Building schools for the future
A new approach to capital investment
Scope: this document covers capital investment in England and not in other parts of the UK. The document is an update on the consultation document ‘Building schools for the future: consultation on a new approach to capital investment’, available from www.teachernet.gov.uk/bsf. This consultation document described a new approach to investment in school buildings and ICT. Significant progress has been made towards achieving this new approach.
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.

Building schools for the future: consultation on a new approach to capital investment
February 2003
Schools represent the hopes and aspirations of every community. The good news is that many more schools are doing a better and better job of educating the next generation. But too often they are hampered in that task by school buildings that are at best inappropriate for new learning styles, including ICT, and at worst a real barrier to effective teaching. That is why capital investment is important.

The Government is committed to devolve significant funds – about £3 billion in 2005–06 – to LEAs and schools to spend on upkeep and improvement. But we also want to promote step-change in the quality of provision. That is the focus of Building Schools for the Future.

For the first time since the Victorian era, a Government has committed itself to bring together significant investment in buildings (and ICT) with significant educational reform. Building Schools for the Future, worth £2.2 billion a year, is the practical application of the Government’s commitment to ensure secondary pupils in every part of England learn in 21st-century facilities; we estimate the programme will take 10–15 years, subject to future public-spending decisions.
Building Schools for the Future shows how investment can drive reform in the organisation of schooling, teaching and learning, and in the procurement of school buildings. The key to each and every project will be the impact of reform – the development of Academies, new options at 14–19, provision for special needs – on standards. Innovation in delivery, through the creation of a national delivery partner for schools and local authorities – Partnerships for Schools – will bring greater value for money, as well as effective implementation.

In February 2003 we set out the ideas behind the programme. Widespread consultation helped refine the proposals. We are now able to report on the first wave of projects, on the development of Exemplar Designs to help local people, and on the creation of Partnerships for Schools.

This is an exciting and inspirational project. It is based on serious partnership between all sections of the educational community. We look forward to the results.
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Executive summary

1. Education is vital to our prosperity and society. Teachers, pupils and governors have achieved significant progress towards our goal of world-class education for all. To continue the good work, we need innovation in teaching, strong and purposeful relationships with every LEA and, above all, learning that is personalised to the needs, interests and aptitudes of individual pupils. But we also need investment in school buildings and ICT.

2. Capital investment is vital if we are to deliver a world-class standard of education for all. We need to create environments that inspire and support both teachers and pupils, that drive innovation, and that deliver personalised learning: high expectations of every child, given practical form by high-quality teaching based on a sound knowledge and understanding of every child’s needs. Government support for capital investment in school buildings will reach £5.1 billion in 2005–06 – investment to rebuild and renew secondary schools and provide substantial new investment in primary schools. This figure represents a massive increase on the £700 million that was available in 1996–97.

3. To make the most of the significant increase in funding, we are starting a key strategic programme in 2005–06 – Building Schools for the Future – to create a new approach to capital investment for transforming secondary schools. We will also provide substantial new investment in primary school buildings in this period. Existing successful capital programmes will continue to be available, to ensure that primary schools, and also secondary schools that are not in the early phases of Building Schools for the Future, can maintain their buildings properly.

4. Building Schools for the Future will enable true reform to take place in the way we allocate funding, the way in which schools are fundamentally organised, the way we achieve education transformation, the way we design schools, and the way we procure school buildings and facilities. We are committed to achieve a step-change in the quality of school buildings for every secondary pupil. This is the way to create an environment for education transformation and innovation.

5. Each wave of Building Schools for the Future will, as a priority, comprise projects where innovation can have greatest impact on standards. We are not just looking for innovation within individual schools, but innovation...
across the whole estate of an area, and are asking LEAs to question, for example, how many schools are needed in an area, how they can embody the best of education reform, and how they can build strong links with the wider community and employers. Academies, in particular, have a key role to play, both in the replacement and improvement of weaker schools and in the creation of new schools. The Government will expect an evaluation of the potential for Academies to form an integral part of plans, and bold innovation in the use of Academies will help proposals progress quickly to final approval. Innovation in 14–19, greater use of ICT, extended schools and new provision for special educational needs also have a key role to play in raising standards.

