

BOROUGH OF POOLE

CABINET

10 FEBRUARY 2009

**BUILDING SCHOOLS FOR THE FUTURE – STRATEGY FOR CHANGE PART
2 UPDATE: REPORT OF THE PORTFOLIO HOLDER FOR BUILDING
SCHOOLS FOR THE FUTURE AND TRANSPORTATION**

1. PURPOSE

This latest report on the BSF Programme for Bournemouth and Poole seeks formal approval for submission of the Strategy for Change Part 2 (SfC2) to Partnerships for Schools (PfS) for its approval and onward submission to the DCSF.

2. DECISIONS REQUIRED

- To recommend the Council to approve the Strategy for Change Part 2; allowing that minor final amendments can be approved by the Portfolio Holders for Children's Services.
- To note that both Councils and their Section 151 Officers understand how the BSF funding mechanism works and the potential costs of the programme at this early stage; and that both Councils will commit to reviewing in detail the funding and costs involved during the outline business case (OBC) process in order to deliver the educational vision and policies within the known limits of the government's funding allocation model (FAM). Should this not prove sufficient, consideration will be given to identifying local contributions, in line with those set out in the SfC2, to manage the overall affordability of the programme. Both Councils will give consideration to this risk during their medium term financial planning.
- To note the intention to introduce an independently managed ICT service in Wave 6 schools and make it available to all schools in Bournemouth and Poole and the potential impact this will have on the delivery of ICT services in both Boroughs.
- To note firstly, the intention to develop, agree and implement a common facilities management standard in all schools starting with Wave 6 and secondly, the intention that the Local Education Partnership (LEP) provider will be invited to offer a Facilities Management service to all schools in Bournemouth and Poole.

3. BACKGROUND INFORMATION

The purpose of the SfC2 is to describe how the proposals in SfC1 are to be implemented.

SfC2 has two parts:

Part 1: Meeting the Challenges and Key Objectives

Part 2: Addressing Key Estate Priorities and Project Planning

Approval of the SfC2 does not commit the councils to the BSF project capital expenditure yet. However, it does include commitments to manage a number of key decision processes now and during the following Outline Business Case (OBC) planning phase that will lead to commitments on:

- A detailed vision and strategy for the transformation of education
- A detailed estates strategy with options appraisals
- A detailed investment approach and capital funding plans for each project
- Joining-up of available funding sources and commitment to the programme
- Agreement and plans for facilities management
- Sign-off by s151 officers and councils that the programme is affordable
- Commitment to the LEP procurement strategy
- Commitment to the standard PfS procurement processes
- Commitment to the implementation of a managed service for the ICT in schools
- Early Planning approvals
- Wider consultation and commitment to the programme of stakeholders, sponsors and schools

The SfC2 begins work on all of these with the aim of demonstrating the viability of the Strategy for Change and of confirming that work can progress confidently to the next phase; writing the OBC.

The Memorandum of Understanding (MoU), signed in April 2008 by the two councils and PfS, commits both councils to the BSF Programme and a number of key obligations.

The recommendations in this report aim to gain approval for the SfC2 in order to allow the BSF Wave 6 programme in Bournemouth and Poole to progress to the next stage; writing the Outline Business Case (OBC). The OBC is essentially an expansion and detailing of the content of the SfC2. Although there are no commitments to investment by PfS or the authorities at the SfC2 stage, the engagement with the process is becoming firmer and the recommendations in this report reflect that position.

The Memorandum of Understanding MoU signed in April 2008 by the two councils and PfS commits both councils to some key obligations. including:

- Recognise that the default funding solution for new build schools is through Private Finance Initiative.
- Commit to using the standard Local Education Partnership (LEP) structure save where there are compelling and material value for money or project delivery reasons to do otherwise. The LEP is a joint venture company for local delivery of the BSF programme, which will be formed by: the councils, BSF Investments (BSFI) and a Private Sector Partner (PSP), which is usually a consortium.
- Ensure adequate and dedicated resources are in place for the BSF process, covering scoping, pre-procurement, procurement, delivery and ongoing operations, including subsequent developments
- Take responsibility for maximising other funding sources including local capital receipts, school contributions, councils and other bodies' contributions
- Tailor their estate solutions to fit within the benchmark funding allocation plus any local contributions
- Provide costed control options for each school site in support of the affordability analysis
- Provide an indicative construction programme that minimises school disruption but delivers the estate as soon as possible

3.1 Strategy for Change

The instructions for the production of SfC2 are set out in PfS guidance at: http://www.partnershipsforschools.org.uk/library/bsf_guidance.jsp.

