Use**

- is it possible to change from one style of teaching to another at short notice?
- are the rooms also suitable for non-school activities?
- are the classrooms planned with appropriate furniture layouts and a well thought out teacher's position, including access to storage and good natural lighting?

## **3. Learners involved in school design**

- to what extent can learners and teachers influence the design?
- does the design give learners and teachers a chance to redesign the classrooms and open areas flexibly?
- does the architecture and surroundings give users sufficient scope to modify the various areas?

## **4. Community and outdoor spaces**

- do the outdoor spaces enhance the curriculum activities?
- are the community facilities easily accessible?
- how do community facilities promote learning?
- have potential community users been consulted at an early stage?
- have these aspirations been included in the design?
- have the recurrent and maintenance costs been included in the scheme?
- what are the governance and management arrangements for community facilities?
- how does the school promote opportunities for community engagement?

### **4.7 Developing Informed Clients**

The significant time and resource that KCC is investing to involve schools and their wider communities in the design process is designed to make them stronger and better informed clients. We believe that a stronger and better informed client will be able to consider and define its requirements more clearly and will be able to evaluate subsequent bids with greater confidence.

In this sense, the process of developing control schemes for Kent BSF projects is more important than the outcome. Kent schools are aware that the control schemes submitted for both the Strategic Business Case and the Outline Business Case do not and should not constitute a complete design solution for their school sites. Rather, these schemes demonstrate that certain aspects of the investment strategy are technically and financially achievable within the cost envelope determined, and more importantly represent a significant milestone in considering the physical and ICT implications of their visions for teaching and learning. Ultimately, the responsibility (and the attendant risk and reward) for developing a transformational design solution rests with the prospective LEP partner.

## SECTION V: STRATEGIC PRIORITISATION OF INVESTMENT

KCC's BSF programme will progress throughout the County in successive waves over the next 15 to 20 years. During that period the programme has the potential to deliver well in excess of £1.5 billion in capital funding to the County's secondary school estate and ICT infrastructure.

### 5.1 Structuring the programme

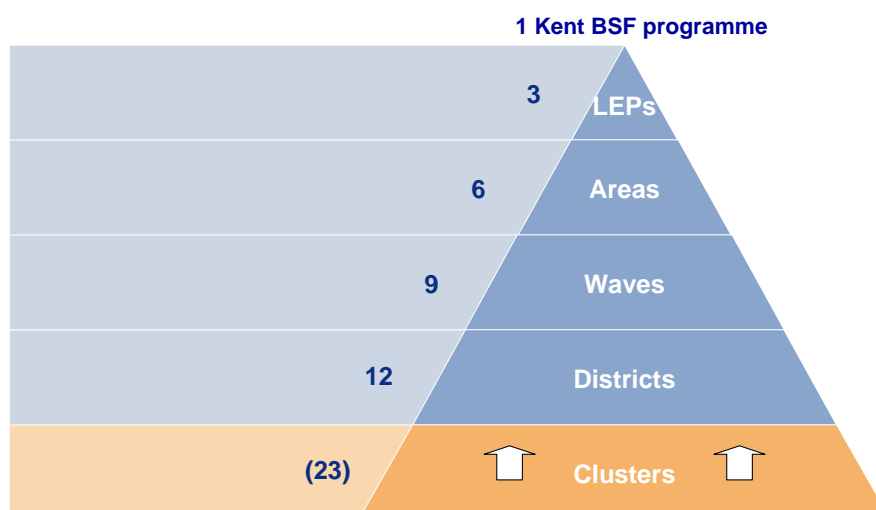
KCC is the largest local authority in the UK. As a consequence it also has the largest BSF programme in terms of the number of schools involved, the projected capital expenditure, the geographical area covered, and the period of time the programme extends over. This scale raises a number of fundamental questions over how best to structure the programme:

- is one or more LEPs needed?
- how to maintain continuity and consistency within the overall programme?
- how to drive the programme forward with vigour and avoid delay?
- how to manage the strategic risks associated with such a large programme?
- how best to integrate the existing district areas within the national waves?
- how best to integrate the existing education service architecture, particularly the cluster and secondary areas, within the national waves?

KCC has determined that the best solution is for the programme to be structured around 3 Local Education Partnerships. The rationale behind this solution is explained in detail in section VII. However, the immediate advantages are that:

- this strategy mitigates the risk associated with selecting a single partner on such a large transaction;
- it maintains the benefits and competitive leverage that flow from going to the market with a comparatively larger lot size and higher level of deal flow;
- it enables the Council to integrate existing district and cluster areas neatly within the overall programme phasing.

The programme structure is illustrated in the diagram below:



## 5.2 Prioritisation of Districts within the Programme

In line with national policy, the DfES has prioritised Kent's overall programme so that districts with low levels of educational attainment (measured by the percentage of students gaining 5 or more passes at GCSE grades A\*-C) and high levels of deprivation (measured by the percentage of pupils claiming free school meals) receive BSF investment first. The DfES prioritisation of districts throughout the programme is as follows:

Prioritisation of Districts throughout the Programme	
District	National Wave
Gravesham	3
Thanet	4-6
Swale / Dover	7-9
Dartford / Ashford	10 – 12
Maidstone / Canterbury / Tonbridge / Ton Wells	13 – 15

## 5.3 Allocation of Districts to Local Education Partnerships

In allocating districts to each LEP, KCC sought to balance the overall DfES prioritisation above with a number of other factors. These included the following factors:

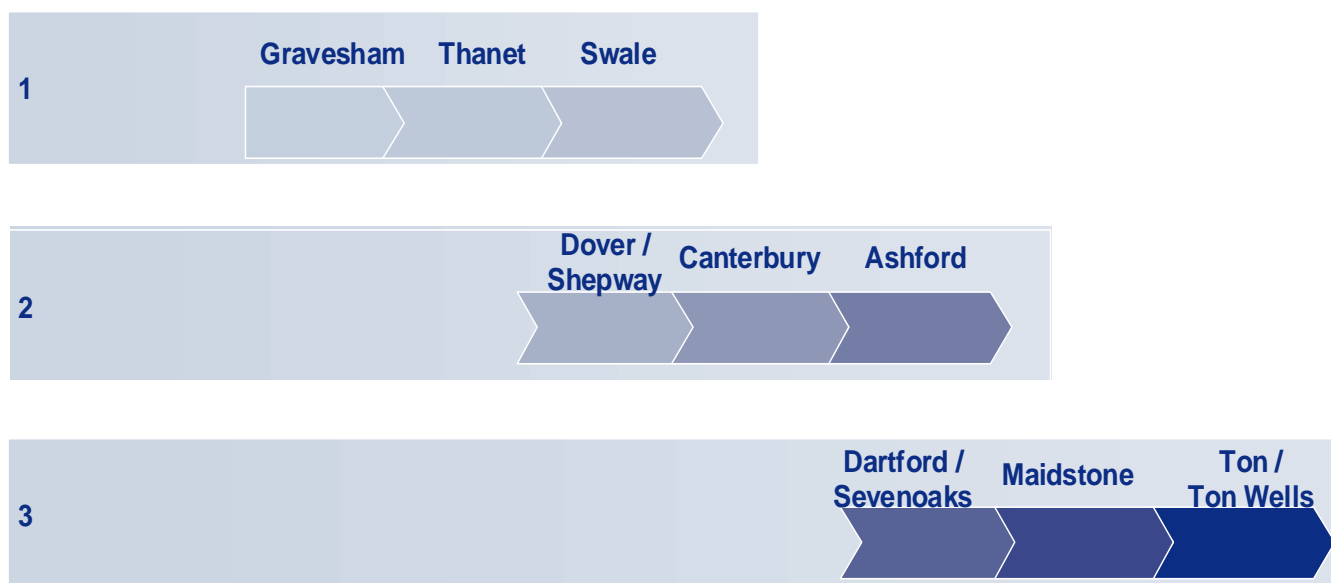
- supply chain management is likely to be more efficient by grouping geographically contiguous areas together within the same LEP;
- LEP performance is likely to be better where there is a continuous rather than intermittent flow of projects; and
- there is a need to balance the value of each LEP to ensure no single procurement appears more attractive than the others.

Following discussions with PfS the overall allocation of districts between the three LEP's has been determined as per the diagram below:

2007

2014

LEP no.



The overlap shown above between the conclusion of LEP1 and the start of LEP2 (and similarly for the conclusion of LEP 2 and the start of LEP 3) is deliberate. It is intended to maintain the momentum in the overall investment programme and avoid a situation where all activity is purely consecutive.

### 5.4 Prioritisation of Schools within LEP1

LEP1 includes 33 schools in total (including secondary, special schools and PRUs) and has an estimated total capital value of £477.29 million. Schools within LEP1 have been allocated into 6 delivery streams based on the following criteria:

- overall DfES funding priority – the streams are broadly in line with the overall DfES priority of investment based on low educational attainment and high deprivation;
- readiness for change at the school level – based on the capacity of the senior management team to effectively participate in BSF planning and to lead the school through a complex and demanding change management process;
- the need to maintain a balanced profile of new build, refurbishment, and refresh across the LEP;
- the complexity of the construction project – taking account of site issues and other constraints;
- school organisation issues – accounting for the time required to plan and manage issues like surplus capacity, amalgamation, federation or co-location;

The first two streams will be procured consecutively and will form the scope of the first Outline Business Case. Each subsequent delivery stream represents a transaction within the LEP and warrants its own OBC. The exact composition of subsequent delivery streams, as well as the scope of works is subject to change.