6. The first wave of projects for Building Schools for the Future has been selected on the basis of clear criteria and rigorous evaluation. The selection process was competitive, with 52 proposals submitted and 10 chosen (with 2 reserves). Building Schools for the Future is a long-term programme, and we are committing to work with LEAs and their educational partners to raise the quality of their projects as they are funded in future rounds.

7. In March 2003, we began working with four Pathfinder LEAs to help us shape and improve Building Schools for the Future. We have found this experience to be invaluable and expect to continue to learn with the Pathfinders as they deliver their projects.

8. We are launching the Exemplar Designs: examples of high-quality school design by 11 of the country’s leading architectural practices. They are based on close work with heads, teachers and pupils. The designs will help LEAs and schools to develop their educational vision and requirements, and will drive consistent high standards across the country. They are innovative and inspirational.

9. We are near to completing the establishment of Partnerships for Schools – our delivery partner – which will co-ordinate the national delivery of the programme and provide support for LEAs.

10. After the first year of Building Schools for the Future, we remain excited with the educational vision and new approach to capital investment. We are looking forward to delivering 21st-century standards of education for all.

Exemplar Design by Wilkinson Eyre
Education is vital to our prosperity and society. Teachers and pupils have made significant progress recently towards our goal of a world-class standard of education for all, with:

- primary schools maintaining world-class standards, with continued progress in closing achievement gaps;
- a rise in performance at 14, with improvement in every subject area and at every level;
- the best generation of newly-qualified teachers ever, thanks to reforms in teacher training;
- over half our secondary pupils now in specialist schools, which, on aggregate, improve faster than other secondary schools; and
- pupils in places like Gateshead, Wolverhampton and Hackney demonstrating two to three times the national average improvement in GCSE results through the Excellence in Cities strategy.

To continue to make this kind of progress, we need to make sure that the underlying conditions are right:

- a clear focus on our priorities for reform: raising the quality of school leadership, using support staff to help teachers focus on teaching, specialism and collaboration in every school, and partnerships beyond the classroom with business, universities and social services;
- we have the highest number of teachers since 1984, and 80,000 more support staff than in 1997 – now we need to make best use of their time and skills;
- stability and predictability, as well as growth, in revenue funding, must be sustained;
- provision for all pupils to reach their potential, including those with special educational needs and/or disabilities;
- strong and purposeful relationships, with a Compact detailing – for every LEA – the commitments of the Department and the local authority to school improvement and collaboration with partners including the Learning and Skills Council; and
- effective feedback mechanisms – from the classroom to the heart of Government – to ensure that intentions are informed by reality.

Education depends on partnership. LEAs, heads and teachers, as well as governors, have a critical role in the school system and we are determined to make full use of their experience and expertise in reflecting local accountability and ownership and delivering this ambitious programme.

The key to the Government’s vision is learning personalised to the needs, interests and aptitudes of individual pupils.
Teachers and pupils have achieved significant educational progress in recent years, but nearly 50% of pupils still leave secondary school without five higher grades at GCSE. Although our 10-year-olds have the third highest levels of reading in the world, we have the fourth highest drop-out rate at 17 of any country within the OECD.

Schools achieve better results through personalised learning: high expectations of every child, given practical form by high-quality teaching based on a sound knowledge and understanding of every child’s needs. There are five key processes that make personalised learning possible:

- Assessment for Learning, which involves regular diagnosis of pupil strengths and weaknesses, feeds into lesson planning and teaching strategies, sets clear targets, and clearly identifies what pupils need to do to get there;

- a wide range of teaching techniques to promote individual and group learning, facilitated by high-quality ICT;

- curriculum choice, particularly from the age of 14, and the development of subject specialism;

- the organisation of the school, including the structure of the day and of lessons, using workforce reform to enhance teaching and learning;

- links to services beyond the classroom, involving the wider community and families, and with parents providing strong support, notably in the agenda set out in the Every Child Matters Green Paper.

