

3.1 A Transformational Overview

3.1.1 Context and Vision

Bolton is a diverse place with a proud history and a bright future. Situated in Greater Manchester next to the West Pennine Moors, Bolton is home to 265,000 people from over xXX different ethnic groups living in neighbourhoods that range from some of the most affluent in our region – to some of our most deprived.

For generations Bolton has struggled with a difficult economic legacy. But despite the current economic difficulties, a public/private investment programme totalling nearly £2 billion is set to transform the borough, creating up to 20,000 new jobs (60% of them at NVQ 3 or above) in high growth sectors. The task for partners within Bolton is to ensure that local people enjoy the benefits of this growth, accessing opportunities and narrowing inequalities. Doing this requires a radical change in outcomes which we want to deliver principally through our Building Schools for the Future programme. Bolton's BSF plans will transform learning, communities and the lives of local people.

Featuring one of the country's strongest performing councils – four star and 'improving strongly' – and the second best children's services Ofsted assessment in the region, our ambitious council are able to provide strong strategic leadership in developing through extensive engagement, dialogue and consultation a coherent and compelling long term vision for education and children's services. The capacity, strong project governance arrangements and management team in Bolton means we are able to maximise the benefit of the proposed BSF investment. However, while education standards in Bolton are improving, some very significant barriers remain. We believe that our clear, ambitious, connected and transformational vision for education and children's services supported by capital investment from BSF will however help break down any barriers which currently exist. The close working arrangements with other departments within the Borough and cross authority working with Blackburn and Darwen in particular should also ensure a wider corporate approach to our BSF plans, linking any investment and strategy to broader regeneration multi service priorities and strategies.

Bolton's aims, as set out in its community strategy *Bolton: Our Vision 2007-2017*, are clear: to raise economic prosperity and narrow inequalities. BSF sits at the heart of this vision, transforming learning, communities and lives – particularly for our most vulnerable and deprived groups. The scale of the challenge is demonstrated in our most recent IMD data:

- Two-fifths of Bolton's residents live in areas that are amongst the 20% most deprived in the country
- Bolton is ranked as the 51st most deprived area overall (out of 354)
- Bolton is the 27th most deprived area (out of 354) in the country measured by the IMD employment scale
- Bolton is the 31st most deprived area (out of 354) in the country measured by the IMD income scale – second only to Manchester in the sub-region

The challenge is especially large around skills...

- Only 23% of Bolton's workforce are qualified to level 4 or above
- 27% of the local workforce have minimal or no qualifications
- 63% of our 20,000+ workless residents have no qualifications or skills at all

...and around outcomes for children and young people:

- GCSE attainment (5 A*-Cs inc English and Maths) is 2.4% below national averages, despite record improvements in 2008
- Teenage conception rates are 13% higher than national averages
- 11% of 16-18 year olds are NEET – significantly above national levels
- The attainment of groups such as looked after children continue to lag far behind

Educational standards in Bolton are rising, but not fast enough. Too many young people – particularly those from vulnerable groups – struggle with poor outcomes that impact well into their adult lives. Bolton's radical BSF plans will transform this, removing barriers, promoting learning and enabling more local people to access the benefits of the huge investment still planned for the borough. The council's approach to strategic commissioning is strong. Bolton was a pathfinder authority under the DCSF commissioning programme and we have been active in developing choice and diversity. Bolton not only has Community, CofE and Catholic Voluntary Aided schools and Foundation Schools but has also developed plans for three very different but we believe very exciting and appropriate academies in the town. We have also established a federation between two secondary schools, supporting the ambitions and aspirations of both schools and developed Trust School status for one of our special schools. Finally the Borough has incorporated into the local authority family of schools an independent Muslim Girls school. We believe this clearly demonstrates Bolton's proven track record as an effective commissioner of services. The Borough has commissioned work in the Children's Services sector from providers such as Northern Education, the local voluntary sector (such as the award-winning Bolton Lads and Girls Club), and our community leisure trust partner Serco, operate nine community leisure facilities via the current secondary schools as dual use sports/leisure centres. However Bolton's school buildings themselves are dated and BSF gives us the opportunity to improve and modernise these vital community hub sports and leisure facilities in line with local and national priorities.

Our vision for our BSF programme is simple: to **transform learning, communities and lives**. BSF will enable the testing goals of our ten year community strategy – Bolton: Our Vision 2007-2017 – to be met. The programme is fundamental to the wider regeneration of the borough.