												Sample School					
												Planning	Procurement	Construction			
Wave	LEP Procurement	Rebuild	Refurb	Refresh	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014			
3	<b>Stream 1</b>	Ifield (Gravesham)	63	14	23												
		Whitstable Community College (Thanet / Cant Coastal)	23	34	33												
		Charles Dickens (Thanet)	30	31	39												
		Herne Bay High (Thanet / Cant Coastal)	13	48	39												
		<b>Stream 2</b>	Northfleet School for Boys (Gravesend)	100													
		Northfleet School for Girls (Gravesend)	42	36	22												
		St Johns (Gravesend)	100														
		Thamesview (Gravesend)	98	0	2												
		St Georges (Thanet)	70	16	14												
		Dane Court (Thanet)	52	48	0												
	King Ethelbert (Thanet) / Portal	61	26	12													
TBC	<b>Stream 3</b>	Meopham (Gravesend)	75	7	18												
		Gravesend Grammar School for Girls (Gravesend)	47	38	15												
		Gravesend Grammar School for Boys (Gravesend)	71	19	10												
		St Georges (Gravesend)	49	51	0												
		<b>Stream 4</b>	Clarendon House (Thanet)	100													
		Chatham House (Thanet)															
		Ursuline College (Thanet)	28	51	20												
		Hereson School (Thanet)	100														
		Hartsdown (Thanet)	70	20	10												
		Laleham Gap Special School (Thanet)	100														
		Stone Bay Special School (Thanet)	50	40	10												
		The Foreland Special School (Thanet)	100														
		St Anthony's Special School (Thanet)	100														
		Northwood Centre PRU (Thanet)	68		32												
		<b>Stream 5</b>	Sittingbourne Comm Coll	21	56	23											
		Abbey School (Swale)	42	39	19												
		Queen Elizabeth Grammar School (Swale)	23	48	29												
		Fulston Manner (Swale)	53	38	9												
		<b>Stream 6</b>	Westlands (Swale)	30	50	20											
		Higsted (Swale)	50	35	14												
	Borden (Swale)	52	32	16													
	Challenger Centre PRU	100	0	0													
	Grosvenore Hse Pru	50	35	15													

### 5.5 Scope of the wave 3 project

Kent's wave 3 project was determined in April 2006. The final wave 3 project and LEP1 scope is:

- Ifield Special School
- Whitstable Community College
- Herne Bay High
- Charles Dickens
- Northfleet Technology College
- Northfleet School for Girls
- St Johns RC Comprehensive School
- Thamesview
- Dane Court Grammar School
- St Georges C of E School (Broadstairs)
- King Ethelbert School
- Portal House Special School.

### **5.6 Prioritising the wave 3 project**

KCC has agreed with PfS that the schools in stream 1 & 2 will effectively constitute its wave 3 project. This includes schools from both Gravesham and Thanet. This constitutes a slight deviation from the original programme which focussed solely on Gravesham. The criteria by which schools were allocated to this stream is described at 5.4 above and at 5.7. In summary, schools in this stream all have low educational attainment and high levels of deprivation. However, they also have comparatively strong senior management teams, relatively straightforward construction projects, and are free of significant school re-organisation issues. The advantages to this phasing are:

- more schools can be opened in advance of the notional wave 3 schedule (i.e. by 2008/09 & 2009/10 as opposed to 2010/11 & 2011/12);
- more schools can be included in the wave 3 project without exceeding the original funding allocation;
- a more even distribution of new build, refurbishment and refresh across the LEP is achieved;
- a greater degree of contingency can be introduced by including multiple phases of delivery within the wave 3 time-scale;
- no more than half the schools in either area are involved in construction at any one time – thereby minimising disruption to educational services, and reducing the pressure on the supply chain.

All of the schools in Gravesham and Thanet are included within the first 3 streams of procurement in LEP 1, whilst schools in Swale are scheduled into stream 4 and 5. Again this is in line with the overall DfES prioritisation of districts into the Kent programme. Due to the reprogramming of the Gravesham and as a function of the expected housing growth within the Thames Gateway area it will be necessary to include an additional stream containing 2 new- build schools to be provided by 2020 within the remit of LEP 1.

### **Indicative detailed phasing of Wave 3 Schools**

The timetable that is being refined for the OBC will take account of the “accelerated” nature of the Kent project. The accelerated project is targeting one financial close for all 12 schools in Streams 1&2. While we have accepted the advice from PfS that the sample size should be

limited to 5 schools only in the competitive phase of the procurement, we are planning to structure the later stage of procurement to accommodate the intended single financial close date. It is clearly helpful that the sample includes all of the 3 PFI projects within Streams 1&2 (given the higher level of complexity involved in PFI projects) and we will be working with both the bidding market and PfS/DFES to specify the steps needed to achieve the accelerated timetable. Close attention is being paid to the securing of the necessary preliminary information that will be important to the prompt working up of the non-sample projects in the post preferred bidder stage

### **5.7 Prioritisation on the basis of Educational Need**

In section 1.2 we detailed the social, economic, and educational challenges that Gravesham, Thanet and Swale face and demonstrated the requirement for prioritising these areas within the overall Kent programme. Within LEP1 every effort has been made to prioritise schools so that those with the lowest levels of educational attainment receive investment first. To this extent, every school in streams 1 & 2 has significantly lower levels of educational attainment (as measured by the percentage of pupils gaining 5 GCSE passes at grades A\*-C) than the Kent average.

However, a number of the schools in later streams also have extremely low levels of educational attainment – often directly comparable with schools in streams 1 & 2. It is neither possible nor desirable to expand the size of streams 1 & 2. Similarly, later streams must be kept to a manageable size and within the programming and funding assumptions of the national programme.

A range of other factors have therefore been taken into account in prioritising schools within the LEP1 delivery streams. These factors are listed at 5.4 above.

### **5.8 Profile of new-build, refurbishment, and refresh in LEP1**

KCC fully accepts the requirement to keep as far as possible within the overall national funding assumptions made about the percentage of new-build, refurbishment and refresh within the programme. **5.9 Planning future waves / OBCs**

Because of the desire to keep the LEP1 profile of transactions as far as possible within the overall national funding assumptions a good deal of high-level planning work has already been undertaken about the allocation of schools to future waves. For example, all schools have been allocated to a future wave / OBC. This is illustrated in the table at paragraph 5.4 above.

A significant proportion of the preparatory planning work with individual schools involved in future waves / OBCs is also at an advanced stage. For example, control schemes (to RIBA stage B) have already been developed for all schools in the Thanet and Gravesham clusters. This provides a sound basis from which a LEP partner, when appointed, can work to develop subsequent, downstream projects.

Finally, the allocation of schools to later waves / OBCs also accounts for a number of challenging school organisation issues that are envisaged. We have deliberately selected those schools least likely to be affected by falling rolls for inclusion in streams 1 and 2 (OBC's 1 & 2). This phasing reflects the imperative to get BSF investment flowing into the County's three most deprived areas as soon as possible, whilst also recognising that sufficient time has to be set aside for planning and managing any complex school re-organisation that may be required to manage a projected surplus. This is outlined in more detail in Section VI.

## **SECTION VI: ESTATES STRATEGY**

### **6.1 Asset Management Plan**

KCC is committed to raising standards of attainment in all of its schools and believes that the quality of school premises plays a key part in achieving this aim. Capital resources are therefore targeted so as to make the greatest impact on educational standards. The asset management planning process is used to enable the provision of a strategic and co-ordinated approach to the use of capital funds, which will deliver to the areas of the greatest need. In line with this, the Authority has taken a positive decision to pursue the BSF route to address the needs of its secondary schools and to direct modernisation funding towards providing fit for purpose primary schools. Given the length of the delivery of the BSF process in Kent it is also necessary to direct modernisation funding to those secondary schools which do not feature until later years in the programme to target pressing condition and suitability issues.

The forthcoming primary capital funding will be used to bring forward the modernisation of Kent primary schools. Without this additional funding it will take very many years to bring the quality of the primary school estate to levels possible for secondary phase provision through the delivery of the BSF initiative.

The majority of KCC's strategic priorities are the direct consequence of issues detailed in a number of plans, which show proposals for local delivery of both local and national priorities. The Primary Strategy and the Education Vision are of key importance in this respect.

A huge backlog of condition work currently exists in Kent schools. Condition surveys identify £57.2m of maintenance work that requires urgent remedial action (Category 1, D1 and C1) and a further £79.9m identified as essential (Category 2, D2 and C2).

Whilst the ongoing condition programme should continue to make an inroad into the backlog it is clear the real solution rests with the delivery of major projects through the BSF, Modernisation and new Primary Capital programmes. This will address both condition and suitability issues in providing a fit for purpose school estate.

The LEA is heading towards the successful completion this year of a strategic four year target to reduce the number of temporary classrooms by 40% (N4Y) from in excess of 1100 temporary classrooms in 2001 to just over 700 addressing both suitability and condition issues.

### **Specific Programmes**

In addition to the long term BSF programme, the Council is also implementing a number of other strategic building programmes across the County. These are:

- **SEN Review**

KCC has undertaken a far-reaching SEN Review the outcome of which is to completely reshape SEN provision in Kent. The cost of providing fit for purpose accommodation to support the recommendations contained within the Review are to be delivered through an £85m building programme. In formulating this programme the Council have taken cognisance of the BSF programme to ensure that the strategic priorities of both programmes are aligned. It is intended that beyond LEP 1 the Council will fund the

secondary element of the special school review to deal with immediate accommodation issues.

### **SEN Schools in LEP1**

There are seven SEN schools in the LEP1 area. Five of them will be provided by the LEP and two will be provided by KCC through the special school review. The details are as follows:

**Ifield Special School (Stream 1):** Ifield Special School was included within Kent's original BSF expression of interest and an indicative funding allocation was subsequently made for the school in the Kent wave 3 project. However in 2004, because of the acute state of disrepair at Ifield, and because no firm wave 3 allocation had at that time been received, KCC chose to pursue the re-build / re-furbishment project as part of its Special School review programme. In 2005, upon receiving confirmation of its indicative wave 3 allocation, KCC agreed with PfS that, because the project was so well developed, it could be constructed ahead of and separate from, the wave 3 procurement programme, but that the BSF funding for the secondary pupil element of Ifield would be provided to Kent once LEP1 was established. This position was thought to be advantageous to all parties. The school will also benefit from the ICT managed contract provided by the LEP. These agreements have been included in the FAM.

- **Portal Special School (Stream 2):** Portal Special School may be co-located at the King Ethelbert site (see paragraph 6.3) and will be constructed by the LEP partner and services will be provided as relevant. This has been included in the FAM.
  - **Laleham Gap Special School, Stone Bay Special School, The Foreland Special School, St Anthony's Special School (Stream 4):** The Thanet Special Schools will be constructed by the LEP partner and services will be provided as relevant. These schools have been included in the FAM.
  - **Meadowfield Special School (Stream 4):** As part of the KCC special school review Meadowfield will be constructed and funded by the Council outside of the LEP. KCC will not be seeking any funding under BSF for the secondary element of provision at this school. The school has been prioritised as urgently requiring strategic investment and is a priority for the Council. It is anticipated however that the school will benefit from the ICT managed contract provided by the LEP.
- **Modernising the school estate**  
Following on from previous Government New Deal for School funding the KCC is completing a £26m 2-year wave of modernisation projects benefiting 59 schools with projects ranging from small improvements, refurbishment, replacement of temporary classrooms to whole school replacements. Plans are now underway to implement a further 2-year £20m programme of similar projects.
  - **Vocational Educational Centres**  
Delivering an £8m building programme providing 18 new vocational education centres
  - **Maintained nurseries**  
Delivering programmes totalling £6.8m doubling the number of KCC maintained nurseries from 35 to 70

- **Children's Centres**

A joint initiative between Education Early Years/Childcare Unit and Surestart. Five sites totaling £3.3m in project costs have been identified as a first phase to progress to planning and works on site are due to commence shortly. The second phase of £9.7m comprises 52 projects for completion in 2008. The third and final phase for a further 30 projects is to be announced in 2007 to be funded from a £5.2m allocation and to be delivered by 2010.