All of this is necessary, whatever the capital facilities. But high-quality buildings – with state-of-the-art ICT – provide support, inspiration and motivation. Potent evidence from the launch of Academies around the country shows how investment in high-quality buildings, allied to innovation in teaching and learning, can raise aspirations and achievements.
Achieving a balance of funding

Capital investment is vital if we are to deliver a world-class standard of education for all. Too many of our schools are in buildings that have reached the end of their design life. We need to create environments that inspire and support both pupils and teachers, that drive innovation, and that deliver personalised learning. Our capital investment in school buildings will reach £5.1 billion by 2005–06 – a massive increase on the £700 million that was available in 1996–97. There are two main types of support from central government for capital investment for schools:

- formulaic capital: supporting regular investment to ensure that school buildings are safe, in good repair, and suitable for the curriculum and the numbers of pupils that need to be taught. Allocation is to schools and local authorities by formula, usually related to pupil numbers and school need; and
- strategic and targeted capital: supporting investment for transformation, focused on key government and local priorities.

Strategic capital provides the catalyst for achieving the major changes we want in our school environments. To make the most of the significant increase in funding, we are starting a key strategic programme in 2005–06 – Building Schools for the Future – to create a new approach to capital investment for transforming secondary schools. Building Schools for the Future will account for roughly two-fifths of capital for school buildings in 2005–06.
Existing successful capital programmes will continue to be available alongside Building Schools for the Future. These will enable primary schools, and also secondary schools that are not in the early phases of Building Schools for the Future, to maintain their buildings properly and to address building needs prioritised in asset-management plans. We are determined that urgent building needs can be met alongside Building Schools for the Future. We are about to consult on how other capital programmes might be adjusted to achieve the right balance.

In 2005–06, the other formulaic and strategic programmes will include:

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<td>For all local authorities</td>
<td>Modernisation, basic need, and school access initiative</td>
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<td>Academies programme, specialist schools, Excellence in Cities and City Learning Centres, Fresh Start and failing schools, and Targeted Capital Fund</td>
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www.teachernet.gov.uk/schoolscapital

**Increasing provision for primary schools**

There has been increasing capital investment in primary schools in recent years, which we want to continue, to underpin ongoing improvement in educational standards in the primary sector. Direct capital grant will continue to increase for primary schools, rising to £25,500 in 2005–06 for a typical primary school of 250 pupils. In addition, our partnership with the Church of England – Partnerships for Church Schools (PfCS) – will fund new voluntary-aided primaries.

Building Schools for the Future will release additional capital funds for primary schools, as well as providing other benefits:

- local authorities should, on average, be able to focus an additional 25% of their capital funds (relative to 2002–03) on primary schools, to increase the pace of successful incremental improvement;
- we have already started to allocate some of LEAs’ formulaic support on the basis of primary-school need and we will consult shortly on other ways that we can ensure a fair balance between primary and secondary;
- primary schools will have greater access to the upgraded facilities of local secondary schools; and
- all schools will have access to an improved LEA procurement process, which should result in increased value for money, along with better-quality buildings, delivered quicker.
What do we want to achieve?

Over the last six years, schools and local authorities have received unprecedented levels of support for schools capital investment, much of which has been spent on the backlog of maintenance and improvement. Part of this backlog remains. In addition, our PFI programme allowed limited larger-scale redevelopment of existing stock. Now, however, the increase in schools capital to an unprecedented £5.1 billion in 2005–06, opens the door to a new approach, enabling true reform to take place in:

- the way we allocate funding;
- the way we achieve education transformation;
- the way we design schools; and
- the way we procure school buildings and facilities.

The extra money now available presents a historic opportunity for local people to agree a clear and innovative vision for education across their area, and then to achieve it with help from central government. There has been considerable investment across the board, but, with Building Schools for the Future, we are targeting secondary education in particular. Primary schools are usually much smaller than secondaries, so that the scale of investment needed to improve their premises is much more likely to be found over time from within the capital funds available to local authorities, such as supported capital expenditure, prudential borrowing, receipts or planning agreements with developers. Secondary schools are bigger, with a wider range of subjects, staff, and needs, as well as specific educational challenges and real scope for community use. Secondary education is changing rapidly, with new curricula, new staff, and new collaboration with further education. However, we will continue to provide new central government 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.