Working with our LEP partners Blackburn and Darwin, a transformational vision for each authority was agreed to help prepare the development of an agreed joint LEP. The overarching vision for each LA remains to, "Transforming Learning, Communities and Lives".

Both authorities share five corporate priorities:

- Improve the economy and deliver regeneration to tackle poverty, skills and worklessness
- Improve public health and wellbeing
- Improve, strengthen and enhance neighbourhoods
- Achieve first class services
- Deliver a “fit for purpose” organisation

Both authorities also share six children’s services priorities:

- High ambition, exceed national targets by 2016/17
- Close the gap
- Continuum of personalised provision 0 to 19
- Children, young people, families and communities at the heart of learning
- Schools as community hubs and central to delivery of extended services

This vision and priorities are shared by our partners through Bolton’s Children’s Trust and have been agreed by the Council. By delivering this vision and priorities, radical improvements in some of Bolton’s most hard-to-shift outcomes will be achieved by 2015, such as:

- Exceeding national average GCSE attainment levels by 5%, reversing decades of under-achievement
- Reducing the level of NEETs by almost two-thirds compared to current levels
- Eliminating the gap in NVQ3+ attainment between Bolton and the rest of the country
- Reduce significantly (by 50%) teenage pregnancy rates in Bolton.

3.1.2 Choice diversity and access

How does the local authority propose to increase choice, diversity and access for all parents and pupils?

As described in the previous section, Bolton has already taken positive steps towards ensuring choice and diversity for parents within the Borough. Parents can choose a community, voluntary aided, muslim faith, foundation, academy, federation or trust school in Bolton, BSF will however be the catalyst for further transforming choice, diversity and access for learners of all ages in Bolton. Bolton will use the BSF investment and transformational change in education delivery to make every school in Bolton a school of choice. Our BSF programme will challenge schools to become successful and popular and address any areas of underperformance. Schools will work collectively and in collaboration to raise standards utilising in particular all available specialisms and diploma lines. Although some collaborations are in place, a hard Federation, a collaboration between a high performing schools supporting a weaker schools (Canon Slade and George Tomlinson) etc, far more cross school working will take place involving all schools within the Borough. The introduction from September of nine diploma line offers is a key example of this. The sharing of expertise, skills and knowledge across phases of education and types of school will give parents enormous comfort and support that in Bolton schools work as a genuine

family and irrespective of the school you choose for your child, you can be confident that the education your child receives will be influenced by the strengths and support of all the Borough's secondary schools.

Our first wave BSF plans encompass half of the borough's secondary estate, featuring three academies, seven other schools and two pupil referral units. These first wave sites encompass a wide range of specialisms – such as sports, languages, science, technology and performing arts – which impact across the whole borough.

We will utilise the geographical clustering of Bolton's secondary schools to nurture collaborative learning communities that provide a wider choice through personalised learning plans. This arrangement also enables the council to develop the 14–19 agenda, including diplomas, to ensure equity of access. Our plan includes the formation of three academies, one in each cluster. In our first phase of BSF we will also rebuild a single sex faith school to meet local parental demand. Choice, diversity and access will be further increased via the establishment of a challenge trust school at Ladybridge, while maintaining its link with Rivington and Blackrod school through the Brook Learning Partnership.

These proposals will provide access to external expertise, diversity of provision, governance, leadership and management arrangements. ICT will play a key role in facilitating this – Bolton's proposals will build on the successful local University learning environment to enable anytime, anywhere access. A new learning platform will improve communication for pupils, parents, partner agencies and the wider community.

The plans for transforming education Bolton have been subject to extensive discussion and consultation. The Authority has undertaken;

- Consultation drop in events in local community venues
- Questionnaires to parents, communities and other stakeholders to gain their views and ideas for transforming education in Bolton
- Detailed information sessions for parents, the wider community and other partners of all schools in wave 1 of our BSF programme
- Regular updates to elected members via Cabinet
- Specific information on BSF in Council publications and on our website

Bolton has tremendous potential to utilise school specialisms, training and outreach work within our BSF plans, the strengths of high performing schools to support these ambitions is also strong.