The two authorities entered the BSF Programme in Wave 6 following a successful Remit Meeting in April 2008. This was followed by the submission to Partnerships for Schools (PfS) of our Strategy for Change Part 1 (SfC1) in June. The SfC1 sets out what we intend to achieve in the BSF Wave 6. The SfC1 was finally approved by DCSF in October 2008.

Strategy for Change Part 2 (SfC2) sets out the ways by which we will achieve the aspirations in SfC1. It can be up to 30 pages long, less appendices, and contains two sections. Section 1 is the strategy for meeting the key challenges and objectives. Section 1 of SfC2 has been drafted by a single author using drafts from a large number of officers, workgroups and stakeholders. Section 2 addresses the key estate priorities and project planning. Section 2 has to-date been drafted by the project team using inputs from both authorities and from our private sector advisers. SfC2 is due submission to PfS by the end of February.

A history of key cabinet and council decisions in the BSF Programme is at Appendix 1 to this report. In addition to cabinet and council meetings, the BSF Steering Group and the Programme Board have continued to meet jointly each

month since the Remit Meeting. This has allowed detailed discussion and all-informed and rapid decision making and management of the programme.

The focus of SfC2 is the vision and strategy for transforming education in Section 1 that is then represented in the Key Performance Indicators at Appendix 1b of SfC2 and the estate strategy in Section 2. The continuing BSF Programme to implement the proposals in the OBC phase is outlined at Appendix 2 to this report.

3.2 Consultation

The BSF Programme is the subject of a detailed communications and consultation plan. Following initial and informal consultation with schools, the public and stakeholders in the SfC1 phase, a more detailed phase of consultation was launched to support SfC2. This aimed to test the strategy options outlined in SfC1. Leaflets were delivered to all Wave 6 households and advertised in the Bournemouth and Poole Echo. Every child in a wave 6 school took a copy home for their parents. Public meetings were held at all Wave 6 schools and an open public meeting was held at the Bournemouth Learning Centre. The public meetings generated further meetings and a series of 'roadshow' events at school gates to consult parents. Since that time a number of events have taken place to engage the public and other stakeholders.

The results of the public consultation were mixed but did contain some very powerful messages about the closeness of the communities around schools and the strength of their desire to work with their schools. In particular, it delivered a very strong message that Kings High school worked within a very tight community and was becoming the school of choice for an increasing number of parents so it should be retained if possible. This was supported by pupil place planning forecasts and by advice from DCSF that the school proposed for the Oakmead site could be too large. Moreover, long term pupil numbers forecasts suggest that there might be a need to reuse the site in the long term. Consequently, the plan to merge Kings High school with Oakmead School where dropped.

At the same time, consultation on BSF and early technical work on the BSF Primary Capital Programme showed that there was no appetite in either the primary community or the special schools community for the co-location of primary and special schools with secondary schools.

Consultation after the public phase continued with Headteachers, schools' staff and governing bodies. Consultation also took place with a number of other authorities across the country to draw on their experiences with changing the governance of schools through the BSF Programme.

Consultation on the content and strategy in SfC2 is continues with members of the Stakeholder Groups including the schools' partnership, church dioceses, the health services, adult and youth services and the LLSC and FE sector in Bournemouth and Poole etc.

An important part of the BSF consultation is that with children and young people. Work has started to engage children of all ages in the project at their school and there are proposals to involve all schools in Bournemouth and Poole.

In the next, OBC, phase of the project consultation will be extended and deepened to engage all schools and stakeholders in the delivery of the BSF vision.

4.0 FINANCIAL/RESOURCE IMPLICATIONS

4.1 Summary of Financial/Resource Implications

AFFORDABILITY

A key aspect of the Strategy for Change 2 submission to Partnership for Schools is that both Councils and specifically both S151 officers have acknowledged how the funding mechanism works, the potential costs of the programme and have made the commitment to manage any affordability issues that may arise during the preparation of the Outline Business Case.