We want to achieve a step-change in the quality of school buildings for every secondary pupil. We want to move from ‘patch and mend’ to ‘rebuild and renew’. However, above all, we want to create an environment in which to achieve education transformation and innovation.
A national consensus

The success of Building Schools for the Future rests on the shared vision and long-term commitment of all involved. In February 2003 we consulted widely across schools, LEAs, industry, and local communities. We received an overwhelmingly positive response to our proposition, which covered:

- a programme of rebuilding and renewal to ensure that secondary education in every part of England has facilities to a high standard;
- an ambition to achieve this goal for every secondary school pupil within 10–15 years from 2005–06, subject to future public-spending decisions;
- making sure that investment can be considered strategically across a local area;
- a commitment to continuing existing successful capital investment;
- an intention to collaborate with other funding and decision-making bodies, notably local Learning and Skills Councils, in achieving Building Schools for the Future;
- investment that is driven by plans generated locally – by partnerships of LEAs, schools, governors, the wider community, and other local services working with children;
- the development of Exemplar Designs as a starting point for high standards of design for all new schools, including the promotion of flexibility within buildings to allow diversified teaching techniques and strategies; and
- the creation of a dedicated national body – Partnerships for Schools – to advise and support ownership and local planning, and make procurement more efficient.

Driving innovation

Building Schools for the Future will drive innovation and transformation in education: each wave of Building Schools for the Future will comprise projects where innovation can have greatest impact on standards. Not just the innovation of an individual school, but innovation across the whole estate of an area. By removing the annual bidding rounds for strategic capital investment, LEAs and local people can develop their long-term education vision, and bring in innovative thinking and techniques to that vision. We are asking LEAs to question, for example:

- How many schools are needed in the area? Are new schools needed? Where should they be? How does this fit with the local Learning and Skills Council’s strategic area review?
- What characteristics should those schools have? For example, specialist status, partnership with faith groups, Academies, etc.?
- How should the education service be improved for these schools? How can competitions for new schools expand innovation and bring new partners into education?
- How can Building Schools for the Future drive innovation in teaching and learning? Can changes in governance – as with Academies – help?
- How can community use be enhanced?
- What educational change is needed within each of the schools? How can design help to drive that change?
One of the key areas of innovative thinking is the Academies programme, which enables sponsors from the private and voluntary sectors to establish new all-ability schools in areas of disadvantage and historical under-performance. The programme has seen innovative approaches to school management, governance, teaching and the curriculum, often driven by the challenge brought by the sponsors. Twelve Academies are already open, and many more are in development. We will promote and fund Academies within the Building Schools for the Future programme, as well as continuing to fund Academies in areas that are yet to benefit from Building Schools for the Future.

Academies – and new or reformed schools including Academy features – should form a key part of Building Schools for the Future plans, whether the replacement or improvement of failing or weaker schools, or the creation of new schools. The Government will expect local projects to provide a proper evaluation of Academy options; such reform is critical to demonstrate the expected impact on educational standards of large-scale capital investment. Plans containing bold innovation in the use of Academies – and aspects of their sponsorship and governance arrangements – commensurate with the challenge to raise standards in their area, will be more likely to raise standards, and therefore more likely to progress quickly through project development to the final approval of funding.

We also encourage LEAs to engage directly with potential Academy sponsors as part of the Building Schools for the Future preparation and evaluation.

www.standards.dfes.gov.uk/academies
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| **14–19**                      | We also need innovation within 14–19, which is identifying ways of creating opportunity and excellence for young people. Building Schools for the Future opens the door for LEAs to incorporate the aspirations of 14–19 in their long-term strategic vision, including:  
  - enabling individual choice: the opportunity for pupils to develop their own mix of subjects, to suit their needs and aspirations, regardless of where they live;  
  - opening up routes for young people to progress into further and higher education, and into skilled employment; and  
  - helping young people to gain the practical skills that they need for adult life and work.  
  [www.dfes.gov.uk/14–19](http://www.dfes.gov.uk/14–19)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| **ICT**                        | ICT is already transforming the shape of teaching and learning across all subjects and ages. Not only are children being taught in new and exciting ways, but they are learning new skills to enable them to participate in our changing society and economy. Teachers are also seeing significant changes beyond the classroom. We are making sure that we have the right levels of capital investment to achieve our radical vision of ICT in schools of the future.  
  [www.dfes.gov.uk/ictinschools](http://www.dfes.gov.uk/ictinschools)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| **Extended schools**           | Schools and communities can derive significant benefits by extending school activities and services into the community and beyond the school day. These benefits range from higher levels of pupil achievement through increased opportunities for teachers, to better community access to education and other essential services. Building Schools for the Future gives us an opportunity to be innovative in the way that schools work with the local community and local partners (e.g. health and social care) to identify the activities and services that they require. In this way, extended schools will help meet the needs of pupils, their families and the wider community.  
  [www.teachernet.gov.uk/extendedschools](http://www.teachernet.gov.uk/extendedschools)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| **Special educational needs**  | Building Schools for the Future is founded on a commitment to addressing the needs of all secondary pupils, including those with special educational needs and disabilities. The investment available through Building Schools for the Future applies equally to maintained and non-maintained special schools, to pupil referral units, and to special needs provision within mainstream schools. We therefore expect LEAs to plan and develop their local visions to ensure that children with special needs and disabilities enjoy the benefits of this investment.  
  [www.teachernet.gov.uk/sen](http://www.teachernet.gov.uk/sen)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
Wave 1 local education authorities

