

Building schools for the future

Consultation on a new approach to capital investment



Scope: this document covers capital investment in school buildings in England and not in other parts of the UK. The document describes a new approach that will encourage investment for school buildings and ICT to be considered together locally. The financial information, however, excludes investment in ICT, which is expected to increase to over £700 million by 2006.

Please respond to this consultation by the end of May using either the enclosed form or that on the Internet at www.dfes.gov.uk/consultations/



Foreword

Education is the Government's top priority. We have an ambitious reform programme to raise educational standards. And we believe that school buildings have a crucial part to play.

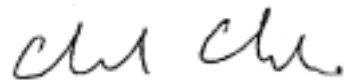
School buildings should inspire learning. They should nurture every pupil and member of staff. They should be a source of pride and a practical resource for the community.

Our commitment to a further huge increase in schools capital funding over the next three years gives us new opportunities to make this a reality. Since 1997, we have provided schools with their own capital budgets and local authorities with the resources for larger projects to repair and improve school buildings. We will continue these successful programmes.

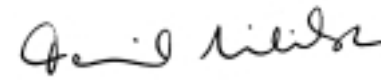
Capital investment in schools will reach £5.1 billion by 2005–06 – investment to rebuild and renew secondary

schools and provide substantial new investment in primary schools. In this document, the Government commits itself to a programme of rebuilding and renewal to ensure that secondary education in every part of England has facilities of 21st-Century standard. The aim of this programme will be to deliver this goal successfully for every secondary pupil within 10 to 15 years from 2005–06, subject to future public spending decisions.

This paper contains an exciting vision. It is about using capital investment to deliver much higher standards of education and to transform learning and working environments in schools. It will need commitment from parents and the local community, and from pupils, teachers and governors. We are prepared to match these commitments with major capital investment. We need your ideas, help and support, and would welcome your views on the exciting opportunities included in this consultation paper.



Rt Hon Charles Clarke, MP
Secretary of State for
Education and Skills



David Miliband, MP
Minister of State
for School Standards



Executive summary



Walton High,
Milton Keynes

1. School buildings are important to pupils' education. Importantly, they should support our educational vision of high expectations, specialism and excellence, local collaboration, community involvement and high-quality teaching and learning.
2. Over the last six years, schools and local education authorities have used increasing capital investment to tackle the backlog of repairs. Capital funding is up in this period from less than £700 million to £3 billion. But because this money is spread relatively evenly across schools and local education authorities, we have not seen large-scale educational transformation.
3. The increase in schools capital investment to over £5 billion in 2005–06, announced by the Chancellor last July, gives us the opportunity for a new approach. We can both continue existing, successful capital programmes, such as those already available to all schools and local education authorities, and also use the extra funding available in 2005–06 to start to renew the secondary school estate to 21st-Century standards. We will also provide substantial new investment in primary school buildings in this period.



4. In this document, the Government commits itself to a programme of rebuilding and renewal to ensure that secondary education in every part of England has facilities of this high standard. The aim of this programme will be to deliver this goal successfully for every secondary school pupil within 10 to 15 years from 2005–06, subject to future public spending decisions.
5. The programme will be driven by plans generated locally – by partnerships of local education authorities, schools, governors and the wider community. Bids will be prioritised on the basis of agreed criteria, which could include educational standards, deprivation, condition of buildings, and readiness to deliver step changes in provision.
6. We are planning exemplar designs for primary and secondary schools as a basis for local decisions about renewal plans. We also want to support improvements in the procurement process, and are working on the creation of a new national body for this purpose.
7. We believe this educational vision and new approach to capital investment will benefit all. We could have schools buildings that:



- drive reform of the secondary system and improvements in educational standards;
- are good places for teachers to teach and pupils to learn, supported by ICT;
- are used by the community;
- are well designed, built on time and at a reasonable cost to the taxpayer, and are properly maintained over their lives.

St Botolph's
CofE School,
Sleaford

We would like to hear your views.



Building schools for the future



Blyth Community
College, Blyth

Why capital investment is important

Capital investment is vital to the quality of learning.

Our research, and the increasing number of case studies that are becoming available, show a clear link between capital investment and improvements in school standards.

Every child deserves to learn in modern school buildings with state-of-the-art facilities. We want local communities to ensure that over the next 10 to 15 years all secondary pupils can learn in modern accommodation, fully suited to their needs and to the challenges of the 21st Century.

Until now, this has been just a dream for most schools. But it is now within our grasp. We will also provide new capital for primary schools, including renewing those primary schools in need of replacement. Special schools and units are also important parts of this vision.

The extra money now available presents a historic opportunity for local people to agree a clear and innovative vision for secondary schooling, and then set out to achieve it with help from central government. The needs of students in secondary education – including those under-19s studying in colleges – are changing; here is an opportunity to match these needs with new provision.



The Victorians bequeathed a visible inheritance of their commitment to education. It is now time – indeed, the time is long overdue – for us to start the systematic renewal of all schools, so that our legacy to future generations is at least as great.