### **AMP Data**

Kent schools AMP data is held on a property management database to which schools have web enabled access. Condition data is updated via a rolling programme of condition surveys and structured visits. Suitability information is regularly updated through a programme of premises development visits.

This data base is a key tool in providing school premises information to inform the setting of strategies, priorities, building programmes and individual projects as well as monitoring performance for example changes in the backlog of maintenance, numbers of temporary classrooms etc.

AMP data has been used to support and inform the individual school options appraisal which is set out in detail in Section VII and has been used as the basis of the Kent BSF Expression of Interest (EOI) for building and suitability information.

### **6.2 Hard and soft FM provision**

Current maintenance arrangements vary according to whether the school is within the two existing PFI schemes or not.

#### **PFI Schools**

There are 7 existing secondary PFI Schools in the County within two contracts:

- Swan Valley PFI School –KCC procured a 25 year PFI Contract on behalf of Swan Valley Secondary school and Craylands Lane Primary School in Dartford. The Contract commenced in May 2001 and the main building phase mainly consisted of new build, which was completed in October 2002. New Schools (Swanscombe) Ltd are the Councils PFI partner.
- Kent Grouped Schools PFI Project – KCC procured a 28 year PFI contract on behalf of six secondary schools in the County; Ellington School for Girls, Ramsgate; Aylesford School Sports College, Aylesford; The North School, Ashford; Holmesdale Technology College, Snodland; The Malling School, East Malling and Hugh Christie Technology College. The Contract was signed in October 2005 and construction is currently underway. The PFI scheme primarily addresses condition and suitability issues through a mixture of new build and refurbished accommodation. The Kent Education Partnerships is the Councils PFI partner.

The facilities management services within the PFI contracts comprise of the following:

- Building lifecycle/ planned preventative maintenance
- Reactive maintenance
- Catering

- Grounds maintenance
- Utilities/ energy management
- Cleaning
- Pest control and waste management
- Third party use
- ICT infrastructure

These services are provided by the PFI contractors to an agreed output specification. Although ICT infrastructure and the initial provision of furniture and equipment are included within the contracts, the provision of an ongoing ICT managed service and furniture lifecycle are excluded from the PFI contract. These elements are procured from the school's delegated budgets.

### **Non PFI Schools**

Non PFI secondary Schools have complete autonomy to purchase hard and soft facilities maintenance services. KCC provide a number of county contracts for catering, cleaning and waste management that schools can opt to buy into, however schools in the main control the majority of FM procurement through either using the county contracts, in house school provision or via third party subcontractors. The take up by secondary schools for county catering and cleaning contracts is poor whilst the take up is higher amongst secondary schools for the county waste management contract.

A County contract for maintenance (Class care) is available for schools to buy into. It offers all schools the opportunity to discharge their liabilities and responsibility to meet their corporate responsibilities to comply with legislation and statutory regulations related to delegated repairs and maintenance to buildings and grounds. The Class Care scheme is available for schools to buy into at a number of levels and schools are entitled to join the scheme at any time up to 6 months before the termination of the contract. Schools who do not buy into the class care contract procure their own maintenance services.

There are a number of areas of maintenance that are no delegated to schools for statutory reasons. These are undertaken by the Council and are:

- Five yearly electrical inspection and testing of premises
- Annual electrical inspection and testing of mobile classrooms and kitchens
- Statutory inspection and testing of fire alarm systems
- Six monthly inspection and testing of emergency lighting
- Monthly inspection of lifts
- Annual inspection and service of fixed gas heating appliances
- Annual testing of fume cupboards

### **6.3 Co-location of Schools**

Co-location of schools, whether of the same type or of different types and phases, can bring significant spatial and capital efficiencies, especially in areas where land is scarce or expensive.

### **6.4 Pupil Place Requirements**

#### **Programme level pupil place requirements**

For the KCC area as a whole, secondary pupil numbers are forecast to rise from 98,000 currently to a peak of around 100,000 pupils in 2008 (including those in further education in

school sixth forms). From this point there will be a gradual decline to around 92,000 pupils in Kent secondary schools by 2015.

This downward trend from 2008 reflects the current sharp reduction in Kent's primary school age population which has declined from a high of 114,000 pupils in 1999 to around 110,000 currently - a decline of 3.2% in six years. Over the next five years to 2010 there will be a further reduction of around 3,500 pupils - a projected decline of 3.3%. Thereafter the rate of decline in primary numbers is likely to slow, leveling out by 2015.

### **LEP1 Pupil Place Requirements**

No school amalgamations or closures are proposed in the wave 3 / OBC 1 project. However, school amalgamations may feature in projects developed within streams 3,4, 5 and 6. Special attention will be given to planning for the requirement for all new or replacement secondary schools to be subject to local authority competitions.

### **Projected Pupil Place Requirements for Schools in Streams 1&2 / Wave 3.**

KCC has worked closely with PfS to determine the projected pupil place requirements for schools in Streams 1 & 2 / Wave 3. This process has involved a direct dialogue between PfS and senior officers in the KCC CFE Operations Division, including the Area Education Officers for the Gravesham, Thanet and Swale clusters. KCC's original pupil place planning estimates for schools in streams 1 & 2 were based on forecast figures for 2010/11 - which is the projected date for all wave 3 facilities to be operational. These figures formed the basis of Kent's initial SBC which was submitted in April 2006. However, in May 2006 PfS informed Kent that it would base the FAM on projected pupil numbers for 2011/12 – this would be equivalent to the 2015 projected pupil numbers plus about 5%.—This would allow for the fact that schools would have a larger NOR when they were first occupied post BSF investment, compared to the target date of 2015 which is normally used for basing Wave 3 LA's FAM. Following this, Kent undertook further work on its pupil place planning projections, taking into account local factors, and this increased the projected 11-16 pupil numbers for 2015 to 9396, compared to the 2011 pupil projection of 8779. It also increased the projected post 16 pupil numbers for 2015 to 1550, compared with 1085 for 2011.

The transformational potential of BSF is such that we expect post 16 staying on rates to increase as a consequence of the new facilities and the delivery of the educational vision. For this reason, after liaison with the LSC Kent & Medway, and with PfS, we have assumed that every BSF school will achieve at least the county averages for post 16 staying rates. These are that 55% of pupils stay on into year 12 and that 85% stay on into year 13. Local factors, including birth rates, the proximity of FE and HE institutions, and proposed housing, have been taken into account when applying these assumptions to schools in streams 1 & 2. The LSC Kent & Medway has confirmed that it is happy to support the projected post 16 figures in line with its own assumptions about the demand for post 16 education in these areas.

KCC will continue to maintain an active and constructive dialogue with the LSC Kent & Medway throughout the wave 3 project to ensure that the aims and aspirations of the Kent 14-19 Learners Strategy, and the wider 14-19 agenda are at the heart of the BSF process. This dialogue will be facilitated by the 14-19 strategic planning forums at which schools, FE and HE providers, KCC, the LSC and all other relevant stakeholders can jointly plan and coordinate.

The pupil place planning requirements for schools in streams 1 & 2 / wave 3 are:

<b>Pupil Place Planning Requirements for Schools in Streams 1 &amp; 2 / Wave 3</b>					
	<b>11-16 plus 16-18 Current</b>	<b>11-16 plus 16- 18 Projected for 14/15</b>	<b>Proposed 11- 16 plus 16-19 capacity</b>	<b>Proposed PAN 2008 in SBC</b>	<b>Projected NOR 2011</b>
<b>Herne Bay High School</b>	1302 plus 149	1228 plus 250	1350 plus 270	270	1263
<b>Community College, Whitstable</b>	899 plus 97	1050 plus 182	1050 Plus 200	210	898
<b>Dane Court Grammar School</b>	841 plus 273	825 plus 279	825 Plus 300	165	786
<b>Charles Dickens School</b>	995	1200	1200	240	909
<b>King Ethelbert School</b>	742	700	750	150	677
<b>St George's CE Foundation School</b>	1054 Plus 119	1050 Plus 187	1050 Plus 200	210	998
<b>Northfleet School for Girls</b>	977 plus 153	875 plus 190	900 Plus 200	180	912
<b>Northfleet Technology College</b>	849 plus 80	818 plus 120	825 plus 150	165	720
<b>St John's RC Comprehensive School</b>	920 plus 215	900 plus 240	900 Plus 240	180	907
<b>Thamesview School</b>	799	750 plus 80	750 plus 80	150	709

**KCC reserves the right to revise these figures in line with changing local needs and circumstances.**

### **Avoiding blight in Gravesham**

All schools within the cluster are due to receive the BSF investment between 2008 – 2010. We believe this is too short a period for any school to be seriously blighted by developments either in neighbouring schools or at any other in the cluster.

Inter-cluster pupil movement is minimal with less than 10% of year 7 primary cohort in the neighbouring Dartford cluster currently choosing to attend secondary schools in Gravesham. Similarly, less than 4% of the year 7 primary cohort from the neighbouring Medway Authority area currently choose to attend secondary schools in the Gravesham cluster. We expect that the trends associated with both neighbouring areas will remain stable. Significant investment has been made into secondary schools in the Dartford cluster in recent years with more planned as a result of the Thames Gateway Developments. Similarly, the A2 has tended to act as a buffer between the Medway and Gravesham areas and we expect this factor to persist over the short to medium term.

**Avoiding blight in Thanet**

All schools within the cluster are due to receive the BSF investment between 2009 – 2011. We believe this is too short a period for any school to be seriously blighted by developments either in neighbouring schools or at any other in the cluster. Inter-cluster movement into and out of Thanet is minimal. Less than 5% of the primary cohort from the neighbouring Shepway, Canterbury or Swale districts currently choose to attend secondary schools in the Thanet cluster. We expect this trend to persist over time.

**Swale**

The Swale cluster is scheduled to receive BSF investment between 2012-2014. Between now and then pupil capacity is expected to drop from 5,384 (2006) places to 5,147 places (2013/14) – a projected surplus of 237 places. Planning for BSF in the Swale cluster is due to commence in 2010 and serious consideration will be given to federations and amalgamations to manage the projected surplus.

**Avoiding Blight in Swale**

Less than 5% of the primary cohort from the Swale district currently chooses to attend secondary schools in the Thanet cluster. We expect this trend to persist over time and do not expect to see large-scale pupil movement to Thanet schools as a result of BSF investment.