The first wave of projects for Building Schools for the Future has now been selected. We selected these projects using rigorous evaluation based on clear criteria:

- impact on standards and local deprivation;
- educational vision; and
- delivery capacity.

The selection process for Wave 1 was competitive, with 52 proposals submitted and 10 chosen (with 2 reserves). Although some people will be disappointed, Building Schools for the Future is a long-term programme, and our commitment is to work with LEAs and their educational partners to raise the quality of their proposals, so that they are funded in future rounds. Our ambition is for every LEA to be on track towards achieving a successful plan.

We are now starting to work with all partners in Wave 1 projects as they develop their educational vision, procure partners, and rebuild and renew the group of schools in their project. This will include full examination of reform options, including Academies. We expect the first Wave 1 schools to be finished in summer 2006. As we work with the Wave 1 authorities, we will be releasing guidance on joining up different sources of government capital.
Learning from the Pathfinders

In March 2003, we began working with four Pathfinder LEAs to help us shape and prove the programme. We have found the Pathfinders invaluable in making sure that we are ready to implement Wave 1. We expect to continue to learn with the Pathfinders as they remain ahead of the Wave 1 LEAs.

A 10–15 year programme

The aim of Building Schools for the Future is to rebuild or refurbish educational facilities for every secondary pupil over 10–15 years from 2005–06, with all LEAs benefiting from the funding. We want to move away from annual, win-lose bidding rounds to a longer-term strategic dialogue based on educational priorities. This move will be achieved as we announce future waves of funding. Our current aim is to announce further waves of Building Schools for the Future funding in autumn 2004, after the spending review.
First impact

Pathfinder authorities
- Bradford
- Bristol
- Greenwich, Lewisham and Southwark (joint project)
- Sheffield

Wave 1 authorities
The following projects are included in Wave 1. Objective evaluation scored these proposals higher than other plans, according to published criteria. The proposals include exciting ideas for reorganisation, extended use of schools, campus provision, vocational options and partnerships, and special needs provision. We will be working with Wave 1 authorities to ensure that reform is embedded in the heart of their plans.
- Gateshead and South Tyneside (joint project)
- Knowsley

Wave 1 reserve authorities
- Lancashire (Burnley)
- Leicester City
- Leeds
- Manchester (phase 1 only)
- Newcastle upon Tyne
- Newham
- Solihull
- Stoke on Trent
- Sunderland
- Waltham Forest
Innovation and inspiration

We are launching the Exemplar Designs, which have already received positive interest in early soundings with representatives from LEAs and industry. The designs are examples of high-quality school design by 11 leading architectural practices who have created some of the country’s best modern buildings. The designs will help LEAs and schools to develop their educational vision and requirements, and will drive consistent high standards across the country. They are not a straitjacket, but an inspiring basis for thinking about future provision – not just for Building Schools for the Future, but for every primary and secondary school.

The resulting designs are innovative and inspirational. We are publishing a compendium of the designs at the same time as this launch document. The compendium contains the aims of the programme, details of the designs themselves, as well as some of the common themes emerging across the designs. The designs balance the need to design schools for today – for example, incorporating concepts from extended schools and special educational needs – with innovative ideas for tomorrow, such as the potential teaching models of all-through schools and schools-within-schools. The case studies in this document give further details on two of the secondary designs, the all-through design and one of the primary designs, but there is significantly more detail in the compendium, available from www.teachernet.gov.uk/exemplars.
**CASE STUDY**

**Exemplar Design – secondary school, tight urban site**

**Alsop Architects**

*Education design experience includes:* Goldsmiths College (London) and a school nursery for Stonebridge Housing Action Trust (London)

*Awards include:* RIBA Stirling Prize in 2000 for Peckham Library

- The design embraces two different types of extendable, adaptable learning environments on either side of a central atrium: capable, in very tight sites, of being raised above the ground on columns, with the landscape of the street flowing beneath.