From September 2009, a common timetable will run for 2 days each week with schools offering diploma lines linked to their individual specialisms. Although this is an excellent opportunity for schools to collaborate and share good practice, this innovative way of working would have even greater impact if schools had better physical premises in which to work with young people. By September 2010, plans are

already in place to offer 14 diploma lines with even more students benefiting from specialism expertise, utilising outreach provision.

In addition, we will look to use BSF funding to support our plans to locate our special education needs management team out in schools. We feel their expertise will be better utilised in an outreach capacity where they will also continue to build up their front line understanding of current practice in schools. This will be supported by funding for the proposed Firwood relocation onto the Bolton St Catherine's Academy site and the refurbishment of Rumworth alongside Ladybridge. The alignment of Bolton's BSF and Academy programmes is crucial to the development of higher quality specialist provision within the borough. Bolton already uses high performing schools to support others in more challenging circumstances. This strategy is embedded within our school improvement framework. Four of our schools are also designated as training schools.

Bolton has embraced the opportunities the National Challenge programme brings in ensuring our young people receive the education they are entitled to, an education that allows them to reach their full potential. Bolton ensures that the right balance between challenging schools to deliver the highest quality education and supporting schools through difficult times is maintained. Bolton is not frightened to take difficult decisions in the best interests of our children and of the 5 schools whose performance fell below the 30% threshold for 5 A* to C GCSE passes including English and Maths, we have already moved to transform 3 schools into Academies. Working with our National challenge adviser, clear recovery plans have been developed for all five schools with targeted intervention strategies to bring performance back to acceptable levels. Bolton also plays a leading role in the Greater Manchester City Challenge, supporting a number of local schools to improve. This includes developing new governance arrangements via the creation of the Brook Learning Partnership, the establishment of challenge trust schools (such as Ladybridge) and new academies.

Bolton has developed a range of new governance arrangements and models to support school development. Working with three very different sets of sponsors for our new academies, the establishment of new governance arrangements in the academies has helped the Authority to re-think the role of school governors and how structures that best serve the interests of the school and community can be developed. By working closely with the private and third sector and creating federations and cluster collaboratives, new models of governance have been developed in Bolton which are revolutionising the role governors play in schools.

As previously discussed, Bolton promotes healthy competition within the school sector actively seeking the best rather than most traditional procurement route. Our work with three private organisations in developing our academy programme, who we felt could enhance education, employer engagement and community cohesion in Bolton is clear evidence of this. Historically Bolton has looked to increase provision in our most successful and popular schools but our aim has always been that all schools should aspire to reach a position where they are a school of choice for parents. By taking action to address underperformance through collaboratives, federations and academies work has already begun to make this vision a reality. The introduction of our collaborative diploma offer coupled with major capital investment in school infrastructure, including ICT will further enhance our chances of success.

Bolton has a strong tradition for linking strong schools with weaker schools to provide expertise and support to raise the standards of all schools to that of our best..The Canon Slade and George Tomlinson collaboration is a clear example of this. Equally the Federation between Rivington and Blackrod with Ladybridge sees one of our highest performing schools supporting another local school that is currently facing a number of challenges. When also considering the work on joint delivery of diploma lines with common timetabling, we are rightly proud of the work our schools are undertaking to support each other.

This strategic use of school specialisms helps ensure expertise is shared amongst all schools in Bolton. Bolton's schools already feature all specialisms except humanities (which we plan to address in our third academy) developed to help to address local priorities. BSF provides an opportunity to further develop our approach to specialisms, building stronger links between schools and through BSF, these will be used to further develop and enhance specialist provision across the borough – extending collaboration and raising standards through improved peer pedagogical support.

Bolton's vision is to see Schools as community hubs central to the delivery of extended services

Bolton is committed to deliver schools as a community focus and resource. We will deliver extended services in local communities rather than sign posting to provision across the borough – putting opportunities on the doorstep of local communities and eliminating physical barriers to accessing learning and early intervention services, enabling parents to engage in the school community and support young people to be aspirational. The enhanced facilities and mandatory access by the community for an agreed minimum of 25 hours per week will directly tackle concerns regarding health and obesity and offer training opportunities needed in Bolton in the 21st century workplaces. Our plans to collocate in school the myriad of health, social services, police and third sector services working closely with our existing Children's Centre network will ensure we meet our ambitious vision to recreate community cohesion built around the local high performing schools.

How will BSF investment assist and sustain change?