The starting point

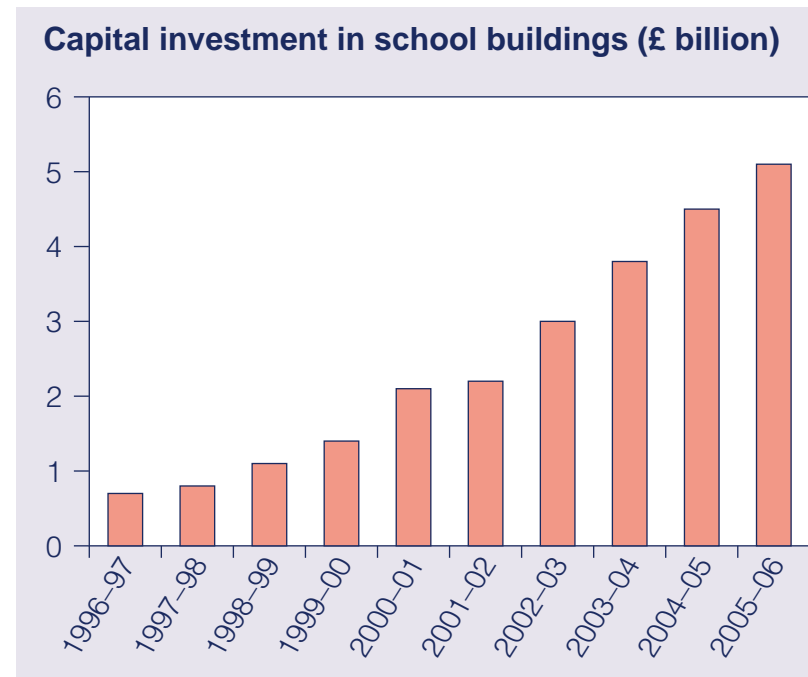
There are 21,500 maintained schools, including special schools, in England. Around 18,000 are primaries and 3,500 are secondaries. They are a very valuable national asset. Yet six in every seven schools were built more than 25 years ago – and most are now reaching the end of their original design lives.

Since 1998, almost £10 billion has been made available to invest in schools' priority building needs. Of this, £1 billion has been provided to schools by direct grant, and over £2 billion has been made available through the private finance initiative. Much of the rest has been allocated to local authorities through the New Deal for Schools, plus targeted grants for urgent repairs.

The vast majority of schools have benefited from major improvements. Six hundred and fifty schools are being either replaced or completely modernised. Thousands of temporary classrooms have already been replaced. New roofs have been constructed. Modern and efficient boilers and lighting systems have been

installed. New CCTVs and security fencing have made schools safer.

Despite such improvements, capital investment overall has, of necessity, focused on repairs – patching and mending existing buildings – rather than considering new-build. The increase in provision to over £5 billion in 2005–06, announced by the Chancellor in July 2002, will enable us to provide much better secondary schools, much faster – if we change our approach to using capital investment.





Fir Vale
Secondary School,
Sheffield



The case for a new approach

We believe that the current level of capital spending of around £3 billion each year on school buildings will enable us to clear the worst of the repairs backlog and provide enough money for the standard of the schools estate to be maintained in reasonable order. But this is very different from matching the quality of school buildings with educational need. For example, there is a growing need for technology facilities and science laboratories, for flexible spaces for teachers, support staff and students to work in large and small groups, and for modern and well-equipped social spaces to encourage good behaviour and attendance.

The skills required to keep the quality of the schools estate in good repair are not the same as those required to achieve a step change in educational provision. And a system that is already showing signs of overstretch with the current £3 billion annual capital programme needs reform to handle the £5 billion that will be available for 2005–06.

But we can now think differently about the new opportunities before us. We want to use the extra money strategically, making sure that we don't simply patch up old buildings, but deliver modern and sustainable schools with the right facilities in the right places, all promoting high-quality learning. Parents should have access to a secondary school system that meets the diverse needs of their children. And the secondary education each pupil



receives should be motivating and demanding, and prepare them for higher education and work. This needs strategic capital investment. By 'strategic' we mean investment that looks in a systematic way at all secondary provision in an area, and is led by a clear educational vision for local provision, taking all local needs, aspirations and social and economic factors into consideration.

Local education authorities and schools now have an exciting opportunity to consider from first principles what secondary school buildings are needed, where they should be and what facilities they should each have. We are convinced that these plans should also require close collaboration and alignment between schools and local education authorities, and further education colleges and local learning and skills councils. By targeting a significant proportion of the extra funds on strategic new investments, the additional capital resources could make a much greater impact on educational standards. Authorities and schools will be able to make visionary changes to school organisation, as well as investing in modernisation and renewal, so that all schools can play their part in the delivery of higher educational standards in the future. We shall also be able to increase our attack on the deprivation and under-achievement that has particularly blighted our urban schools. We say later in this document that there should be a willingness to look at all options for raising educational standards, including radical strategic change and reform, to create new opportunities for all schools.



Lammas School, Leyton



Through larger, more strategic investments, we can also encourage the construction industry to deliver the economies of scale that should come from longer-term planning, a more standardised approach and modern off-site construction methods.

Achieving greater community use of schools' learning and sports facilities and, where possible, co-locating other

services such as health, childcare or neighbourhood renewal, can be complex. The strategic planning necessary to renew the secondary school estate will provide an opportunity to plan and draw in funding from other sources for these important wider needs and services.