A presentation specifically relating to the financial implications of the programme has been made to members of the Strategic Programme Board and separately to the S151 officers of both Councils and schools. This highlighted the current high level financial forecasts but also made clear that as the programme progresses these forecasts will be refined and will therefore change.

4.2 Capital Funding

In order to deliver the BSF programme the Government is making available funding in the form of capital grant and Private Finance Initiative funding. In order to subsequently determine how much potential funding each programme receives a financial Funding Allocation Model (FAM) is used.

In the case of the Bournemouth and Poole programme, and based on the principle assumption that funding will be made available for approximately 43 forms of entry the funding envelope is potentially £137.7m (SfC2 Appendix 18a). Funding for exceptional abnormal costs is also available at an average of £400,000 per school site and is included within this sum. Furthermore, initial negotiation with PfS has taken place and agreement gained in principle, to address the cost of building core, communal areas at three schools so that they will be large enough to accommodate additional forms of entry if pupil numbers continue to rise after 2018. Formal agreement with PfS is being sought for the cost of this which is expected to be in region of £1m.

Funding for ICT hardware and software in addition to these amounts is currently forecast at £11.3m.

4.3 Capital Expenditure

This base funding position does not, however, reflect in reality the optimum build split of new:remodelled:refurbished accommodation to deliver the educational vision. A key part of the SFC2 is therefore to determine what the optimum build split should be. Having at this stage determined a potential option of what the preferred build splits could be this information is used to determine a potential cost using the funding model. Using this information provided by our technical advisers Gleeds, the potential cost of the Bournemouth and Poole programme is £146.3m.

At this very early stage of cost and funding determination, taking this potential cost of £146.3m and comparing it to the potential funding of £137.7m plus the £1m for the communal areas produces a potential shortfall of £7.6m. Should the Councils wish to build to accommodate 44 forms of entry this would further increase the need for additional funding by approximately £2m.

A key element of the funding and cost equation that must be recognised at this stage is that it is based on PfS construction cost rates which may not reflect the actual costs following tendering process. This is a key risk which will be assessed in more detail during the preparation of the OBC, however, at this stage 5% which equates to approximately £5m has been included within the costs to recognise this.

4.4 Contribution to Private Finance Initiative Project

Should any of the schools within the programme meet the HM Treasury criteria that indicates PFI would offer better value for money it is highly likely that there will need to be a local ongoing revenue contribution to the cost. Analysis of anticipated costs of any PFI project will be undertaken as part of the preparation for the Outline Business Case.

4.5 Facilities Management (FM)

In order to secure the long-term future of the buildings procured via the D&B route we will consider adopting a 'hard and soft' facilities management (FM) service for all schools, which will include caretaking and reactive & planned maintenance but excluding catering. The intention is for the cost of the FM solution to be met from schools revenue and capital resources. An assessment of spend by schools on FM and how this might compare to potential FM solution costs is taking place and will be presented in full at OBC stage.

4.6 ICT Funding

The Schools in Wave 6 will be required to make a commitment to use an ICT managed service. Expectations are for these annual contributions to be in the region of £170 to £200 per pupil. Based on an initial analysis of schools current spend on ICT this target looks achievable. Agreement in principle to this approach has been secured with schools.

4.7 Project Development Costs

Our project development and project team budget is currently judged to be adequate to meet likely identified costs to the setting up of the LEP, and to contain an adequate contingency. The budget does not, at this stage, include provision for the initial investment by the Councils into the LEP or any costs associated with running the LEP or progressing future waves.

4.8 Overall Affordability

Our initial analysis indicates that the programme will require either funding support from both Councils, a review of how the educational transformation can be achieved within the funding envelope or both. Work will continue to develop greater financial certainty for these projects, with a requirement to demonstrate at every stage that projects must provide, overall, an affordable solution.

5.0 THE ESTATES STRATEGY

High level allocation of funding to project proposals is shown at Appendix 18a of the SfC2.

During the past three months Cambridge Education, our Education advisers and Gleeds, our technical advisers have been working in detail with schools translating the strategy for change into the second draft of individual school's strategies. The final school's strategies are submitted as part of the OBC submission.