BSF will be the catalyst that not only sees transformational change in how schools work together and offer genuine personalised learning for young people and the wider community, but also in ensuring these positive improvements are sustained for future generations. All schools will need to commit the necessary revenue to maintain the enhanced facilities BSF will provide with PFI type facilities management and performance targets are being developed to ensure investment is protected. The types of spaces we wish to create mirror exemplar project design and will be developed by architects who are leading practitioners in the education field. We will create environments that will help deliver a 21st Century curriculum with sufficient flexibility to enable a variety of teaching and learning styles to be considered. Through improved governance, transformed pedagogies and strong engagement, BSF will stimulate demand for learning from across the community, allowing everyone the opportunity to engage in activities appropriate to their individual needs. This will create positive role models for young people and strengthen the ability of parents to support their child's learning both within and outside school. The lasting

impact of BSF will not just be seen in the rebuilding of schools and learning facilities. BSF is targeting a transforming in attitudes and learning cultures – both from providers and from those using services.

3.1.3 Identifying and tackling underperformance of schools and groups

The LA already has robust support and challenge to schools. Ours Strategy for intervention and support includes;

- Ensuring all data is accurate and up to date
- Work with schools to identify any areas of concern or excellent performance to either ensure targeted intervention takes place or good practice is shared with other schools. This would be in any aspect of school life including subject areas, teaching standards, leadership, community engagement etc.
- Locate support in schools to prevent any areas of underperformance developing by applying our 5 level school improvement framework
- Broker support in partnership with schools
- Consistently review all school performance and amend categorisation and levels of support as appropriate

Targeted intervention in our 5 National Challenge schools will we feel lead to all of the schools moving out of national challenge, narrowing then eliminating inequalities in outcomes. Bolton's BSF and academies programmes targets substantial improvement in outcomes from underperforming schools. Goals have been set that exceed current floor targets - by 2015, no secondary school in Bolton will have less than 40% of pupils achieving the benchmark 5 A*-Cs grades. This is of critical importance not just to the BSF programme, but as one of the borough's key priority targets. Bolton currently has no schools in an Ofsted category.

All three schools in the academy programme (Withins, Hayward and George Tomlinson) are challenge schools. After discussions with the Office for Schools Commissioner, another challenge school, Ladybridge, is in discussions about challenge Trust status and is part of our initial phase for BSF. Harper Green is a challenge school which has been in receipt of intensive support, particularly to address underperformance in English. Data from early GCSE entries demonstrate that the school is making strong progress and is on track to exceed floor targets in 2009. This has been supported by an Ofsted inspection in March 2009, which graded the school as good overall. Westhoughton School is in the Key to Success programme, whilst Sharples School is participating in the Gaining Ground Project. Both these schools are in our BSF first phase as PFI projects.

The local authority is committed to narrowing the gap for underperforming groups as evidenced in our CYPP. We tackle underperforming groups through a rigorous data analysis that identifies any such groups and targets support through access and inclusion (including EMAS support), educational improvement and neighbourhood

renewal and regeneration. The Local Authority has made essential appointments to its education team to deliver this targeted intervention. One key example is the work the team has undertaken with the Bolton Council of Mosques to specifically address underachievement of Pakistani heritage boys. The Local Authority recognises the complex relationships between education, parenting and community factors that may contribute to underperformance and have trailed a multi agency community based approach to Hall i'th' Wood, the ward where our underperforming gaps are at their widest. The LA has been successful in securing funding through the NCSL to participate in the NCSL Narrowing the Gap project which is focussed upon addressing underachievement in looked after children, NEETS and teenage parents. The project links to other council strategies for addressing underachievement and attainment, including the NEETS reduction strategy.

Robust data and strong analysis means that Bolton already identifies its underperforming groups, developing responses that raise attainment and narrow inequalities in outcomes. Central to our plans to make all schools a school of choice in Bolton, the authority works very hard in partnership with all schools to close the gap between our highest performing and underperforming schools. However, the authority is very clear that all schools must rise to the standards set by the best. Working together in informal and informal partnerships as federations, collaboratives and lead diploma offer, schools will ensure that the best practice in our schools is exchanged and pupils and staff have access to excellent exemplar teaching and learning. A system of coaching programmes and exchange placements and 'observatory developments' will challenge all teachers to be at least good in their formal observations.