In the past

- On average, £90 per pupil a year spent on school buildings
- Money spread too thinly to make a difference
- Poor buildings divert teacher time and effort
- School repairs languish on waiting lists
- Schools left to crumble; no funds for decent repairs and maintenance
- Patch and mend

In 2005–06

- On average, £680 per pupil a year to spend on school buildings
- £2.2 billion extra to use strategically to reshape and renew secondary provision
- Excellent buildings inspire teaching and learning
- Typical secondary school has £87,250 a year for repairs; typical primary school, £25,500.
- Buildings maintained under contract for a long life
- Rebuild, renew and, where necessary, re-organise



The balance between primary and secondary education

We intend to provide new capital funding for both primary and secondary schools by 2006. But we also recognise that their needs are different.

Recent capital investment has done much to improve primary schools. Around 2,000 new classrooms have allowed infants to be taught in smaller classes; and there are now reduced class sizes for many 7- to 11-year-olds. These investments have, in turn, supported big improvements in literacy and numeracy, and in teaching and learning generally. Other investment has provided new sports and arts halls. But we are not complacent and many further improvements are still needed.

Primary schools are usually much smaller than secondaries. This means that the scale of investment needed to improve their premises is much more likely to be found from within the formulaic capital funds provided to local education authorities, particularly if most secondary school renewal is to be funded on a separate targeted basis. We will continue to provide new investment for primary schools. This will allow more replacement schools to be built, further improvements to be made, and large-scale work to be undertaken.



Park Grove
Primary School,
York



Within local authorities' formulaic and other allocations, we expect to see investment in primary schools increase by 25 per cent within three years. This would bring estimated capital spending on the primary sector to around £1.6 billion in 2005–06.

But secondary school accommodation is on a different scale. Many of these schools have well over 1,000 students, with more than 100 adults working on a complex campus. Over the years, mergers have meant that many secondary schools are spread across several sites. There are also new challenges to raise standards: improving teaching and learning for 11- to 14-year-olds, developing new choices for 14- to 19-year-olds and supporting greater specialisation and collaboration. In some areas, there are important changes that need to be made in the provision of schooling to improve community cohesion.

New federations and partnerships will deliver an increasingly diverse curriculum. New designs will use technology better and help to motivate pupils. Increasingly, secondary schools are becoming centres for the wider community. All these innovations make modernising secondary schools more difficult and expensive.

Question 1: Do you agree with the case for a new approach to managing the extra capital investment that will be available in 2005–06?

Question 1a: What other issues do you think we should take into account?

Our proposals

This is a once-in-a-generation opportunity for each locality not only to renovate its secondary schools, but also to reform and redesign the pattern of secondary education and schools infrastructure to best serve each community for decades to come.

Every community – parents, teachers, employers and local authorities – should play a full part in agreeing the capital strategy, locality by locality. It is essential that planning should be ‘bottom up’ not ‘top down’. The overriding objective should be to improve educational standards and maximise opportunities for this and future generations of young people, even if this means radical change to the pattern of local provision.

For example, this may be the opportunity to replace weak and failing schools, to make changes to school size – perhaps expanding successful and popular schools or promoting smaller schools focused on particular communities and their needs – or to rethink sixth forms and post-16 provision to meet the demands of young people, their parents and teachers. All changes should be judged by the yardsticks of educational standards and opportunity.

Grant Smith/View



Hayes School,
Bromley



Building on our progress up to 2002–03, we will continue to:

- devolve capital funding to schools to enable governors and head teachers to manage their school building assets well, tackle immediate repairs and carry out building improvements quickly and efficiently;
- allocate money to local education authorities to enable them to respond to bigger school building needs, according to locally agreed priorities. With the new, separately targeted money for secondary schools, other important building work, particularly in primary schools, should be completed more quickly;
- target some capital funding towards specific needs through the Targeted Capital Fund, with new money enabling vital reforms to take place quickly;
- allow local education authorities and schools to plan their investment programmes over three years, based on their analysis of how resources can be used to raise standards across schools.

We want to start to:

- use strategically the extra capital funding available by 2005–06, concentrating the investment in larger sums so that authorities and schools – starting with areas with the poorest standards and greatest needs – can re-organise their secondary school estate, including ICT provision, from first principles to have the greatest positive effect on pupil achievement;
- promote better design, based on the designs which are shown to have the most positive effects on pupil achievement;
- approach procurement in new and better ways, which give local people – particularly heads, teachers, parents and pupils – what they want, without diverting them unnecessarily from the classroom, while delivering better value;
- link the extra funding more effectively with other funding streams – from government and other sources – to achieve greater community use of our schools.



Continuing existing formulaic capital funding for authorities and schools

Strategic funding will only be part of the total capital investment available. The table opposite shows how we propose to distribute the whole of the available capital funding in 2005–06, compared with the actual allocations in 2002–03.

In the next three years, local education authorities will continue to receive substantial formulaic capital funding. We remain committed to the principle of three-year certainty for local authority capital planning and the Single Capital Pot.

Schools will benefit from substantially increased devolved capital resources to spend on repairs and renewal, as they see fit. In practice, a typical primary school of 250 pupils will receive £25,500 in 2005–06, compared to £14,750 in 2002–03. And a typical secondary of 1,000 pupils will receive £87,250 in 2005–06, compared to £43,510 in 2002–03.