The Estates Strategy confirms that Rossmore Community College, Kings High School and the Bishop of Winchester School will become academies. Glenmore School and Winton Arts and Media College will acquire a trust including the Slades Farm leisure areas. Oakmead College will seek to acquire National Challenge Trust status; Montacute School and Langside School will be combined and rebuilt on the Montacute site and Winchelsea School will be rebuilt on its existing site.

The programme for these projects will begin with the construction of two sample schools, one of which must be a rebuild PFI project and the other a D&B

project. Kings High school is the chosen rebuild project and Ashdown has been chosen to be the D&B project in order to support the change in the age of transfer in Poole.

It is then anticipated that the remaining projects will commence within two years. The sequencing of the projects will be determined by the feasibility studies in OBC but the change in age of transfer project will require the earliest possible commencement of Rossmore and Oakmead projects.

A summary of the visioning and early appraisal for each school is at Appendix 1a of the SfC2. This will be further detailed when the Technical Advisors complete their input to SfC2 Section 2 at the end of January 2008.

6.0 LEGAL IMPLICATIONS

During workshops held on the scope of the LEP and in joint Steering Group and Board meetings a number of questions have been raised regarding the particular legal issues to be addressed in our joint project. Meetings have followed with PfS and most recently with the PfS Commercial Director.

These meetings have provided assurance that the legal and contractual arrangements for the project, albeit a modified version of the standard, single authority approach, will be workable and the risks can be managed as long as the two authorities are committed to their equal partnership.

These early conclusions will be subjected to detailed scrutiny during the OBC phase.

7.0 ENVIRONMENTAL IMPACT

The Environmental Checklist has been completed; Appendix 3.

The BSF Programme has sustainable development at its core. The education visioning and strategy development Section 1, Paragraph 10 calls for sustainable development, sustainable schools built sustainably with sustainability at the core of their ethos and curriculum.

8.0 EQUALITIES AND DIVERSITY IMPACT

An initial Equalities Impact Needs Assessment screening indicates positive impact on all diversity strands.

This judgement is based upon:

- the need for all schools within the BSF programme, including Academies, to comply with national admissions guidelines which preclude discrimination

- the provision of new or refurbished buildings which will be developed in line with Disability Discrimination Act compliant building requirements
- the range of academic provision becoming broader through the introduction of academies and the continued provision of trust, voluntary aided and community schools
- the range of academic provision becoming broader through the introduction of a curriculum stronger in vocational options and including innovative new courses such as the Diploma. This will support some groups for whom the current provision may not be ideal
- the DCSF requirement that all stakeholders, including the local community, are consulted throughout the development of the programme
- the provision of community facilities within the schools, or community access to school facilities, which will improve access to education and sport for all members of the community
- All BSF procurement will be on competitive terms in accordance with the European Procurement Directive

9.0 RISK ASSESSMENT

The BSF Programme is the subject of a separate Risk Register included at Appendix 2b of the SfC2.

Background Papers:

1. Readiness to Deliver in BSF Wave 4-6, Boroughs of Bournemouth and Poole, October 2006.
2. Strategy for Change Part 1, Boroughs of Bournemouth and Poole, June 2008, <http://www.bsfbournemouth-poole.co.uk/documents/Strategy%20for%20Change%20Part%201%20FINAL.pdf>

Members with access can find a copy of the SfC2 on SharePoint:

www.bsf-bournemouth-poole.com

Username: access

Password: Pa55w0rd

Hard Copies are available from the BSF Project Team tel. 451980.

3. Cabinet Papers listed at Appendix 1.
4. Link to the Partnerships for Schools website, which provides background information and documentation for the BSF programme: <http://www.partnershipsforschools.org.uk/>