Enhanced facilities will support the narrowing of the gap between schools with students in our most challenging schools having access to 21st century technology and facilities. High quality facilities will also encourage community engagement and greater participation from the parents of students in our schools facing the greatest challenges. We feel making available to parents high quality facilities for family learning, parental support and social and leisure activities will encourage parents back into our schools. This will we hope raise parents own aspirations and the aspirations they have for their children, encouraging a raising of attainment levels for students. The use of ICT will also be crucial with a new virtual learning environment created for all young people and their parents and carers to access to assist study and achievement beyond the traditional school day.

3.1.4 How will schools be challenged, supported and enabled to provide opportunities for:

Personalised Learning is a key part of Bolton's school improvement agenda.

Bolton schools are offering personalisation of the curriculum through:

- 14-19 learner entitlement, encompassing flexibility and choice within the curriculum and across schools utilising enhanced PRU provision
- Early intervention and differentiated offers for those at risk of underachievement (LAC, at risk of NEETS, BME, INAs, poor attendees,

young mums, and those at risk of exclusion, supported by BSF investment and specific commissioned services for groups and young people.

- Expert teaching through assessment for learning, tracking, target setting and support. Enhanced by state of the art facilities.
- IAG to pupils at all stages, and shared with parents/carers utilising integrated children's data which looks at the whole child.
- ICT support for maximum flexibility, expanding the use of wireless technology and hand held devices to use e-portfolios to capture all learning.

Bolton has ensured that we already offer a broad range of learning styles, impacting on yr 7 progress and attitudes to learning. Throughout this curriculum change, schools have worked more collaboratively learning from each other, facilitated through LA networks and clusters, developing Bolton's young people as flexible and independent learners.

Bolton schools are supported to introduce functional skills and these are being piloted in 6 schools and WBL providers as part of the national pilot alongside diploma developments and revised GCSE specifications for 2010. Schools changing yr 7 curricula have a focus on literacy and PLT's competency underpinned by SEAL and the RSA Opening Minds programme.

Bolton's 14-19 diploma programme is key to development of skills into the 21st Century society and economy. Clear evidence of the willingness and collaborative working approach taken by schools to deliver the skills, confidence and competences for the 21st century is seen in the current proposals to offer 9 of the 10 available diploma lines from September 2009.

The 21st Century economy will require a multi-skilled, flexible workforce, BSF will provide the opportunity to develop specialist, flexible industry standard learning spaces located within schools.

Flexibility will extend to the learning context so that pupils will understand the transferability of skills, and also the underlying key literacy and numeracy skills required in any workplace.

The schools and Local Authority have strong and well established arrangements for close working through our employers forum. This ensures we identify the skills needed in the future for Bolton and by providing our young people with the necessary training, we will support them in finding employment and becoming economically active within the community. We are able to utilise the expertise and support within industry and commerce in Bolton to support the work the schools are doing. BSF will allow us to go further, providing industry standard facilities in schools for employers to support staff, particularly in relation to delivery of the new diploma lines.

Bolton is one of only 10 national pilots for Find Your Talent, part of the Governments ambition to give young people the chance to experience high

quality arts and culture, giving us £2.5m to test out new arrangements over 3 years.

We are working in partnership with schools and a range of private, community and voluntary sector providers to ensure Bolton's children have this opportunity. During 2008 and up to 2011 in the lifetime of the pilot we are offering children opportunities which will ultimately offer 5 hours a week of arts and culture in and outside the school day.

BSF offers us a tremendous opportunity to "mainstream" this pilot into new spaces for schools and communities.

The uniqueness of Bolton's FYT comes from 3 main areas:

- Direct links to raising attainment. This is activity built on our enrichment support programme (ESP) to support individual school improvement priorities, stringently monitored through existing and new data to measure the impact on participation in cultural activities on levels of attainment.
- Progression routes into creative industries. The pilot is linked to 14-19 curriculum developments and diplomas. Participation in the programme provides pathways for young people to develop a range of transferrable skills and provides a variety of progression routes into the creative industries via FE/HE/
- 3rd Sector involvement. The pilot is enabling us to develop robust commissioning arrangements with 3rd sector partners, establishing QA and CPD arrangements.

BSF will enable us to move this pilot further and explore more diploma links such as music service diplomas, arts award activities and links to other national organisations (Museums, National Theatre etc) as we are able to offer state of the art facilities for some of these activities to take place.