	2002–03 £ million	2005–06 £ million
Strategic funding for the renewal of secondary education/ PFI	850 (all PFI credits)	2,200 (of which at least £1,200 is PFI credits)
LEA (allocated by formula)	650	700
School (devolved by formula)	440	800
Pupil places (likely to be formulaic from 2003)	480	700
Targeted funding/ voluntary aided/other	540	670
Total	2,960	5,070
(The numbers that make up the above totals are indicative and rounded; final totals depend on future decisions.)		



Perry Beeches
Nursery School,
Birmingham

This formulaic funding will enable authorities and schools to continue to repair and improve their accommodation and to tackle urgent needs in areas not initially targeted. It will also enable more primary schools to be rebuilt. Overall, we would expect to see capital investment in primary schools increase by 25 per cent within three years. Funding for new pupil places ('basic need') will continue. We have recently consulted on how we should allocate this funding to local authorities and we plan to make an announcement in summer 2003.

We intend to use around £670 million capital funding in 2005–06 for specific policy commitments and priorities, such as programmes to provide facilities for specialist schools or Academies, and some voluntary aided programmes. We will also reflect the needs of primary schools in these targeted allocations.

Good school asset management remains vital. But as we reduce bureaucracy by rationalising local authority plans, we may not need to ask authorities to send separate asset management plans to us after 2004–05. We will, however, continue to promote good asset management, drawing on the views of bodies such as the Audit Commission, and help those authorities whose management is poor to improve.



Capital investment for strategic use

Over £5 billion available for schools capital investment in 2005–06 puts us in a strong position to start to make a real difference. The Government is committed to a programme of rebuilding and renewal to ensure that secondary education in every part of England has facilities of 21st-Century standard. The aim of the programme will be to deliver this goal successfully for every secondary pupil within 10 to 15 years from 2005–06, subject to future spending decisions.

We propose to use £2.2 billion of the total £5.1 billion investment available in 2005–06 in bigger lumps, rather than spreading it thinly, and to continue this new approach thereafter, subject to future public spending decisions. We want to target this money on geographical areas, which would each receive a large, concentrated injection of capital. For example, £2.2 billion could be enough on average to renew around 300 typical secondary schools in that year. These illustrative 300 schools might be divided, for example, into fifteen groups of 20 schools, at an average of around £150 million per group.

It would be quite wrong for central government to dictate to local communities how to invest the new capital money. Instead, local partnerships of schools, governors, teachers and local education authorities should come forward with their plans. Our job is, first, to make the capital funding available on the basis of clear and objective criteria and, second, to back powerful local partnerships of schools, local education authorities and other partners in colleges and businesses, as appropriate, in developing and then implementing ambitious new plans for high-quality local educational provision.

Heaton Manor School,
Newcastle-upon-Tyne

Watkins Gray



The educational vision



Fleetwood
High School,
Lancashire

Secondary education is developing fast. The high expectations of young people, and the many demands being placed upon them, are changing.

We are moving into a world where every school will have an area of curriculum specialism and excellence at its heart and throughout all its activity; where every school will be engaged in local collaborations to improve the professional development of teachers and support staff, as well as providing new and exciting opportunities for young people; where ICT will be integral to teaching and learning, not a bolt-on; where community and out-of-hours teaching and learning will become a more important part of everyday school life, with some facilities being shared between pupils and teachers in neighbouring schools; where first-class working environments will be a reality for all teachers and support staff; and where partnerships with other parts of the education system will be the norm and will tailor education to fulfil the needs and aspirations of individual pupils.

We would expect to see secondary schools collaborating with primary schools to make sure that all have access to high-quality facilities. We want a full range of academic, vocational and work-based education to be available to meet the needs and aspirations of those aged 14 to 19. To achieve this secondary schools will need to work in partnership with each other and with further education, sixth form colleges and centres, as well as local businesses and learning partnerships. This will help to



raise educational standards and develop the full potential of individual students.

As the curriculum develops and institutional organisation has to respond, local custom and practice is being challenged. The need to extend parental choice by expanding successful and popular schools, and for better planning of new school places, are also key drivers. The capital funding that is now available provides the opportunity to meet these challenges. The money set aside for strategic investment is not there simply to improve the fabric and enable the same things to be done in better buildings – though inspiring buildings can, of themselves,

increase motivation. We want to aim higher, and do the right things better, in very different buildings.

We want to make sure that all of the educational opportunities available from new secondary provision are captured. That is why we stress that the starting point for the renewal of the secondary school estate is an educational vision, which will meet the diverse needs and aspirations of pupils for many years to come. That vision must be founded on local knowledge of the needs of local young people, the strengths of local education (including further education), the employer base, and the potential for changing provision with new partners to raise aspirations and achievement.

The amount of investment in each school will depend on the current state of its buildings and facilities, and on local plans. In the plans, local people will have the opportunity to aim high. The following will be possible.

Schools will have fully repaired buildings and grounds, and will be fully serviced and equipped. They will offer a safe, secure, inclusive and comfortable environment to pupils, teachers and other users. They will be suitable for the teaching of the core curriculum, including science and technology, and will, if they choose, have at least one specialisation.

Schools could have additional specialist areas such as modern language or sports facilities, with improved social

areas such as dining areas, libraries and entrances, and better accessibility and facilities for non-pupil users of the school.