5. Link to Bournemouth and Poole BSF Website: <http://www.bsf-bournemouth-poole.gov.uk/>

APPENDIX 1

BSF – History of Key Cabinet Decisions

Date	Report	Decision
9 Dec 2003 Cabinet	Expression Of Interest submitted for Waves 4-6	<p>Approved</p> <ul style="list-style-type: none"> • The Local Policy Statement • The Statement of Priorities • The outline expression of interest process for the Building Schools for the Future Initiative
26 Sept 2006 Council	BSF Programme Waves 4-6	<p>Resolved that Council approve</p> <ul style="list-style-type: none"> • Progression of the Joint Bournemouth and Poole Project to Building Schools for the Future (BSF) in Wave 5 and that a written commitment, in principle, be sent to confirm the Authority's commitment to BSF • Fund a Joint Project Management Team with Bournemouth Borough Council to deliver the BSF Programme and to set up a joint Project Board across the two Authorities. The initial set up for the Borough of Poole of the Project Team will be £0.5Million per annum over a three year period • Approve a Memorandum of Understanding with the Bournemouth Borough Council • That Council note that a decision to permit the posting of statutory notices will be required in early 2007 to change the age of transfer in Poole Schools, subject to Poole and Bournemouth Borough Council's Ready to Deliver Statement being accepted by the DfES and included within waves 4-6 (inclusive of the BSF Programme).
19 Sept 2006 Cabinet	BSF - Readiness to deliver	<p>That Cabinet recommend Council:</p> <ul style="list-style-type: none"> • progress the joint Bournemouth and Poole project for Building Schools for the Future (BSF) in wave 5 and that a written commitment in principle be sent to confirm the Authority's commitment to BSF • Fund a joint project management team with

		<p>Bournemouth to deliver the BSF programme and to set up a joint project board across the two authorities.</p> <ul style="list-style-type: none"> • The initial set up cost for the Borough of Poole of the project team will be of £0.5M per annum over a three year period. • agree a Memorandum of Understanding with the Borough of Bournemouth and agree the Readiness to Deliver statement as set out in section 4. • That Cabinet note that a decision to permit the posting of statutory notices will be required in early 2007, to change the age of transfer in Poole schools, subject to Poole and Bournemouth Borough Council's Readiness to Deliver statement being accepted by the DfES and included within waves 4 – 6 (incl) of the BSF programme. This announcement is due in December 2006.
17 July 2007	MoU & Governance Arrangements	<ul style="list-style-type: none"> • Approve the governance arrangements and approval processes; • Approve completion of a Memorandum of Understanding with the named schools, the detailed terms to be as agreed between the Governing Bodies and the Strategic Director (Children's Services)
17 July 2007		<ul style="list-style-type: none"> • Adopt the Memorandum of Understanding between the Borough of Bournemouth and Borough of Poole, to ensure that joint project governance arrangements are in place for the Building 'Schools for the Future' Project • Endorse the request to the Project Board to increase the number of elected Members from 2 to 3 from each Authority.
29 Jan 2008	BSF & PCP Consultation Process	<ul style="list-style-type: none"> • Approve the Consultation process with Schools (including pupils), the Diocese and the Learning and Skills Council for transforming Education in Poole Schools and the School estate over the next 10 to 15 years, including where indicated,

		<p>the options for each School</p> <ul style="list-style-type: none"> Notes that, following the outcome of this Consultation with Schools, further consultation will be taken with parents and other interested partners, for example, Early Years childcare providers, Sure Start Centres, the business community etc, on the proposals. <u>DECI</u> <p>Agree that the scope of the “Schools for the Future” Project Board be widened to include all of the Capital Projects and Programmes to effect a coherent transformation in education in Poole.</p>
1 Apr 2008	MoU	Sign off MoU
3 June 08	Adoption of Strategy for Change Part 1	<ul style="list-style-type: none"> Joint Strategy for Change Part One Document that sets out what is to be achieved through Wave 6 of the Building Schools for the Future Programme be approved; That authority be delegated to the Strategic Director (Children’s Services) in consultation with the Portfolio Holder for Schools, for the Future, to approve any final changes to the Strategy for Change Part One document before final submission to Partnerships for Schools on 6 June 2008.
9 Sept 2008	Expression of Interest: Rossmore Community College	Approved. The Expression of Interest (EOI), to include Rossmore Community College as an Academy within the ‘Building Schools for the Future’ Programme to the Department for Children, Schools and Families.
7 Oct 2008	BSF Development Budget	Approved
4 Nov 2008	EOI Bid for Subsequent Waves	Agree in principle to submit a joint expression of interest to participate in early subsequent Waves of Building Schools for the Future