## SECTION VII: WAVE 3 OPTIONS GENERATION AND APPRAISAL

KCC has undertaken a strategic options appraisal to ensure that the vision and capital strategy align, are coherent, achievable and affordable. Options appraisals have been undertaken for schools in wave 3 / OBC1 in LEP 1

### 7.1 The Overall Process

In developing the overall estates strategy KCC has followed and developed the process outlined in the PfS Guidance Annex A “Process Map”. Using this as a backdrop both existing accommodation standards and future accommodation requirements have been reviewed and the gap between the two identified leading to the framework for an estate solution to be developed. The key steps are outlined below:

- **Background Information**

The overarching prioritisation of Gravesham, Thanet and Swale is dealt with in detail in Section V and forms the basis of narrowing down those schools falling into individual streams for which Estates Strategies needs to be developed.

This information has then been used to develop a BB98 driven overall area requirement for a school with that NOR – the FAM models were used to assist with defining this area. This therefore has given us an indication of the sufficiency of the current school estate accommodation when compared with the existing school accommodation area.

- **Understanding the Existing Estate**

Key data held on the AMP database was collated and reviewed in order to develop a more thorough understanding of the estate. In particular:

- existing block by block details (age, and areas for each school);
- details on suitability for each school;
- school backlog maintenance records;
- access audit information; and
- condition information.

This information was then used to populate an “Estates Analysis Data Pro-forma” –which informed decisions over whether a particular block should be refreshed, refurbished or rebuilt. In addition to the desk-top review, considerable time was also spent visiting schools to:

- understand specific site constraints;
- understand the school’s context;
- take photographic evidence of key accommodation blocks to help inform decisions as to what estate solution should be progressed;
- to seek feedback from the school stakeholders on the operational issues as well as sufficiency, suitability and condition; and
- to undertake a brief visual inspection of the premises.

Again this data was incorporated into the “Estate Analysis Data Pro-forma”.

- **Summary of AMP / Asset Analysis**

The various data strands above were incorporated into the “Estate Analysis Data Pro-forma”. This facilitated a considered view on how each block of each school should be treated – i.e. whether rebuild, refurbish or refresh.

- **Surveys**

A number of surveys were undertaken on each site to attain information, which has assisted in the process of generating the options tabled for each site and appraising them. The surveys undertaken were:

- desktop survey
- topographical survey
- services survey
- ecological Survey

Existing information for each site consisted of:

- asset Management Plan
- geographical Survey
- asbestos Register

A visit to the local planning authorities was also carried out in order that planning issues could also be assessed for each site. No significant issues were raised.

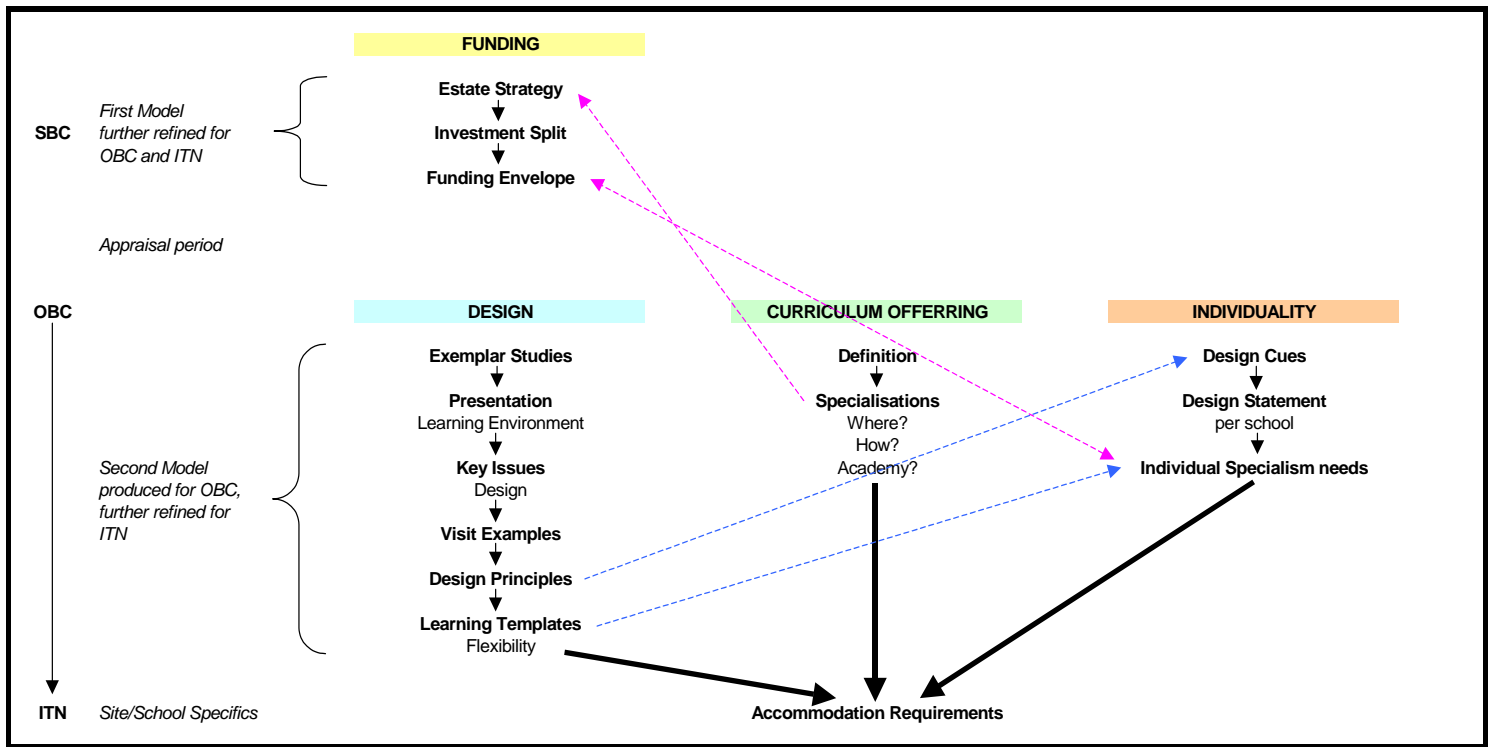
The combination of this information enabled the design team to take into account the likely planning of the new site layout, avoiding services and geographically unsuitable parts of the site, taking into account local issues and the state of the existing building stock.

### **7.3 Option Assessment Procedure**

A high-level option appraisal for each school in wave 3 / OBC1 was carried out in line with national guidance. The assessment procedure developed for the schools consisted of two elements:

- identifying the redevelopment option that represents the best value for money. This analysis considered both an assessment against a set of qualitative criteria and the financial cost of each option; and
- prioritising the investment need and selection of procurement method for each school (see Section 8.1 for details)

The BSF project team managed and facilitated the options generation and appraisal process in partnership with its technical and architectural advisors on behalf of the schools involved. The high level process was iterative and involved circling in and out of financial, technical and educational data. The relationship between these aspects of the process is outlined in the diagram below:



The CFE Directorate saw it as vital that headteachers and governors, as a minimum, are deeply involved in the visioning process. It was therefore a requirement that the head and either the chair of governors or a nominated governor were present at any options generation or appraisal meeting. Other members of staff, students and the wider school community were involved in the visioning process at the discretion of individual schools.

To account for local circumstances, different processes were used in the Gravesham and Thanet Districts. These are summarised below:

- **Gravesham Schools**

School visions and site options for schools in Gravesham were developed over the course of seven workshops. The process was designed to take schools and their stakeholders through the life-cycle of researching a site, identifying design principles and objectives for the vision, to developing a series of options before settling on a final preferred option.

The technical team developed up to 8 options per school as to how the brief and educational needs might be met. These options were then reviewed with the schools and narrowed down according to those that did not meet either the school's individual vision or the overarching educational vision. Options that failed to meet the minimum requirements of the Vision were eliminated.

- **Thanet Schools**

Because schools from the Thanet Cluster had already developed individual visions and preferred site options (to RIBA Stage B) as part of an aborted BSF path finder bid, an amended options development and appraisal process was used. On the whole this involved comparing the existing visions and preferred site options with recent developments in educational practice, local needs and any recent investments in infrastructure to identify additional requirements. The first step involved considering and developing existing school visions and options in light of "Nurturing Autonomous and Creative Learners". The second and third steps involved taking stock of local need and any recent investments in school sites to determine whether the school visions and site

options were still valid. The penultimate and final steps involved defining and agreeing any additional requirements before settling on a final, updated, vision and preferred option.

### 7.3 Overall Option Assessment

Feasibility studies for each school were carried out to determine the most economically advantageous whole-life cost of each option. A net present cost (“NPC”) was calculated for each option based on a 27-year period (2 years redevelopment, 25 years operation) at HM Treasury’s discount rate of 3.5%. Redevelopment options considered for each of the schools were:

- Option 1 – Do nothing;
- Option 2 – Do minimum (backlog maintenance works);
- Option 3 – Rebuild, refurbish and refresh existing accommodation where possible; and
- Option 4 – Maximum new build solution and demolition of existing accommodation (retaining recently built estate)

In addition to the desk top review of the estate the following factors were also taken into account:

- a site plan layout of the redevelopment options for each school focussing on option 3 and 4 as option 1 and 2 leaves the schools as existing.
- Net Present Costs of each option and a description of how the capital costs were derived
- site visits and feedback from schools also provided a more holistic understanding of the individual schools needs.
- feedback from planners on the site locations; initial options developed and where potential planning issues may arise.
- site plans, aerial and block by block photographs.

### 7.4 Evaluation Criteria

In developing its assessment procedure KCC ensured that the evaluation criteria were founded in the BSF guidance and supported the vision for learning set out in Nurturing Autonomous and Creative Learners: the Kent Secondary Strategy.

The qualitative evaluation criteria used is set out in the table below:

Qualitative Evaluation Criteria Table

Criteria	Test	Score	Weighting	Adjusted Score
Disruption	How disruptive will the scheme be in terms of phasing, use of temporary accommodation, loss of playing fields etc. (1 = most disruptive, 5 = Least)		3	
Quality of teaching environment	How suitable will the buildings in terms of creating a quality teaching environment.		5	

Criteria	Test	Score	Weighting	Adjusted Score
	(1= least suitable, 5 = Most)			
Do the proposals deliver sufficient school places	Do the proposals deliver the optimum amount of places for current and future needs. (1 = Least likely, 5 Most)		4	
Operational efficiency	Do the proposals facilitate the most efficient school management (1 = Least likely, 5 Most)		4	
Flexibility	Do the proposals allow for future adaptation and expansion? (1 = Least likely, 5 Most)		3	
Accessibility	Are the proposals fully inclusive and accessible (1 = Least likely, 5 Most)		4	
Community Use	Do the proposals maximise the opportunity for community use (1 = Least likely, 5 Most)		3	
Environmental Sustainability	Do the proposals maximise the opportunities for best sustainable practise to be observed? (1 = Least likely, 5 Most)		4	
Delivery of ICT	The extent to which the option allows the maximum benefits to be gained from ICT (1 = Least likely, 5 Most)		4	
Corporate Objectives	Do the proposals maximise the opportunities for delivering other corporate objectives of the Council (1 = Least likely, 5 Most)		3	
	<b>Grand Total</b> (Max score 185)		37	

\* Weighting scores 1 = of less importance 5 = of maximum importance

## 7.5 Preferred Redevelopment Options

The do nothing and do minimum options for each of the schools were eliminated in an initial sift as they failed to deliver the transformational objectives of Nurturing Autonomous and Creative Learners: the Kent Secondary Strategy.