Buildings could embody the aspirations of schools for the future. They will be flexible and fully inclusive, and will offer a range of facilities to the wider community in an environmentally friendly way. All teaching areas will reflect the latest thinking on curriculum delivery, including sciences and sports. They could have additional specialist areas, such as business studies, a cyber cafe or video conferencing. There will be all-weather social and recreational areas. Their design quality will reflect education's importance to the local community.



Every strategic plan – particularly those for areas with low educational standards and significant parental discontent – will need to demonstrate that it has taken account of the potential for replacing weak and failing schools, or introducing Academies to the benefit of local communities. This includes an assessment of whether existing schools should be replaced directly, or become part of a wider reorganisation of provision. We will expect each local education authority to embed this principle fully in its local consultation and planning, and to encourage a wide local debate – including among potential new providers – on the opportunities and scope for changes to respond positively to local parental demand for better school provision.

As we set out in *A New Specialist System: transforming secondary education*, we are keen to encourage the widest possible range of new and existing promoters to come forward. We also want to make it easier for successful and popular schools to expand. From June 2003, where a local education authority decides that an additional, wholly new secondary school is needed, the authority will have to publish a notice inviting other interested parties to bring forward proposals for the new school before publishing any proposals of its own. The final decision will be made by the Secretary of State, in the light of any comments by the school organisation committee, following local consultations. In order to extend school diversity and raise standards, we will

encourage local education authorities to hold similar competitions when new schools are needed to replace existing schools, especially in areas with few existing successful and popular schools, or where standards or achievement are low.

We want new buildings to promote and encourage better pupil behaviour and attendance, through good design, on-site learning support units, pupil referral units or special schools. Other government departments, councils, planning authorities, funding bodies and local communities should recognise how they can work within these new building programmes to create schools open to the community, and also improve the local environment.

Funding bodies (such as those promoting health, childcare, sports or neighbourhood renewal) and decision-making authorities (such as school organisation committees) will need to co-ordinate their planning with this new approach to capital funding. Learning and skills councils – both nationally and locally – will be important players as they are responsible for planning post-16 provision.

Question 2: Do you agree that we should aim to collaborate better with other funding and decision-making bodies to help achieve wider policy goals?

Question 2a: How might this best be achieved?



CASE STUDY

Yardleys School, Birmingham

Building work transformed the learning environment for the pupils of Yardleys School. And, as the school quickly found, improvements in facilities were reflected in better results and standards.



Aedas AHR

- Yardleys School in Birmingham benefited from a new purpose-built building.
- The children enjoy the use of new facilities such as the roof garden, gymnasium and music-recording facilities and have an increased feeling of self-worth.
- Since building work commenced, the percentage of pupils gaining five or more GCSEs at grades A* to C has increased by 13 per cent.
- Head teacher, Heather Jones, described the project as “her dream come true”.
- The Birmingham schools project covered the rebuilding and/or refurbishment of ten primary and secondary schools at a cost of £50.6 million.
- The construction period was two years.



Oaks Park School,
Redbridge

Targeting areas for investment

A key issue in the targeting of renewal funding for secondary schools is how we should prioritise investment. There must be clear criteria so that, when areas make their bids, decisions on prioritisation are made objectively and transparently. We propose to consult widely on these criteria with schools, parents, local education authorities and others with a direct interest.

We think that we should target the available strategic funding on local geographical areas, which would cover local groupings of schools. The areas selected could include a whole local authority. Or they might reflect discrete communities (especially within larger authorities). In other cases, such as in London or other conurbations where cross-border links are strong, we could fund the strategic renewal of a group of schools spanning several authorities. This would make sense where, for example, there are many cross-border flows of pupils and the impact of school renewal might otherwise have an unwanted and potentially destabilising effect.

A special approach may be needed in London, with its 415 secondary schools across 33 boroughs, as many complexities are magnified there and costs are higher. The London Commissioner will work with authorities to consider any special issues, to develop specific solutions and to draw up joint plans, where possible.



CASE STUDY

Philip Morant School & College, Colchester

This innovative project has resulted in more effective and efficient ways of working, freeing teachers to teach, and school management teams to lead – and thus raise standards.



- Philip Morant School & College is an 11 to 19 comprehensive school and sixth form college with over 1,600 pupils and more than 100 staff in Colchester.
- The school has recently opened a Learning Centre to which up to 120 pupils can be directed when their own teacher is absent.
- High-quality learning materials are delivered through modern ICT to each individual student, supervised by one teacher with the support of additional learning assistants.
- This has raised the standard of materials presented to students in the absence of their teacher and enabled the school to guarantee that no teacher will have to cover for an absent colleague. Therefore, lesson planning and preparation, together with the administration and management of the school on a day-to-day basis, are enhanced.
- Russell Moon, the head teacher, is pleased with progress: “This has already raised standards, and reduced teacher workload on cover. The future looks very promising.”
- The school is able to save money on a daily basis through not having to employ supply staff. It is also possible to release staff for meetings and other development work when the Learning Centre is not full.