BSF will provide an opportunity to creatively engage young people in a curriculum that is personalised to their needs and remove the one size fits all diet students might have experienced in the past.

Learning outside the classroom (LOTC) is firmly embedded in the Council's strategy for study support. Schools have been challenged and supported to deliver compelling LOTC experiences by the council's study support development team through FYT. Working in partnership with the outdoor education team on a range of external partners including KIWI clubs, forest schools and Engaging Places. Our proposed first wave schools, in partnership with the LA and other schools, are working towards the quality badge provided by the council for Learning outside the classroom.

Bolton already has example where schools have created innovative learning spaces in their own grounds, a good example of which is Thomleigh Salesian School and Sports College, who along with St. Columba's RC primary school

are identified as “change schools’ and part of the creative partnerships programme. The schools use a wide variety of creative outdoor opportunities and external practitioners to help shape transformational learning experiences across the curriculum. All our BSF schools will be challenged to become ECO schools and we will work with inspiring lead practitioners in the world of landscape design to ensure all schools develop grounds that will support curriculum innovation and delivery.

BSF will contribute to the increasing personalisation of the curriculum through the creation of learning spaces which are flexible and adaptable and support across large groups, small intervention groups and individual time.

BSF will also assist through the massive ICT investment, allowing teachers, pupils, parents and communities access to learning methods and data not previously experienced, able to be individualised.

BSF will also assist in pushing shifts in learning and teaching, encouraging teachers and pupils to continually push the boundaries and for higher achievement for each pupil.

BSF will ensure we fully utilise all available space within the school grounds and help us explore agricultural and allotment potential bringing learning to life. Example projects from DCSF, BCSE, PFS and organisations such as groundworks will ensure we create innovative but practical external grounds which support school improvement and our healthy schools agenda.

3.1.5 Curriculum

Bolton Council will ensure the effective delivery of the secondary strategy through the School Improvement Team, strategic partners and our well established 14-19 partnership. The partnership has a strong and robust core membership that includes all stakeholders, Head Teachers, LSC, FE College principals, Bolton University Vice Chancellor and industry. The LA is leading on the development of the Education Plan, working alongside all partners.

Through extensive partnership working, collaborative arrangements are in place across Bolton to support the effective delivery of all lines of learning. BSF will enhance the full entitlement offer to all young people by 2013. Bolton Council is the lead partner within the Local Diploma Consortium. This includes the 9 Diploma lines that will be available to 14 – 16 yr olds in September 2009 and a further 3 lines in September 2010, with 2 more in 2011, **exceeding the targets set by DCSF**. Our BSF and Academies programme will significantly contribute to the achievement of our National Targets through the building of high quality facilities in our most deprived areas, which will then be able to offer the broader curriculum that is required to meet the needs of all learners.

Bolton's strong 14–19 strategy and embracement of diploma is already ahead of the DCSF schedule. A key aim within Bolton's 14–19 strategy is to achieve and exceed national participation targets for 17 year olds in education or training. The latest available data for Bolton (2006/07) stands at 77.4%, in line with North West and national rates and above average against our statistical neighbours. This is below the 2009 – 2010 target of 80% however as the increase in participation in full time education of 16 yr olds (5.4% increase 2007 – 2008) feeds through the system and we build on the success of our NEET reduction strategy, the council is aiming to significantly increase participation and exceed this national target by 2010.

The LA School Improvement Team is working directly with all our schools, and other education providers to ensure the effective implementation of the National Curriculum big picture. Our Curriculum is delivered as a broad learning experience, underpinned by common values and shared themes. This has led to curriculum innovation across the school estate. Our BSF project encompasses schools that are at the forefront of this thinking, schools that are looking to create the type of learning environments that will ensure that learning and teaching become more effective in order to secure improvements in all five of the Big Picture Accountability measures.

The LA has encouraged schools to develop plans that embrace the opportunity to develop the KS3 curriculum by remodelling transition (Y7), taking account of different pedagogies and philosophies. Schools are exploring vertical tutoring, Home bases and Faculty zones as well as the curriculum innovations referred to in section 3.1.4. They are also developing access to the KS4 curriculum in KS3, where appropriate, particularly where this reflects the school specialism. BSF will support these curriculum developments and ensure that all of the learners in Bolton are able to access a curriculum, both within and outside school that will meet their needs and enable them to fulfil their potential.