The BSF Project Team, in partnership with schools and its technical and architectural advisors, determined the qualitative scores for each of the remaining options by allocating a value of between 1 and 5 against each of the evaluation criteria. Each option concluded with an overall score, which was inserted into the summary of the Cost per Benefit Point Exercise..

A cost per benefit point approach was used to indicate the relative value for money of the options for each school. The option with the lowest cost per benefit point represents the best value for money option.

The preferred option for each school can be seen shaded in the table below.

In each case the preferred option promotes an integrated approach to the social, environmental and economic well-being of the area. Each option will create specific advantages for the individual schools and the wider communities that they serve. The preferred options will allow the schools to develop a wider inclusive role within the local communities they serve and for the wider borough areas. In each case the provision of new transformed learning facilitates will allow the schools to refocus their approach to lifelong learning and to enhance their particular specialisms.

KCC is satisfied that the mix of redevelopment options supports the delivery of our educational vision and corporate objectives and can be developed and delivered within the funding envelope.

### Preferred Redevelopment Option for Streams 1 and 2

	Option 1	Option 2	Option 3	Option 4
<b>Stream 1</b>				
Whitstable Community College	Do nothing - leave existing school open.	Do backlog maintenance leave existing school open. Extend school if below a BB98 area allowance	Remodeling of the school not considered due to age, functionality and adaptability of current buildings and location within boundary of current site.	Maximum New Build Solution whilst retaining recently developed estate
Charles Dickens	Do nothing - leave existing school open.	Do backlog maintenance leave existing school open. Extend school if below a BB98 area allowance	Refresh existing and some new build. Remodel and upgrade existing Food-hall. Re-build existing 1970's CLASP teaching blocks.	Maximum New Build Solution whilst retaining recently developed estate
Herne Bay High	Do nothing - leave existing school open.	Do backlog maintenance leave existing school open. Extend school if below a BB98 area allowance	Refresh and reconfigure existing buildings and some new build.	Maximum New Build Solution whilst retaining recently developed estate
Ifield	Do nothing - leave existing school open.	Do backlog maintenance leave existing school open.	Refresh and reconfigure existing buildings and some new build.	Maximum New Build Solution whilst retaining recently

	Option 1	Option 2	Option 3	Option 4
		Extend school if below a BB98 area allowance		developed estate
Northfleet School Technology College	Do nothing - leave existing school open.	Do backlog maintenance leave existing school open. Extend school if below a BB98 area allowance	Refresh and reconfigure some existing buildings, some demolition and some new build.	Maximum New Build Solution whilst retaining recently developed estate
Northfleet School for Girls	Do nothing - leave existing school open.	Do backlog maintenance leave existing school open. Extend school if below a BB98 area allowance	Refresh and reconfigure some existing buildings, some demolition and some new build.	Maximum New Build Solution whilst retaining recently developed estate
St Johns	Do nothing - leave existing school open.	Do backlog maintenance leave existing school open. Extend school if below a BB98 area allowance	Refresh and reconfigure existing buildings and some new build.	Maximum New Build Solution whilst retaining recently developed estate
Thamesview	Do nothing - leave existing school open.	Do backlog maintenance leave existing school open. Extend school if below a BB98 area allowance	Refresh and reconfigure some existing buildings, some demolition and some new build.	Maximum New Build Solution whilst retaining recently developed estate
St Georges, Thanet	Do nothing - leave existing school open.	Do backlog maintenance leave existing school open. Extend school if below a BB98 area allowance	Refresh and reconfigure some existing buildings, some demolition and some new build.	Maximum New Build Solution whilst retaining recently developed estate
Dane Court	Do nothing - leave existing school open.	Do backlog maintenance leave existing school open.	Refresh and reconfigure existing buildings and some new build.	Maximum New Build Solution whilst retaining recently

	Option 1	Option 2	Option 3	Option 4
		Extend school if below a BB98 area allowance		developed estate
King Ethelbert	Do nothing - leave existing school open.	Do backlog maintenance leave existing school open. Extend school if below a BB98 area allowance	Refresh and reconfigure some existing buildings, some demolition and some new build.	Maximum New Build Solution whilst retaining recently developed estate

## **7.6 Minimising decant**

Some of the school sites are constrained by surrounding development, or are on constrained sites either due to size or planning restrictions.

Major development work on all school sites will inevitably involve some decanting of students and staff from one area of accommodation to another to enable building work to take place unless alternative accommodation elsewhere can be found. Such a solution, whilst avoiding disruption of the building works, may not be feasible considering the availability of land, planning restrictions, transport difficulties and temporary infrastructure costs.

Through careful design and management of the process it is possible to minimise the level of decant on occupied sites by:

- Constructing new buildings elsewhere on the site prior to demolitions;
- Provision of temporary classrooms or classroom 'villages' for phased building work;
- Managing embedded work areas in packages to fit holiday periods;
- Phased building construction and handover programme

Detailed decant strategies are currently being developed with the options for the Outline Business case. The Council believes that all schools will be able to remain operational during the build phases utilising temporary accommodation. The experience of the Council gained executing the PFI contract where building works have been carried out simultaneously at six sites whilst schools remain operational has been invaluable.

One of the fundamental criteria utilised when developing the various options for each schools was to seek to minimise disruption to students which particularly meant minimising disruption. This has been achieved in the vast majority of cases whereby very little temporary accommodation or multiple decanting is envisaged in the Control Option.

## **7.6 Using BB98 and BB77**

KCC recognises the design guidance that BB98 and BB77 provide.

## **SECTION VIII: STRATEGIC AFFORDABILITY ASSESSMENT**

KCC and KPMG have undertaken an initial affordability assessment for SBC purposes. Our assessment is in line with Partnerships for Schools guidance and confirms that the scheme is affordable to the Council in terms of proposed capital expenditure and the associated capital funding available (both from DfES and any internal Council funding identified).

For the purposes of the financial assessment, we have made cost assumptions for all the schools (across the 5 streams) proposed to be covered in LEP 1. Rather than limit our affordability assessment to the first wave of projects, we have covered all schools proposed to be covered by the first LEP across its various phases.

The affordability assessment uses the capital cost assumptions made in the Funding Allocation Model (FAM) along with indicative facilities management and lifecycle maintenance costs provided by the Council's technical advisers Gleeds to arrive at an initial affordability assessment. The Council has also identified the proportion of the annual schools budgets that can be made available towards these costs.

### **8.1 Funding allocation model ("FAM")**

This section is commercially confidential and has been omitted from the published version of the SBC.

The FAM has been based on the PfS funding guidance prepared and reviewed by Gleeds and KPMG.

#### **PFI Projects**

In LEP 1, the Council proposes to deliver 8 schools through the PFI route in streams 2, 3 and 4. In assessing the affordability gap for the PFI schools, advisors have used the PfS PFI Unitary Charge Model and the standard affordability model.

***This section is commercially confidential and has been omitted from the published version of the SBC.***

The capital expenditure has been taken from the FAM and PFI Credits have been calculated using a standard multiplier of 1.65. We have assessed the annual unitary charge using the PfS model and the summary of the affordability assessment for PFI schools is as follows:

***This section is commercially confidential and has been omitted from the published version of the SBC.***

#### **Conventionally procured projects**

Out of the 35 schools proposed to be procured under LEP, 25 schools are proposed for conventional procurement. The conventional projects are assumed to be funded through DFES capital grant and it has been assumed for working purposes that the investment will have a neutral financial impact and therefore no additional affordability gap has been quantified from this area at this stage.

For the facilities management and lifecycle costs, the Council supports the DfES policy that schools should be maintained to a standard that maximises the useful economic life of their facilities. The Council is committed to maintaining its conventionally procured schools to appropriate standards. As part of the development of the Outline Business Case, KCC will

make a more detailed assessment of the level of service needed. At present it has been assumed that costs will be managed within current budgets – both at county and school level – for those schools being procured conventionally.

### **ICT projects**

The total capital cost for ICT hardware (based upon the authorised per pupil funding rate) as provided for in the FAM model is as follows:

***This section is commercially confidential and has been omitted from the published version of the SBC.***

Currently for Wave 3 of BSF the intention is that ICT costs are funded by supported borrowing. We have drawn to the attention of the DFES that this method of funding is completely non-effective for Kent in that it actually produces, at the margin, no revenue for the County with which to fund ICT costs. We have requested that this borrowing approval be switched to capital grant. We have made our affordability assessment on this basis. We are currently in the process of developing more detailed output specifications for our ICT schools provision and, on condition that the switch to capital grant funding is approved, KCC is confident that it will be able to manage its ICT funding within the above funding limits from the Department.

### **8.2 KCC investment in the LEP**

KCC is aware of the requirement to subscribe a 10% investment in the LEP. The Council fully supports the need to invest in the working capital of the LEP and is considering whether it wishes to subscribe project equity. The latter position will be clarified in the OBC submission.

### **8.3 Affordability Summary**

KCC has undertaken an initial indicative affordability assessment for LEP 1 covering 33 schools in five streams.

***This section is commercially confidential and has been omitted from the published version of the SBC.***

Council Members and the Section 151 Officer have considered the indicative affordability assessment and have in principle approved it. The project affordability will be reviewed and developed in further detail within the OBC.

### **8.4 Other Sources of Funding**

BSF funding is only available to meet the DfES area guidelines for schools (in BB98 and BB77). Joint use of facilities will be an important step towards achieving the Extended Use

Strategy, but for the full potential of Extended Schools to be realised, other sources of funding may need to be tapped.

As previously set out earlier in the document although secondary special school elements the first LEP will be funded via BSF it is the Councils intention to fund itself the rest of the special schools (phases 4-9) and not via BSF ad part of the County's Special School Review Programme.

The Council will continue to explore the opportunities for obtaining additional funding. This will include discussions with other agencies, such as the LSC, ODPM and the PCT, as well as discussions within the Council to join up bidding for other government initiatives where appropriate with the Kent BSF programme. eg. Children Services PFI Credits,.