We propose to prioritise these geographical areas using four main criteria:

- the contribution that particular projects would make to raising educational standards; new capital investment should support plans that are ambitious and strategic, reorganising the provision and pattern of secondary education where this is needed to raise standards;
- the extent of local deprivation and the level of educational need that this implies;
- the state of the school buildings and the urgency of need for repair, renewal or complete rebuild;
- how well organised an individual area is to invest capital funding on time to deliver both the educational vision and economic best value. In particular, whether all necessary consultation and planning processes can be completed, and all schools and partners in that area are fully signed up to any strategic changes that are needed.

Authorities and schools would show what other actions they would take, alongside the renewal of school accommodation, to transform secondary education. This would include appropriate opportunities for new Academies. It should build on existing local educational, investment and renewal programmes – for example, school organisation plans, strategic area reviews by learning and skills councils, local transport plans and community plans. It would also include clear plans to show how teaching and learning would be led and organised to capture the full potential gains from the new provision.

Proposals should show how strategic groupings of schools would meet the needs of children with special educational needs and disabilities. Plans for mainstream schools should set out how they would increase access for disabled pupils and those with special educational needs. We intend that proposals should include secondary special schools, and also all-age special schools where appropriate.

Question 3: Do you agree that we should target secondary renewal funding on geographical areas, covering local natural groupings of schools, even where these would cross local authority boundaries?

Question 3a: What special arrangements would we need to consider for London and how might these best work?



CASE STUDY

Millennium Primary School, Greenwich

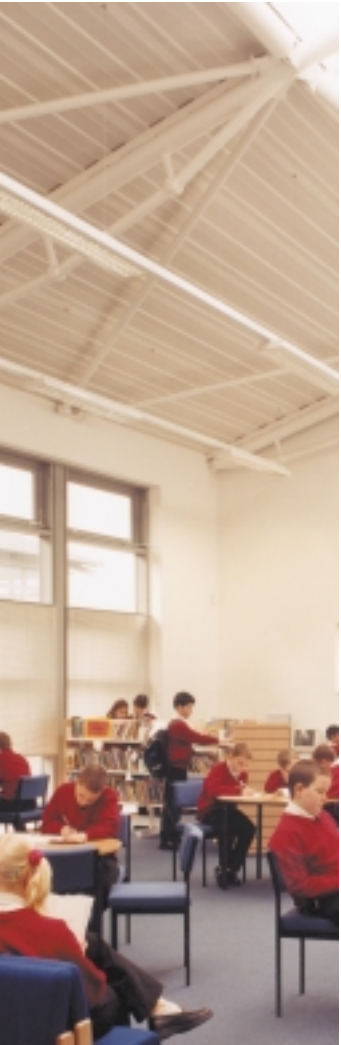
New buildings provide excellent facilities not only for the school's pupils but for the whole community. Such inclusive thinking was central to the design and planning of Millennium Primary School.



- The Millennium Primary School, Greenwich was designed to be at the heart of the community.
- The school hall, dance studio, meeting rooms, all-weather sport facilities and ICT suite are open to the community throughout the year.
- The school offers educational provision for three- and four-year-olds, including some full-time places. In addition, there is an extended day facility for under-fives.
- Services for families include a parent and toddler group, a toy library and opportunities for family learning.
- Head teacher, Amanda Dennison, described the school as “a wonderful learning environment for our children and one fitting for the 21st Century.”
- Sustainability is at the centre of the school's design, with advanced modelling providing significant energy savings.
- Pupils with special educational needs participate fully in the mainstream curriculum through special needs support, full access to every part of the building and additional provision for pupils across the autism spectrum.
- A health centre is located next to the school providing a full range of primary care as well as promoting healthy living and preventative medicine.



Better design



Barnhill School,
Hillingdon

Schools must be designed to meet the needs of pupils and teachers in the 21st Century. We want to promote the best designs for all schools. Good design raises educational standards and improves the quality of life within a school.

There is a balance to be struck. It is vital that school staff have a strong sense of ownership in how new capital investment is used. They will be working in the buildings; they know what works for their pupils. But equally governors, heads and staff need good planning and design professionals to do the work. We are committed to making the design process simpler, while preserving the scope for local ownership and input. We propose to do this by, on the one hand, developing national 'exemplar designs' for school buildings, but at the same time also ensuring that, in all plans, those designs are moulded to local needs by local people. All plans will need to demonstrate real local engagement with teachers, parents, governors and the community.

We are developing six exemplar primary school designs and six for secondary schools. We hope that they will set a new benchmark standard. By having several different designs, which would be customised to individual circumstances and environments, we should be able to meet the high aspirations of different schools: rural or urban; small or large; for younger or older pupils; and for different management styles. Each will be genuine 'Schools for the Future' with first-class, modern facilities.

We are developing our brief and designs with partners, including pupils and teachers in schools, the Commission for Architecture and the Built Environment, the Royal Institute of British Architects, the Design Council and local authority associations.

These exemplar designs will be a starting point. They will help to streamline the procurement process and deliver school replacement programmes using well-trying and high-quality 'off-site' construction techniques. This should encourage innovation and speed up delivery, ensure consistent high quality and reduce costs.

Schools and authorities will use the exemplar designs to tailor their plans for individual school buildings to the needs of the local community. They will be able to concentrate on the important task of creating schools that promote the best for teaching and learning, without wasting precious teacher time 're-inventing the wheel'.