2 Dec 2008	Information report on progress with SfC Part 2	Report noted.
2 Dec 2008	BSF Budget Report	Approved. The release of further funding, up to the approved budget forecast spend in 2008/9 of £1.559M to enable the project to progress to outline business case.
9 Feb 2009	Strategy for Change Part 2	

Bournemouth & Poole BSF Project Plan Overview to OBC

BSF Stage	Process	Period	Activity	Start	End	Approvals Required	Complete
Project Initiation	Establish Project Structure and complete TOR & MOU				Sept 2007		√
	Draft Communication Strategy						√
	Draft PID				Feb 2008		√
Strategy for Change Part 1	Draft Strategy for Change part 1				March 2008		√
	Remit meeting with PfS and DCSF			11 April 2008	11 April 2008		√
	Complete 4Ps Gateway 0 review				May 2008		√
	Complete Strategy for Change part 1 and gain approval of PfS and DCSF	8 Weeks		11 April 2008	06 June 2008		
	Consultation Phase 2		Public meeting at every school Stakeholder engagement meetings Report on outcome of consultation		18 July 2008	Results from community participation	√

BSF Stage	Process	Period	Activity	Start	End	Approvals Required	Complete
	Appoint External Advisers		Education Adviser to meet all schools ICT Adviser to meet all schools TA to visit all schools and collate info on current state of estate			Award of contract to external advisers	√
Strategy for Change Part 2	Draft individual components for submission in part 2a Draft individual components for submission of part 2b Compile Appendices to back up SfC2	20 Weeks	Assign SfC 2 tasks to work package groups <i>Estate Strategy</i> <i>PE & Sport Strategy</i> <i>ICT Strategy</i> <i>PPP Numbers</i> <i>Extended Schools Strategy</i> <i>SEN Strategy</i> <i>Comms Strategy</i> EA and ICT advisers to advise SfC2 inputs from individual schools SfCs Briefings for schools TA inputs 1. Survey	09 Jun 08 <i>June 08</i> Nov 08	24 Dec 08 Jan 09 Jan 09	Approvals for: 1. Corporate commitment to the BSF programme 2. Budget forecast and spend to date. 3. Impact on the whole school estate – high level 4. Prioritisation of schools within the programme and sample schools 5. Policy around extended services 6. Principles affecting sports facilities (ie, land	√

BSF Stage	Process	Period	Activity	Start	End	Approvals Required	Complete
			<ul style="list-style-type: none"> Assessments 2. BSF and Academy convergence 3. Procurement Strategy 4. Assessment of existing asset base 5. Prioritisation of investment 6. Estate Options (3 iterations) 7. Affordability 8. Sample Schools 			<ul style="list-style-type: none"> and leases) 7. High level FAM / school 8. Schools forum / schools partnership additional expenditure 9. LAs contributions for associated benefits within BSF 10. ICT Managed Service as part of BSF proposals 11. Adoption of standardised procurement documents and PfS standard contracts 	
			Feedback on Draft version	<i>Dec 08</i>	Jan 09		
			Submit for Board approvals & decisions for first draft	<i>Sep 08</i>	Dec 08	& Delegations for SfC2/OBC	
	Discussions/detailing	6		Jan 08	Jul 09		

BSF Stage	Process	Period	Activity	Start	End	Approvals Required	Complete
	Affordability/LEP	months					
	Cabinet and Full Council approval for SfC2	8 weeks		Jan 09	Feb 09	And finalise Scope of LEP	
	Submit SfC2 for Pfs and DCSF Approval				27 Feb 09		
Strategy for Change principles OBC (Final document)	Individual Schools Strategy for Change.		1 st Draft Outline 2 nd Draft EA and ICT advisers to work with individual schools to produce individual SfCs for Wave 6 schools. Engagement with academy sponsors on development of SfCs Final Version	Jul 08 Feb 09	Apr 08 24 Dec 08 Oct 09	Approvals from individual governing bodies to schools SfCs Submitted with OBC	
Academies Rossmore	Broker academy partnership	16 weeks		Apr 08	Nov 08		
	Expression of Interest	12 weeks		Sept 08	Jan 08		
	Education Transformation Vision and	4 weeks		Oct 08	Jul 09		