Bolton schools have worked hard to achieve specialist school status with all but one having specialist school designation from SSAT. The only school that is not a specialist school will achieve designation as part of its move to academy status. The LA is ensuring that Schools are involved in the development and delivery of Diplomas that link with their current specialisms, together with our strategic plans for the development of future second specialisms. BSF will enhance the extensive collaborative arrangements that are already in place across Bolton to support the effective delivery of current and future provision. These arrangements include aligned timetables, collaborative IAG and employer engagement as well as the development of dedicated Diploma delivery and support areas within provider schools. The investment in ICT in a BSF will mean pupils will have more flexibility and be able to learn without travelling to another base. The 2 day common timetable across all secondary schools ensures that the specialisms of all schools can offer benefit to all learners.

Our curriculum model, enhanced by our BSF and Academy programme, will be fully tailored to meet the needs of all of our learners. A crucial strand of this is informed and impartial IAG, which in Bolton was recognised by recent Ofsted Diploma inspection as outstanding. The Council and the 14-19 Partnership are working together to ensure IAG is available to all learners, that best suits their needs and talents, especially at the

critical points of their learning pathway. Engagement of parents / carers will become increasingly important as young people are able to be more flexible in their learning.

BSF is providing the catalyst to ensure that we deliver an innovative and creative curriculum to the learners of Bolton. We will strengthen the components of environment LOTC and locations which are our biggest challenges due to our current school estate. BSF will accelerate opportunities for more intensive partnership working thereby allowing a greater pooling of resources and facilities to deliver economies of scale through a greater range of courses and a more personalised offer to our learners. BSF ICT investment in an area wide Learning Platform solution will create the optimum conditions for teaching and learning where ICT will inform, inspire and innovate curriculum engagement and give teachers access to a greater variety of resources and strategies than is currently available. The integrated Management Information System (MIS) solution will enable greater efficiencies in aligned timetables for 14 to 16 year olds and therefore enhance our ability to deliver Diplomas. The Learning Platform will enable us to use innovative tools to deliver a collaborative Curriculum to meet the needs of Personalised Learning. BSF is the catalyst for bringing innovation to the curriculum not just by providing capital investment into schools but by giving schools the opportunity to rethink the approach to curriculum models used and their appropriateness to individual learners.

3.1.6 Integrated Children's Services, ECM and extended schools.

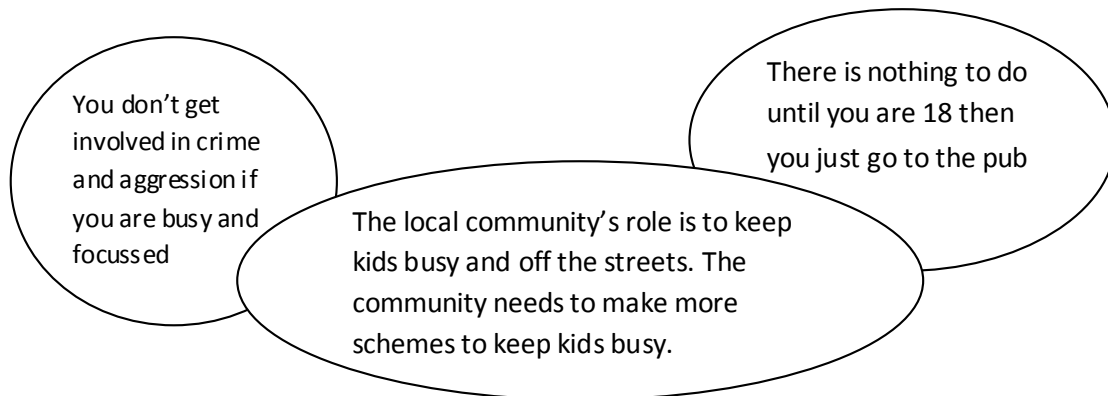
Bolton's Children's Trust fully supports and embraces the five principles which underpin The Children's Plan namely that;

- Schools / government do not bring up children parents do so schools and local authorities need to do more to back parents.
- All children have the potential to succeed and go as far as their talents take them
- Children need to enjoy their childhood as well as grow up prepared for adult life
- Services need to be shaped and responsive to children, young people and families not designed around professional boundaries.
- It is better to prevent failure than tackle a crisis later.