Question 4: Do you agree that we should develop exemplar designs as a starting point to ensure consistently high standards of design for all new schools?

Question 4a: How might these best be used in practice to avoid 're-inventing the wheel'?



CASE STUDY

Blyth Community College, Blyth

Building a new school offers a fresh canvas on which to create imaginative and forward-thinking facilities that incorporate the best in modern design and ICT.



Waring & Netts

- Blyth Community College in Northumberland was completed and opened in September 2002.
- Accommodating 1,450 secondary school pupils, the project is a community facility in all respects and represents most of the features of a 'School for the Future'.
- The entrance is clear and welcoming, affording direct access to community facilities, including a cyber cafe, nursery and open learning centre.
- The community entrance forms the first part of a winding street that runs over the entire length of the building, affording opportunity for public display of student work. It gives direct access to cafe areas and other social spaces and to all curriculum areas of the school.
- Leading-edge technology is used throughout the curriculum with state-of-the-art ICT.
- The latest methods of procurement were used in building the college, using a partnering contract and sustainable design to minimise energy and maintenance costs. It represents the best in delivering the Egan principles of Re-thinking Construction and is a Movement for Innovation (M4I) demonstration project.





Better procurement



By improving the processes of design, procurement and construction, we can deliver higher educational standards and better value for money.

Just as we face a delicate balance in cutting through blockages in the design process without cutting out the role of local people, so we need to provide much greater support to local education authorities and schools in negotiating the best terms for large-scale capital investment. We now have substantial experience, not only of ‘conventional’ procurement, but also of the strengths and limitations of public private partnerships.

The case for the private finance initiative (PFI) acknowledges that in the past some conventional procurements have been expensive and inefficient, with weak incentives to high-quality construction. PFI tries to ensure that those who build have incentives to build well because they are also responsible for long-term

maintenance; it tries to ensure incentives for projects to stay on budget and on time by transferring the risk of overruns to the private sector; and it tries to insulate large capital investment from the dangers of low spending on maintenance, by agreeing a programme in advance. For these reasons, we see an important role for public private partnerships, including PFI.

We know from our own information and the recent Audit Commission study that the earliest PFI schemes did not all deliver fully on this vision. We also know that while some local education authorities and schools have been delighted with the PFI investment in their areas, others have found it difficult to translate their educational vision into suitably flexible contractual terms. We have learnt from these early schemes, and PFI is now delivering some truly excellent school buildings. There are now over 500 schools benefiting from PFI investment, with many more coming on stream.

Calshot Primary School,
Birmingham



We think that this all calls for a pragmatic approach and that we need to use a balance of procurement methods. And whatever procurement method we use, we need to ensure that local people get the right support and expertise from the centre in negotiating the right quality and the right price in contracts.

A national body dedicated to supporting good value could solve many of the procurement challenges facing central and local government. Local government would be free to concentrate on determining its local vision for education, within the overall framework set nationally. Partnerships for Health – a joint-venture company owned by the Department of Health and Partnerships UK – shows what can be done to improve the procurement process – in this case, for primary healthcare. We are investigating similar models which could work well for schools. Combined with our plans to develop exemplar designs, this would be a very powerful agent for change.



Childwall Valley School,
Liverpool



Peacehaven Community School, Peacehaven

We have not yet made any decision about how a national procurement vehicle might operate in the education sector or what sort of body it would be, and are currently assessing options. We think, though, that it could probably be in the form of a joint venture, involving national and local government, as well as Partnerships UK. The vehicle will be expected to:

- manage the delivery of the programme of strategic investment;
- use PFI and other procurement methods efficiently, learning lessons from previous experience;
- work with local education authorities and schools to line up a steady supply of groupings of schools which need strategic renewal, with funding arrangements in place;
- benchmark and test supply chains regularly to achieve procurement gains and pass these to schools;
- join similar projects together and either carry out procurement centrally on behalf of schools or support local procurements, so reducing costs and complexity;
- encourage the market of private sector suppliers.

The vehicle will work both to national educational priorities, and with local education authorities and schools on bottom-up solutions, which address local needs and challenges. The proposals identified for particular areas will

be led by the relevant local education authorities, also engaging fully with local schools and communities and agreeing clearly and openly the solutions with them.

We have an open mind and know that one size will not fit all. We want to hear from local authorities and others about procurement methods which will deliver the best outcomes for schools and communities.

Following our invitation, last autumn, to local education authorities to express interest in working with us to develop new pathfinder approaches, we shall be announcing shortly two joint initiatives to test new procurement and delivery methods.

With the Church of England and Partnerships UK, we are also developing a new joint venture company – Partnerships for Church of England Schools – to help voluntary aided schools secure much more efficient access to private finance initiative funding. This model is replicable and we shall be discussing with other stakeholders in the voluntary aided sector how they might benefit from similar arrangements.

Question 5: Do you agree that a dedicated national body could help support local plans?

Question 5a: What views do you have on its composition and role?



CASE STUDY

Debden Park High School, Loughton

Over 500 schools are being provided through the private finance initiative. Debden Park illustrates the benefits in design, cost control and quality that this method of procurement brings.



- Debden Park High School is a new 11 to 16 secondary community comprehensive school that opened for pupils in September 1999, becoming the first school in Essex to have been built under the private finance initiative.