- Flexible learning spaces and classrooms are on one side of a central atrium, with practical spaces stacked vertically on the opposite side.

- Large spaces for use by the community outside the school day, are accommodated in pebble-like structures, which are either arranged as pavilions in the landscape or tucked under the raised building on the tightest inner-city sites.
CASE STUDY

Exemplar Design – all-through school, larger urban site

Feilden Clegg Bradley Architects LLP

Education design experience includes: Kingswood Junior School (Bristol), John Cabot CTC (Bristol), Haverstock School (Camden), Bristol City Academy and Northampton City Academy

Awards include: RIBA Awards for the Earth Centre, Doncaster in 2002 and The Building Research Establishment at Watford in 1998

- This highly-adaptable design for an All Age Community School centres on a triple-height covered courtyard – an outstanding facility for both school and community.
- This light and airy space can be used for socialising, circulation, overspill from the library, displaying pupils’ work, performances, whole-school gatherings and parents’ evenings.
- Younger pupils have their own smaller courtyard.
- The two parts of the school are linked both visually, through the primary hall, and physically, with shared facilities in the centre.
CASE STUDY

Exemplar Design – primary school, suburban site

Walters and Cohen

Education design experience includes: Yehudi Menuhin School, Bedale School, the Sustainable School Competition (Canterbury) and Hollingdean Sure Start Nursery (Brighton)

Awards include: RIBA ‘Designed for Living’ competition for Swaything Housing Society (Hampshire)

- Classrooms in this state-of-the-art design open off a generous, flexible ‘heart’ space.
- A public forecourt in front of the building welcomes people onto the site and provides a pleasant and relaxed gathering space for parents and other members of the community, whilst keeping the school secure.
- A steel-frame structure means that none of the classroom walls are load-bearing, so that partitions can be moved to change the size of teaching spaces or make the school more open plan.
CASE STUDY

Exemplar Design – secondary school, sloping site

Wilkinson Eyre Architects

Education design experience includes: City & Islington College, Finsbury Park and Camden Road sites (London)

Awards include: RIBA Stirling Prize in 2001 and 2002 for the Magna Project, Science Adventure Centre (Rotherham) and the Gateshead Millennium Bridge

- Within this innovative design, a covered street (or ‘agora’) links learning clusters and central facilities, to suit regional variations of climate and topography.

- The design includes a ‘kit of parts’, so that solutions can be tailored to suit, facilities expanded as numbers rise, or new buildings added to an existing school.

- The learning clusters, with classrooms grouped around a central ICT/resource area, provide a base for between 220 and 300 students as a ‘school within a school’, supported by a staff base.

- The assembly, sport, reception and dining blocks have strong links to the landscape throughout and can be controlled independently for community use outside school hours.

Other Exemplar Designs

- Cottrell + Vermeulen Architects
  Primary school, sloping site

- Marks Barfield Architects
  Primary school, rural site

- Sarah Wigglesworth Architects
  Primary school, larger urban site

- Building Design Partnership
  Primary school, tight urban site

- Mace – RTKL
  Secondary school, suburban site

- Penoyre & Prasad Architects
  Secondary school, larger urban site

- de Rijke Marsh Morgan
  Secondary school, rural site
Building Schools for the Future is the largest single investment programme in education for over 50 years, requiring a co-ordinated national strategy that will be driven by plans generated locally, and supported by Government.

We are working to establish a national body, Partnerships for Schools, which the Department will manage jointly with Partnerships UK, with the participation of 4ps (Public Private Partnerships Programme), to co-ordinate the national delivery of the programme and provide support for LEAs. Partnerships for Schools aims to build on the many strengths of the LEAs, and will respond to their needs, with a view to complementing rather than duplicating their role.