### **8.5 Governing Body Contributions**

KCC's intention is that the governing bodies' contributions should be based on the following general principles:

- Schools that receive services under a PFI contract should contribute an appropriate part of their delegated budgets towards the cost of those services, as per the PfS/DfES guidelines;
- Schools that receive services under the ICT contract should contribute an appropriate part of their delegated budgets towards the cost of those services, as per the PfS/DfES guidelines;
- The level of contributions should increase each year in accordance with a generally anticipated measure of inflation;
- The governing bodies may be asked to contribute an appropriate part of their devolved formula capital monies towards the costs of the Projects

Schools in streams 1 and 2 understand the principles under which contributions will be made.

## SECTION IX: DELIVERY

### 9.1 Procurement Strategy

KCC has been in ongoing dialogue with PfS as to the adoption of the LEP model in Kent and how it might be configured to best serve the County. Following internal debate, despite some existing framework arrangements, KCC concluded that the most appropriate delivery vehicle for the Kent BSF programme will be through the adoption of a LEP model.

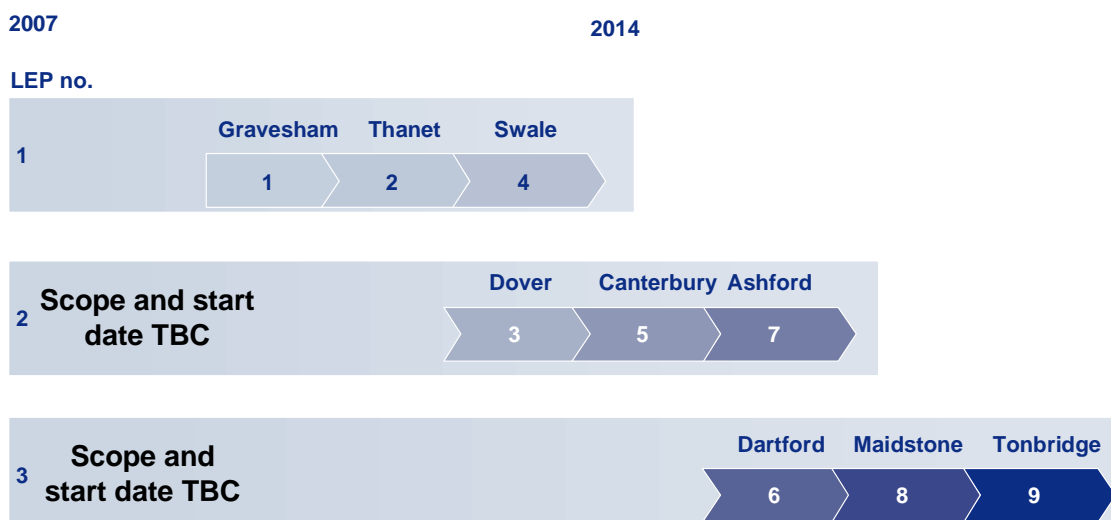
KCC proposes to adopt a two/three LEP approach. The rationale for this approach is outlined in detail at paragraph 9.2 below. The three LEP approach splits the Kent programme into three deals of approximately £500 -£700 million and has been allocated to achieve the best fit between total project value per LEP, geographical coherence and continuity of work flow. LEP packages of this size still represent a larger BSF project offer than most currently in procurement. On this basis, the Authority believes that 2 or 3 LEPs is an attractive offer to the market and will stimulate a healthy level of competition.

This approach also allows a flexible approach to LEP3. In effect KCC could opt not to proceed with the third LEP if the first two are up and running and are capable of competently expanding their operations to encompass the activity and investment that would otherwise have been allocated to the third LEP. As a consequence the initial scoping and remit of the first two LEP's will be framed so that such expansion could be accommodated if necessary.

### 9.2 Rationale for Multi-LEP structure

#### Market capacity

The size and scale of the Kent BSF programme offers a number of unique challenges in respect of the capacity/capability of one private sector LEP partner to deliver a fast paced programme within the timescales of the national BSF programme. A multi LEP approach would allow for the programme to be split into more manageable delivery packages to prevent one LEP being swamped and unable to extract the most value and influence strategy.



It is widely recognised by both the private and public sector that the limited pool of traditional Schools PFI bidders market is developing under the BSF initiative. Due to high bidding costs and uncertainty as the first pathfinder and wave 1 schemes move to the Preferred Bidder stage many potential bidders are carefully selecting which authorities to bid for or in fact holding back until later waves of the programme.

This is further exacerbated by the scale of the Kent Programme as a single procurement and the ability of the market to respond given additional pressures on potential supply chain members in Kent as a result of the 2012 Olympics and anticipated housing growth as part of the ODPM sustainable communities plan.

With a procurement programme of over £1.5 billion there are likely to be only a few bidders who are able to bid for the programme compared to three smaller procurements of £0.5 billion. These three smaller procurement packages are still significantly larger than many of the other BSF programmes in the Country. Experience from other large procurements both of the MOD and acute health sector suggest that projects of this size and scale tend to have a limited audience. KCC recognise from its own experience that generating and maintaining a good high quality level of competition is critical to securing value for money, which is particularly important in a programme such as BSF which relies on repeat procurements. A multi-LEP approach offers the benefit of increased market capacity due to smaller projects.

Experience suggests that there has been significant interest in the BSF initiative shown by prospective bidding consortia. Anecdotal evidence suggests that there are between 25-30 viable consortia prepared to bid for LEP concessions. However the suitability of these consortia and their willingness to bid will depend on how Kent structures its LEP's requirements. A single large programme delivered by one LEP would test the capability of a few large national players and exclude many others including the local Kent SME sector.

### **Contestability**

A multi-LEP approach will allow for contestability between the LEP partners and maintain an element of competitive tension between LEP's. This will further incentivise the LEP's supply chain to respond positively as if they are not competitive then they may well lose the opportunity to another LEP. Although PfS will provide national benchmarking data an additional benefit of a multi-LEP approach is that it provides opportunities for localised benchmarking and further encourages continuous improvement.

### **Alternative delivery options**

Although the standard single LEP model is designed to allow for competition by the LEP's supply chain what happens if the LEP does not deliver either through choice or its inability? Although the LEP is incentivised there may well be circumstances in which it fails. In this instance under a single LEP model the Council would be left with the opportunity to procure works or services elsewhere. It is likely however that the works and services would be over the scale to require a separate OJEU notice and another procurement would need to take place. This would incur not only additional procurement costs and time delay but the 'strategic benefits' of BSF such as continuous improvement would be lost on a one off procurement. The benefit of a multi-LEP approach is that it would offer an alternative supply chain should one particular LEP fail to deliver. A ready made supply chain in those circumstances will both continue to incentivise the LEP that has 'exclusivity' and supply chains that operate below this level.

### **Changing requirements**

The Kent BSF programme extends over a period of 10-15 years and it is foreseeable that requirements will change over time. Although the LEP model has been designed to allow some flexibility it is likely that the strategic partnering arrangements required by KCC will vary considerably over time in an estate as large as Kent. A multi LEP approach will allow KCC to maintain a degree of flexibility over the nature of its respective partners and allow it to choose the right partner at the right time rather than 'retro fitting' the required partnership skills as may be the case with a single LEP procurement.

### **Maximising efficiencies**

There will be a point at which the scale of the procurement is such that no further efficiency can be derived from a single partner. A multi-LEP approach allows the opportunity to maximise portfolio efficiencies. For example continuous improvement targets will be set at the beginning and although they can be reviewed they will to a large extent be fixed at that point in time. It is likely that few if any private sector bodies will be able to foresee the maximum effect of the entire Kent programme at that stage. A multi-LEP approach allows new continuous improvement targets that reflect best practice improvements with each procurement. This approach has the potential to offer significant benefits over a single LEP procurement route.

### **Stakeholder engagement**

The county presents a wide range and number of stakeholder groups, all of whom must be catered for under the BSF programme. Doing so under a single LEP model would dilute their ability to engage in the process and the ability of the LEP to fully take stakeholder views into account.

## **9.2 A Multi-LEP approach**

In developing the multi-LEP approach the following areas have been considered:

### **Procurement time and costs**

Due to the timing of Kent phases in the national BSF programme it is likely that a multi-LEP approach will require three separate procurements. This is indeed likely to incur higher initial procurement costs rather than a single procurement. However PfS have indicated that they expect future procurement costs to drop as documents become standardised and the BSF approach becomes embedded in the market place. It is anticipated that although there will be some additional costs these should be considerably less for procurements 2 and 3 than the cost of the initial procurement. In addition the Council will be more effective in the procurement of LEP's 2 and 3 as it will be able to benefit from the experience of the initial procurement and the development of in-house expertise.

Most LEP's around the Country roughly equate to a single wave/single district council size area. On this basis even a 3 LEP solution represents a saving in procurement costs by a factor of 3 in Kent.

In addition procurement costs are a small proportion of the total amount of investment in the programme. The long term financial benefits are likely to be in excess of procurement costs eg. as a result of competitive tension.

A multi-LEP approach still offers the Council considerable procurement savings over the traditional PFI procurement method, which focused on smaller groups of schools. Even through packaging the school estate into three LEP areas each procurement package is significant and larger than many other BSF projects particularly those in urban areas.

KCC is confident that a multi LEP approach will not dissuade other Bidders bidding for LEPs 2 and 3 after the initial procurement. Experience within the PFI market where authorities have more than one PFI projects has been that the same provider has not been selected twice, which should give the market some confidence. It is also foreseeable that when procuring LEP 2 or 3 the Council may have different requirements and be looking for a different skills set for example the role and scope of partnering services may change over time as well as the ICT specification.

### **Driving Efficiencies**

One of the key indicators of measuring efficiency is through the continuous improvement provisions built into a LEP. Current market experience from pathfinders and wave 1 programmes are that bidders offers in respect of continuous improvement have not been particularly forthright, engaging, creative or aggressive with the idea that these targets are set at the outset of a long term programme. It is foreseeable that this is an areas where using a multi-LEP approach could drive considerable efficiencies and provide better value for money solutions to the Council.

Under a single LEP model it is envisaged that many efficiencies will come from the manner in which the LEP drives its supply chain. It is likely that there may be some supply chain members who feature in more than one LEP and the same efficiencies would therefore offered under a multi-lep solution. The contestability generated by a multi-lep model would also further incentivise the LEP to drive efficiencies through the supply chain as there will be an element of competitive tension. KCC will also have the added benefit of localised benchmarking.

It is also foreseeable that different LEP partners will offer a mix of strengths that will compliment the Council's requirements over a period of time.

### **LEP interfaces**

It is anticipated that KCC would appoint two/three different LEP partners at different times, each with exclusivity over particular geographical areas in the County. It is not proposed that there would be any duplication between LEP's other than where one LEP failed to deliver. Initial legal advice suggests this approach can work within EU legislation and would not create additional integration requirements.