- The capital value of the project was £11.1 million.
- The school building was designed and built in close consultation with the school's governing body and Essex County Council. The head teacher was closely involved in project negotiations from the start, and worked with the architects and builders to ensure that the finished building offered the range and quality of provision that the school and its stakeholders required.
- Under the initiative, the construction company also operates and maintains the building, providing catering, cleaning, site management and security services. The company has, as a result, a vested interest in the success of the school and the school believes that this shows in the quality of work that went into the construction of the building.
- The head teacher, Michael Moore, describes the school as having "the most fantastic facilities".





Next steps

We have set out our aspirations here. We hope you share them and are excited by the possibilities they present. We would like to know your views by the end of May. You can either complete the enclosed response form or one on the Internet at <http://www.dfes.gov.uk/consultations/>

The immediate next steps are set out opposite. In particular, we are very keen to talk to you, our external partners, so that our final proposals have the benefit of your ideas and experience.



Cardinal Heenan
Catholic High School,
Leeds

Our proposals for timing are:

2003

February: announce Building Schools for the Future

February – March: announce individual local education authorities' allocations of formulaic funding for 2004–05 and 2005–06

February – March: announce two pathfinders to test new procurement and delivery methods

February – May: wide consultation, including on the criteria for the prioritisation of areas for strategic renewal investment

March – April: using the draft criteria in this consultation paper, local education authorities, secondary schools and local partners seeking to be included in the full round of allocations in 2005–06 should start local discussions to prepare robust education-based plans to renew and, where appropriate, reorganise secondary education to deliver high standards

Summer: formal bids will be invited soon after this consultation closes for 2005–06 allocations, based on firm criteria. Currently, we expect over £2 billion will be available in 2005–06 for the renewal and reorganisation of secondary education

September: launch national procurement body

November: publish exemplar designs

Conclusion



The programme outlined in this document is, we believe, exciting. It is designed to match the high level of investment with a suitable level of ambition for educational improvement. It builds on what exists, but does not duplicate it.

There are three key challenges:

- first, to get right the national consensus for an ambitious programme of this kind. No government has ever before said it wants to invest in this way in the provision of secondary education in every part of the country. That is why we are determined to see a wide debate on this document, why we are committed to working in partnership with all those committed to the goals of secondary renewal, and why we look to you for responses to this document;
- second, we need to ensure that, at local level, there is real thought and dialogue about the right sort of provision to meet the hopes and aspirations of young people; educational vision will determine the success of this programme; this means thinking hard about the nature, location and delivery of secondary education right across the country; it is an opportunity and a challenge;



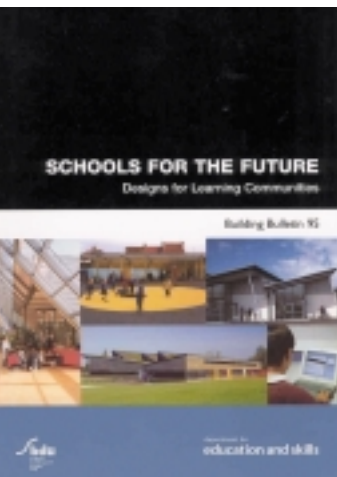
Perry Beeches
Secondary School,
Birmingham

- third, we need to get the national infrastructure right to support this sort of programme; we have sketched out in this document the national support that would exist to help local endeavour; we are committed now to doing more detailed work on the design and role of national support – from design and procurement, to finance and organisation.

We have a very unusual opportunity. It is now matched by educational ambition. Let us work together to make this ambition a reality.



Further reading



This publication will be available on the Teachernet website at www.teachernet.gov.uk/schoolscapital. Further information about schools capital and buildings generally can be found at www.teachernet.gov.uk/management/resourcesfinanceandbuilding/

DfES: *Schools for the Future – Designs for Learning Communities, Building Bulletin 95***, 2002. ISBN 0112711286. See also: www.teachernet.gov.uk/schoolbuildings

DfES: *Time for Standards – Reforming the School Workforce**, 2002. Ref: DfES/0751/2002

DfES: *An Introduction to Extended Schools: Providing Opportunities and Services for All**, 2002. Ref: EXSG. See also: www.teachernet.gov.uk/education_overview/briefing/extendedschools/

DfES: *14–19: Extending Opportunities, Raising Standards*, 2003. ISBN: for the full Green Paper** is 0101534221. Ref: for the summary* DfES 0744/2002.

DfES: *A New Specialist System: Transforming Secondary Education**, 2003. Ref: DfES/0173/2003

DfES: *Classrooms of the Future: Innovative Designs in Schools*, 2003. See also: www.teachernet.gov.uk/classroom_of_the_future

DfEE and PricewaterhouseCoopers: *Building Performance – an empirical assessment of the relationship between schools capital investment and pupil performance*. DfEE Research Report RR242, 2000

The Department hopes to publish in spring 2003 a second phase of research with PricewaterhouseCoopers provisionally entitled *Building Better Performance*.

* Hard copy versions are obtainable by contacting:

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Summerfields Nursery School, Wilmslow

St Botolph's CofE Primary School, Sleaford

Inside Front Cover

Glastonbury Thorn Primary School, Buckinghamshire

Inside Back Cover

Royal Docks School, Newham

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