**National delivery**

At the national level, Partnerships for Schools will:

- support the Government in selecting areas to receive investment;
- establish best practice in delivery, both nationally and locally; and
- develop innovative and effective models of procurement, which help create long-term public private partnerships (PPPs), reduce the burden of bid costs, and streamline procurement through standard documentation.
Local education partnerships

A programme as extensive and complex as Building Schools for the Future will need the support of the very best people in the country to ensure that the new schools we deliver meet the needs of the country’s young people in the coming decades. For this reason, we are committed to involve appropriately-qualified partners from the private sector to help construct, maintain and operate the new facilities alongside project teams from LEAs and experts from Partnerships for Schools. This commitment will support head teachers and governors through the task of creating new schools and allow teachers to concentrate on what they do best.

Partnerships for Schools will work with LEAs to develop their approach for procuring construction and services for this programme. This approach, a development of existing Public Private Partnership approaches, anticipates that each authority will set up a Local Education Partnership (LEP) between the LEA, Partnerships for Schools and a suitable private sector partner, or make other similar such arrangements, where these are equal to or better than arrangements offered by a Local Education Partnership. We are committed to a flexible approach which will meet local needs.

The Local Education Partnership will work with the local authority to refine and develop its strategic plans for the area, act as the single point of contact for the procurement and delivery of services and enable delivery of projects through a mix of procurement routes – PFI and conventionally funded. The advantages of the LEP model are that it enables funding to be delivered quickly and efficiently, through more effective partnership working, and ensures that the building programme has a greater impact on educational achievement, for example, by integrating ICT provision with building contracts. Furthermore, it delivers value for money through, for example, the standardisation of process and documentation and efficiencies driven by long-term partnership.

In all cases, Partnerships for Schools will work closely with LEAs and schools, supporting and augmenting their existing capabilities and providing knowledge and experience in areas where they have not traditionally had their own expertise. We expect Partnerships for Schools to provide support in such activities as:

- developing and refining a long-term vision of education;
- partner and community involvement;
- streamlining the procurement of private sector partners to achieve value for money;
- overseeing the delivery of schools;
- raising quality in facilities management services; and
- protecting the public sector investment.
Pushing the boundaries

At the heart of Building Schools for the Future is a desire not only to rebuild and renew individual secondary schools, but also to help LEAs to reform and redesign the pattern of education, for example working with local Learning and Skills Councils to best serve each community for decades to come. It is an opportunity to think differently about all aspects of the process of developing and delivering new schools, exploring such questions as:

- What do we want education to be in the 21st century?
- How can we learn from the best current schools?
- What is the right pattern of local provision (for example, the location and size of schools, or the relationship between primary, secondary and post-16 provision, or collaboration between schools and further education colleges)?
- How can we best translate the vision into specific schemes and projects?
- What kind of leadership is needed to achieve this?
- How can we best involve schools and communities along the way?
- How can we create the most productive partnerships with the private sector?
Partnerships for Schools will work with LEAs and local stakeholders to help identify the solutions that answer these questions in the most appropriate way for each authority’s unique requirements. Four key ideas that have emerged from our preparatory research will form the framework for our work in this area:

- **Look** – how has education been delivered around the world? What could schools be, what works and why?
- **Listen** – how can we give a significant voice to parents and pupils, teachers, heads and governors, communities and other stakeholders?
- **Link** – what does it take to create successful partnerships, particularly with the private sector?
- **Lead** – are there effective ways of developing the leadership skills and styles needed to succeed during the different stages of scheme development?

Through Partnerships for Schools, authorities will have access to a wide range of specialist skills, tools and techniques that provide insight, ideas and training to enhance their own capabilities. Partnerships for Schools, in its national role, will also gather information about how different LEAs have met the challenges of Building Schools for the Future and will put authorities in contact with others who face similar issues.

*Changes to school organisation would need to be approved by School Organisation Committees or adjudicators.*
Next steps

Early: public launch and announcement of Building Schools for the Future Wave 1
Autumn: announce further waves after spending review 2004

Mid: first school construction starts for Wave 1 projects

Early: 100 school contracts signed
Mid: First new school building open. Construction starts for later waves

End: 100 school buildings open
End: 200 school buildings open

Modern facilities for all secondary school pupils by 2015–20

Exemplar Design by Mace – RTKL
Flexible classroom clusters look to the outside landscape to create a positive and open learning environment