KCC intends to procure a fully managed ICT service within each LEP for the secondary schools within each LEP for an initial five-year period. The managed ICT service will be based on a standard output specification, a key requirement of which will be interoperability to ensure a consistent approach all of the LEP's.

### **LEP management**

The administrative burden that would fall on KCC is not perceived to be much greater for the majority of the time than that of a single LEP as the overall scale of the project is no different. With such a large project as a single procurement it is likely that the LEP provider would have to structure itself into a number of geographical areas to enable coverage of

services. Management of approved and signed projects is likely to be the same whether it is one or three LEP's

### **Reactions from the Market to multi-LEP approach**

KCC has also conducted initial market testing with Bidders regarding a multi-LEP solution and has received a positive response. Key initial findings are:

- The scale of operation of the Kent programme is too large – from both a risk and volume perspective for one LEP to manage.
- Concerns that the bid costs associated with a procurement in excess of £1.5bn will be significantly higher than anything else in the BSF market, either now or in the future. Market intelligence suggests that even the larger consortia are struggling to absorb the costs associated with bidding on pathfinder, wave 1 and wave 2 projects. The bid costs on a £1.5bn deal might well prove to inhibit the market.
- The market appears to be comfortable with a multi-LEP approach
- Concerns that the deal flow within a LEP need to be structured to provide a continuous smooth deal flow.

### **9.3 Sample Schemes**

KCC intends to develop the following projects as sample schemes as part of the Outline Business Case and for Bidders to develop as part of the procurement process:

- Northfleet School for Girls, Gravesham ( large refurb)
- St Johns Roman Catholic School, Gravesham (VA 100% new build)

- Thamesview, Gravesham (100% new build)
- Northfleet Technology College (100% new build)
- The Community College Whitstable (large refurb)

Although it is recognised that the proposed sample scheme is larger than currently envisaged by pfs guidance, the Council believes that this strategy is absolutely necessary due to the following factors:

- Representative sample/ benchmarking

Kent has the largest procurement offer to the market. KCC is uncomfortable to award this amount of work to a private sector partner based on two sample schemes. The four schemes identified above however are representative of the type, levels of complexity and variety of projects that will flow throughout the Kent BSF programme. For example not only do they include a mix of PFI and a traditional D&B scheme they also include varying levels of complexity from a construction/site and decant perspective. These are all-important areas to test within a sample scheme to ensure that the KCC has a sound basis for benchmarking.

- Bidder capacity/capability

The size of the Kent programme demands that at any one time the LEP will need to be developing/constructing a least 4 schemes, although this may be as many as 9 schemes at any one time to meet the anticipated programme. KCC is uncomfortable that two sample schemes will flush out those Bidders who do not have the capability to deliver at this level.

Soft market soundings have confirmed this. Bidders understand that the level of risk/reward is greater within the Kent programme and that the proposed sampling approach is still in proportion to other BSF projects in relation to LEP value. KCC believe that it is critical to have a sample scheme which is representative of the scale of the overall Kent BSF programme to ensure that a LEP partner is selected who can meet both the speed and scale that the Kent programme demands.

- Overall programme deliverability

To deliver to the timescales envisaged under the Kent programme it will be necessary for the four sample schemes to be developed pre-preferred bidder and the rest of streams 1 (OBC1) to be developed after preferred bidder appointment but before contractual close. This is critical to ensure that detailed planning approvals can be achieved to allow construction to start immediately after contract award. This is an area again which has been tested during soft market soundings and bidders are comfortable with this approach.

KCC have recently signed a six-school PFI project where all six schemes were developed by Bidders at ITN stage and evaluated. KCC recognises and understands the resources that will be required to progress the proposed sampling strategy in BSF. Both KCC and schools are committed to this approach and ensuring that adequate resources are in place to facilitate this.

#### **9.4 Inclusion of Medway**

KCC has been involved in ongoing discussions with PfS as to whether Medway, a neighboring Unitary Authority, could benefit from procurement efficiencies within the Kent

LEP structure. Medway has been prioritised as a wave 10-12 authority in the national BSF programme and it is therefore not appropriate to specifically include them within the remit the Council's SBC or OBC.

### **9.5 Procurement and the LEP**

Within the multi-LEP structure outlined above the Council support the view of the DfES and PfS, that a new procurement model is necessary for BSF due to the following:

- The demand that the volume of BSF places on traditional procurement routes is likely to prove unsustainable unless procurement is streamlined and local delivery capacity (on both public and private sector side) managed better, and
- The flow of work from BSF creates the opportunity for schools and local authorities to procurer services from the private sector in a better value for money manner than was previously possible.

The new procurement model is designed to achieve the following objectives;

- Creating a strong permanent local business focused on delivering the aims of the BSF programme – with the delivery capacity for BSF and beyond;
- Creating a transparent long term public-private partnership around a large volume of work, with associated improvements in design quality, cost efficiencies, timescales and procurement costs;
- Involving the private sector early on in the development of projects so that they can contribute development resources (both capital and people) to ensure that projects are well scoped, and the delivery is successful;
- Creation of a unified single point structure for integrated supply chain management, with the ability to supply all BSF services under one umbrella (particularly in embedding ICT in the design and delivery of school buildings), being able to deliver flexibly through PFI and non PFI contractual routes (as appropriate for best VFM)

The Council anticipates that the LEP will;

- be a single point of contact for the procurement of design and construction;
- manage the FM services for PFI schools, covering building maintenance, cleaning, caretaking, grounds maintenance and catering;
- manage the delivery of an ICT managed service for all schools in the LEP;

It is anticipated that the LEP will have implications on some of the services currently being provided within schools and KCC. The staff directly employed in delivering FM, ICT and central support services are likely to be affected. It is expected that where appropriate TUPE will apply and staff will be transferred under TUPE legislation to the LEP.

### **9.6 Managing the Process**

Based on the initial options appraisal it is anticipated that the split between PFI and Conventional D&B funding for streams 1 and 2 will be as follows:

**Split between conventional (D&B) funding and PFI in streams 1 & 2.**

School	PFI/D&B
Ifield (Gravesham)	Conventional D&B
Whitstable Community College (Thanet)	Conventional D&B
Charles Dickens (Thanet)	Conventional D&B
Herne Bay High (Thanet)	Conventional D&B
Northfleet Technology College (Gravesham)	PFI
Northfleet School for Girls (Gravesham)	Conventional D&B
St Johns (Gravesham)	PFI
Thamesview (Gravesham)	PFI
St Georges (Thanet)	Conventional D&B
Dane Court (Thanet)	Conventional D&B
King Ethelbert/Portal (Thanet)	Conventional D&B

**9.7 Soft Market Testing Strategy**

KCC recognises the importance of soft market testing not only to test assumptions with the markets but also to raise market awareness of the Kent BSF programme. KCC know from previous experience that many bidders formulate bidding strategies and target particular projects early in project development and have followed a strategy to ensure that Kent is firmly on the radar of consortiums that could be interested in Bidding for Kent. The flow chart below demonstrates the soft market testing strategy that has been adopted.

**Kent County Council Soft Market Testing Strategy**

**Stage 1**

Purpose: - Awareness/initial market testing of key concepts (i.e. Multi-LEP) with key players in the marketplace

- Exhibition at Harrogate BSF conference
- Initial soft market testing meetings with key market players (Feb/March)



**Stage 2**

Purpose: – awareness meeting/wide audience to explain Kent BSF Vision/outline scope and timetable/ensure that Bidders have time to target Kent

- Bidder Marketing Day – April 2006

Suggested agenda

am – presentations

- Cabinet Member/ director of education introduction
- Education vision
- ICTstrategy
- Headteacher – day in the life of a pupil.
- Procurement timetable

pm - individual drop in slots with bidders booked at registration or lunch.



## Stage 3

Purpose: – stimulate market post-OJEU

Bidder Day October 2006

### **9.8 Procurement Process**

The procurement time-table is subject to revision. The most up-to-date version is posted at: <http://www.kent.gov.uk/education-and-learning/schools-and-sixth-form/schools-for-future/information-for-bidders.htm>

KCC understands that it will be required to run its procurement in accordance with the competitive dialogue procedure.

### **9.9 Status of Project Initiation Document (PID)**

KCC has produced a PID in accordance with pfs guidance and current best practice. This document has been submitted to and approved by pfs. It is however recognised that this is a 'live' document that will be updated when appropriate as the project moves forward.

### **9.10 Budget and resource approvals**

The project-development budget was ratified by Cabinet on the 20<sup>th</sup> March 2006.

### **9.11 Project governance, management structures, roles and responsibilities**

An overview of the project governance structures is set out in Section 1 of the SBC. The full membership, terms of reference and meeting schedule of each forum is set out in detail in the Project Initiation Document. The organisation structure for the Kent BSF programme is represented in the diagram over the page.

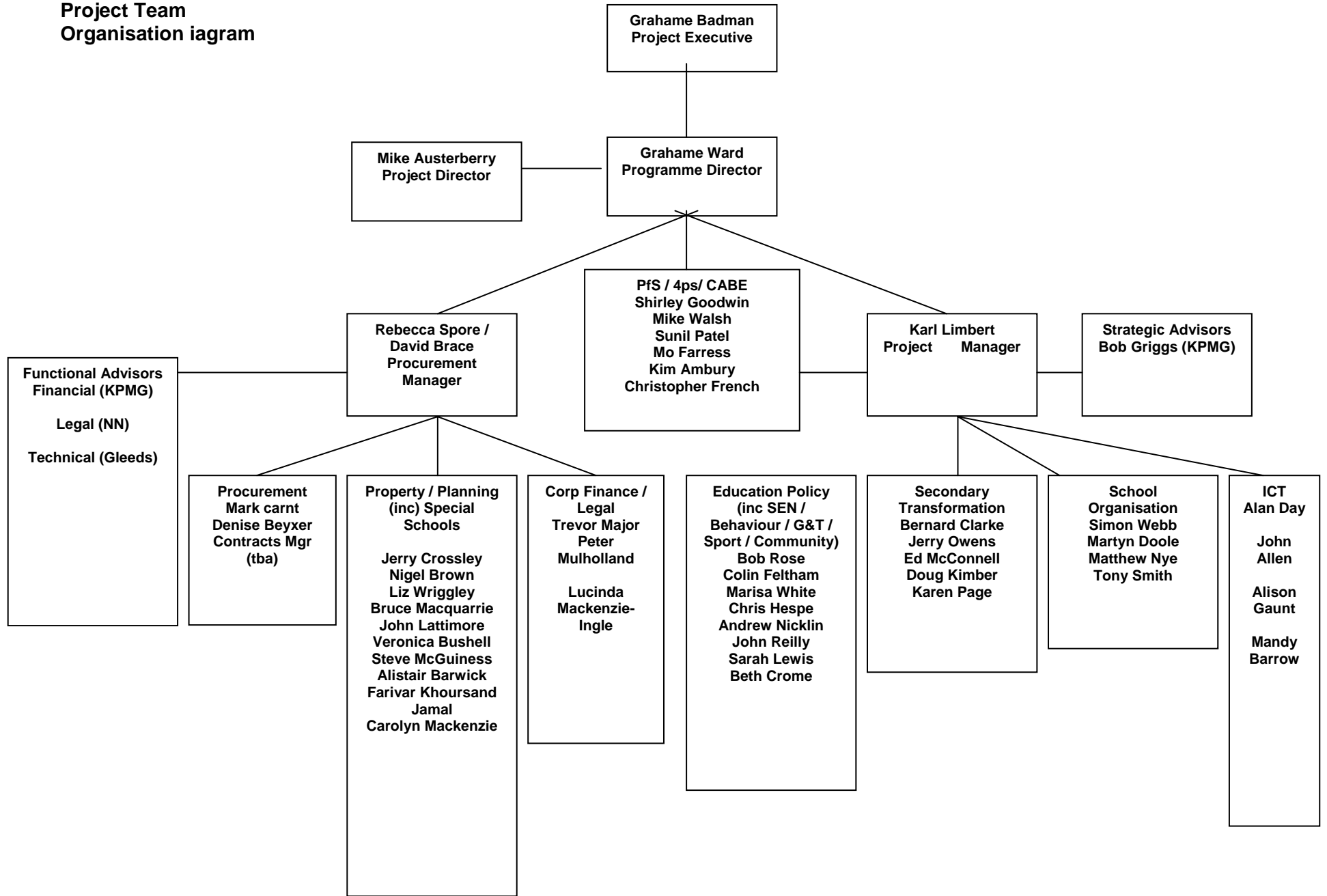
### **Client Capacity and how any shortfall is being resourced**