BSF Stage	Process	Period	Activity	Start	End	Approvals Required	Complete
	Organisational structure (feed into BSF OBC)						
Bishop of Winchester	Broker academy partnership	16 weeks		Apr 08	Dec 09		TBC
	Expression of Interest	12 weeks		Jan 09	Feb 09		TBC
	Education Transformation Vision and Organisational structure (feed into BSF OBC)	4 weeks		Mar 09	Jul 09		
Outline Business Case	Complete Outline Business Case and gain approval of PFS and DCSF	7 months	TA inputs 1. Undertake options analysis and site feasibility 2. Select sample schools 3. Value for money exercise 4. Affordability 5. Drafting technical sections of OBC	27 Feb 09	30 Sept 09	Approvals for: 1. Policy of FM across schools 2. Options appraisals and individual schools funding allocations 3. PFI Credits and affordability model s151 sign-off 4. Level of schools contributions (Schools Forum) 5. LEP procurement issues le, Project Scope,	

BSF Stage	Process	Period	Activity	Start	End	Approvals Required	Complete
						Award criteria and delegated functions to BSF team 7.OBC signed off (Cabinet and Full Council)	
	Complete 4Ps Gateway 1 review			April 09			
	OBC Approval	10 Weeks		30Sept 09	Mid Dec 09		

Environmental Impact Assessment

Issue: <Building Schools for the Future – Strategy for Change
 Part 2 Approval
 Meeting Date: <17th February 2009 >
 Accountable Manager: <Barry Watts>
 Impact Assessor: <Barry Watts >

Key	
+	Balance of positive Impacts
?	Balanced or unclear impacts
-	Balance of negative impacts
n/a	Not applicable

Impact Criteria	Impact	Comments
Natural resources impact on use of natural resources – for example energy, water, raw materials	+	Buildings will be built to BREEAM rating Very Good aspiring to Excellent. The buildings will be designed to be energy efficient to minimise energy consumption and minimise CO2 emissions. They will incorporate water saving measures, and will use materials which have minimum impact as possible.
Quality of environment contribution to safe and supportive environments for living, recreation and working	+	Buildings will use natural lighting and ventilation to ensure healthy working environment. Best practice in environmental protection to be employed during construction to minimise waste, noise, pollution.
Bio-diversity protects and improves wildlife and habitats	+	Best practice will be employed during construction to minimise impact on wildlife and trees. There will be no net loss of bio diversity and grounds will be developed to improve bio-diversity which can be used as a learning resource and link with the wider green spaces in the borough.

<p>Waste and pollution effects on air, land and water from waste and emissions</p>	+	To achieve BREEAM rating Very good best practice waste separation and minimisation will be used in construction and maximum use of recycled and local materials made.
<p>Council Priority and Objectives for Improving our Environment:</p> <ul style="list-style-type: none"> • Reduce traffic congestion • Improve streetscene • Improve recycling & energy management • Respond to climate change • Improve quality of existing space 	+	<p>Travel plans will be developed for schools in conjunction with the Travel plan co-ordinator to reduce car journeys to school.</p> <p>Environmental / sustainability policies action plans and management procedures should be developed and implemented for day to day operation and management of the school by staff and pupils and should include energy, water, transport, waste, procurement, food and drink and ecology. Schools will be working towards Eco- Schools status.</p>

List background papers using bullet points. Background - for example Government documents, previous reports - **are not to be attached to reports** but made available elsewhere, either electronically - for example website addresses, BORIS links - or in the Members' Resource Room. Also indicate sources of evidence and research.

EXECUTIVE BOARD CABINET REPORT ACTION NOTE

Subject:

Consulted:

Date Consulted	Date Comments Received	Comments accepted/rejected
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Head of Law & Corporate Governance	Insert date	Insert date	Insert accepted or rejected - include reasons for rejection
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Head of Resources	Insert date	Insert date	Insert accepted or rejected - include reasons for rejection
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Other Officers consulted.	Insert name/date
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Cabinet Member consulted	Insert Portfolio/date
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Issue included on Cabinet Forward Plan - If Key Decision	Insert date
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Consultation exercise completed	Insert date
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Risk assessment completed - If strategic/new policy issue	Insert date
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Environmental Impact checklist completed	Insert date
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Equality Impact Needs Assessment completed - If required in accordance with Equalities and Diversity Guidance	Insert date
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