The Project Team has previous experience of large-scale capital works and working with the private sector.

### **External Advisors**

A number of external advisors have been appointed from the Pfs advisory services frameworks to assist in the preparation of the SBC and OBC, these include KPMG (strategic advisor), KPMG (financial), Gleeds (technical), Gensler (architects), Nabarro Nathanson (legal). To further develop in-house expertise skills/knowledge transfer agreements have been made with external advisors. The Council also has a number of frameworks in place, which can be called upon at short notice to further enhance project resources for BSF if require

**Project Team  
Organisation iagram**



### **3 Risk**

There are two broad categories of risk in relation to the Kent BSF programme as follows:

- Standard risk which may be common for all authorities; and
- Project specific risk unique to the batch/individual school site.

The involvement of pfs should ensure that the allocation of most risks however is standardised.

The working group for risk management is the BSF Executive Board, which has developed an initial Risk Management Register. The Register is subject to regular review and is regularly circulated to each member of the Project Team and key individuals for comment.

The Register is a working document subject to change to reflect the current circumstances and change within the Kent BSF Project. In addition a series of Risk Management Workshops are to take place (frequency to be agreed) to ensure risks are appropriately identified, and managed.

## **SECTION X: CONSULTATION**

### **10.1 Engagement with Stakeholders**

Kent has a strong track record, based on well-established policies and practices, of communicating openly and effectively with its stakeholders in the design and delivery of quality public services.

Kent conducted a full stakeholder analysis in relation to Building Schools for the Future through its Local Strategic Partnership – the Kent Partnership (which is accredited by the Government Office for the South-East and includes key stakeholders from across the public, private and voluntary sectors). This exercise identified a range of stakeholders within Kent who were subsequently consulted on Kent's Expression of Interest. The list included representation from the following key groups:

- Kent Early Years Education Providers
- Kent Primary Schools
- Kent Secondary Schools
- Kent Special Schools and Pupil Referral Units
- Kent County Governors Forum
- Kent Federation of Parent Teacher Associations
- Kent Partnership for Parents
- Kent FE Colleges
- Local Universities
- Kent School Clusters
- Kent & Medway LSC
- Local Primary Care Trusts
- Kent Social Services
- Kent Highways
- Kent District Councils
- Medway Unitary Council
- Diocese of Rochester
- Diocese of Southwark
- Department for Education and Skills
- Department of Health
- Small, Medium and Large Businesses in Kent
- Kent Chambers of Commerce
- Kent Education Business Partnerships
- Voluntary Sector Organisations in Kent

The full list of stakeholders has been retained and will be used to inform future consultations on Kent's plans for Building Schools for the Future.

### **Working with Local Communities**

As part of its programme governance arrangements for Building Schools for the Future, Kent has established a **Local Partnership Board**. The Local Partnership Board is a consultative body to ensure the interests of key local stakeholders are adequately represented in the development and oversight of projects within Kent's Building Schools Future programme. It meets quarterly and is chaired by the Cabinet Member for Education Standards and Pupil Services. The full membership for the Wave 3 project Local Partnership Board is:

- KCC Cabinet Member for Education Standards and Pupil Services - Chair
- KCC Managing Director for Children, Families and Education
- Medway Unitary Authority, Director of Education
- Chair of Gravesham Schools Cluster Board
- 2 rotating Head Teacher reps from Schools involved in wave 3 BSF project
- Area Education Officer
- Principal, NW Kent College
- Senior Representative, University of Greenwich
- Chair of Gravesham and Dartford Local Board
- MP for Gravesham
- Senior Representative from Dartford and Gravesham PCT
- Senior Planning Officer, Gravesham District Council
- Senior Representative, Diocese of Southwark
- Senior Representative, Diocese of Rochester
- Senior Representative, North West Kent Racial Equality Forum
- Senior Representative, Kent & Medway LSC

A number of other forums exist for the purposes of communicating with key stakeholders, at a strategic level, throughout the Building Schools for the Future Programme. The most important of these are:

- The Kent Partnership – Kent's local strategic partnership is accredited by the Government Office for the South-East and includes key stakeholders from across the public, private and voluntary sectors. It meets bi-monthly and is chaired by the leader of the  County  Council.
- The Kent Children's Trust – Kent County Council will form a Children's Trust, in-line with the requirements of the Children Act 2004. This body will provide strategic oversight for Kent's Building Schools for the Future Programme and ensure that key stakeholders in the delivery of services to children in Kent are fully informed of key plans.

### **Working with Students**

Kent, in partnership with Demos, has developed a methodology (which draws on 'Futures Thinking' and 'Picture This!') to help students reflect on their own experience of learning and to visualise how it could be improved. This methodology has been fully integrated into the Building Schools for the Future programme and has so far resulted in:

- a full day workshop for 100 students from the schools involved in the wave 3 project to get a better idea of what they liked and didn't like about their learning experience. The

outcomes from this workshop were used to inform the development of the Kent educational vision for Building Schools for the Future: “Nurturing Autonomous and Creative Learners: the Kent Secondary Strategy”.

- a presentation from students of the wave 3 schools to all secondary head-teachers in Kent to present their concerns and vision for learning
- a report to the Kent Education & Libraries Senior Management Team and Cabinet Members for Education outlining students concerns and visions for learning
- the establishment of student groups within each of the wave 3 schools to ensure that the student voice is a key part of the development of each schools’ vision.

In addition, Kent schools have previously worked with the Sorrell Foundation on the ‘Joined Up Design For Schools’ programme where students form client teams and work directly with suppliers on school re-design projects.

### **Working with Teachers**

We have established a series of working groups involving the senior and middle teachers of all schools involved in Kent’s wave 3 project to examine the potential for: collaborative working between schools; curriculum re-design, and school re-design. These groups meet regularly and will inform each school’s vision.

It is also important to keep Kent’s wider community of Headteachers engaged with the Building Schools for the Future programme so that they do not become disenfranchised. We will achieve this by:

- posting information about BSF on cluster web (the extranet for Kent’s education professionals)
- posting information about BSF on Kent.gov.uk (the Council’s public facing website)
- using the Kent educational vision “Nurturing Autonomous and Creative Learners” as the strategy for all secondary school development in Kent.
- writing to all secondary head-teachers at the outset of the programme to inform them of the project aims and objectives and the likely timetabling of future waves

### **The Secondary Transformation Team**

Kent has recruited a team of full and part-time Headteachers known for their innovative, successful and collaborative approach to school management. This team will play a crucial role in leading and supporting schools through the BSF programme.

The prime functions of the team will be to act as advocates of change and to assist reform within our secondary schools. In carrying out these functions, they will work with the LEA’s Senior Management Team, the Kent Leadership and Innovation Centre (KLIC) and with the secondary advisers. Their experience and expertise means that they will be critical to developing school visions, as well as guiding and supporting schools through the difficult process of curriculum and structural reform.

## **Working with schools not yet involved in BSF**

Kent is committed to working with all schools to realise a step change in the quality of secondary education regardless of their position in the BSF programme. This is why Kent's vision for BSF also serves as its county-wide strategy for Secondary Education. This is significant for a number of reasons:

- the Vision / Secondary Strategy was co-written by head-teachers, the majority of whom are not due to experience BSF investment for at least ten years. The impetus for reform is therefore bottom-up as much as top-down
- the Vision / Secondary Strategy has been ratified by all secondary heads

In addition to BSF Kent has also invested substantially in resources to drive through its vision for transformation in Secondary Schools:

- the Secondary Transformation Team has been established to oversee the implementation of the secondary strategy across the county, both as part of Building Schools for the Future and outside it. The Secondary Transformation Team is made-up entirely of recently retired head-teachers with a demonstrable track record of driving through reform and innovation in Secondary Schools.
- one member of the Secondary Transformation is seconded full time to the Building Schools for the Future team with two other members supporting the project on a part-time basis. A further 19 staff from Secondary Transformation Team are focussed solely on schools outside of the Building Schools for the Future programme.

The Kent Leadership and Innovation Centre (KLIC) has also been established to facilitate and lead the development of CPD programmes and other formal and informal training programmes that underpin those elements of the secondary strategy that deal with changes in pedagogy and school organisation. KLIC will work with schools inside and outside of Building Schools for the Future.

## **Consultation with Planners**

KCC will be the Planning Authority for the Kent BSF Programme with District Councils as statutory consultees. Planners at both County and District level have been involved in the development of the options for each school and their comments have been taken into account. Regular monthly meetings with planners have been arranged to ensure that they continue to be fully involved in the Kent BSF programme.

## **Consultation with Sport England**

The project team has regularly consulted with the KCC Sports Development Team during option appraisal development who have liaised with Sport England. As the Kent BSF investment programme develops the project team will continue to consult both the sports development team and Sport England. KCC will also expect the LEP to consult fully with Sport England and Sport's National Governing Bodies when developing subsequent projects.