Bolton has developed plans to ensure personalised learning plans are in place for all young people tailored around the individual needs of the child. To ensure these plans are successful we are building and will solidify with BSF funding arrangements to ensure multi agency teams around the child are genuinely developed to respond to needs of young people and their families, cutting across professional boundaries.

Bolton will use BSF funding to ensure all ECM outcomes are fully met for our young people;

- Be healthy – BSF investment will ensure we create dining provision that promotes health eating, indoor and outdoor spaces that encourage physical education, multi agency spaces to discuss physical, mental and emotional health issues, including sexual health, healthy lifestyles and choosing not to take drugs.
- Stay Safe – BSF funding will allow us to ensure we not only create safe environments for young people and the wider community to learn during the school day but genuine centres of the community out of school hours. The children plan's fact sheets quote contain the following quotes;



Bolton will use BSF to respond to these needs.

Enjoy and achieve – Schools quite rightly stretch young people to achieve their full potential but this can sometimes be at the expense of creating an enriched curriculum offer that is also enjoyable for young people. BSF will allow students to work with the LA and schools to ensure enjoyment is fully considered alongside achievement and any investment will both raise standards and create environments and areas that will bring enjoyment back to learning (futurelabs, Virtual reality suites, wet trade spaces etc.)

- Make a positive contribution – It is critical our young people are able to make a real and positive contribution to society. Our work with local employers, the elderly community in Bolton, families living in deprived homes and local charities will all benefit from BSF investment by allowing our students to offer state of the art facilities to support genuine community cohesion and engagement such as tea dances and bingo for the elderly, free swimming for families unable to afford to access facilities at present, etc,
- Achieve economic well being – BSF funding will support our work with local employers in the business and commerce sector. We will build upon existing strong relationships by creating industry standard facilities which will allow the private and third sector to support school staff in providing young people with the skills required to make a positive contribution to the local and national economy.

Bolton has already developed strong multi agency involvement in supporting young people and their families but our BSF proposals will strengthen this

further. Bolton is also a pathfinder authority for Think Family bringing together extended schools, Children's Centres Services, the youth offer and an agenda focused on raising attainment and aspirations. We currently offer accessible early support to children and families, shifting away from specialist and targeted service provision, towards early intervention and prevention. Other centrally provided services such as Behaviour Support, Educational Psychology, Connexions and ESWs have also reconfigured alongside Bolton's ECM clusters and also into full time, family services rather than school based and term-time only. Through these clusters we are also bringing together the children's workforce development to ensure effective co-ordination of services, activities, qualifications, career paths across Children's Services.

BSF will see our new integrated model of service delivery with multi agency teams based in schools building a team around the child and facilitating immediate on site support, aiming to prevent failure and breakdown from happening rather than responding to crisis. This nucleus or "partnership base" in each of our schools will be highly visible placing health, social services, third sector services etc. in the heart of the community. Ultimately we are moving towards locality delivered services which will be led by an Integrated Services Manager in each geographic area, supporting the ECM school clusters across universal, targeted and specialist services. Key partners support these developments which can be achieved through re-deployment of existing resources. Bolton's BeSafe partnership and our PCT have already undertaken extensive work on local need and priorities. The PCT is also engaged in its LIFT programme to improve its estates and delivery and will co-locate Health Services where possible. The PCT is a key partner in Bolton's BSF Project Board to maximise opportunities.

Bolton schools all deliver the full extended core offer but suffer from inadequate and unsuitable premises to further develop the offer they can make to the local community. Every school has a clear vision and plan for extended schools, community access and adult/family learning. All schools will, working closely with Children Centres use BSF funding to deliver locally based easily accessible services providing as a minimum;

- 4 hours per week of family learning
- 2 hours per week of parent and family support
- Weekly delivery of PCT services including baby inoculation, breast feeding support, health and weight management clinics, ante natal services etc.
- 2 hours CAB access
- 20 hours of physical recreation activity.

BSF will enable schools and other agencies to provide additional support to parents and the community through community use of facilities. Essa Academy is already developing a Business/Enterprise Centre to offer skills development into the

community, supported by the Academy specialism and greatly improved ICT provision.

Bolton has achieved its national targets for the delivery of 2 Hour PE and Sport both within and beyond the curriculum. The development of new or enhanced facilities through BSF will have a significant impact on PE and School Sport and we will achieve the challenging “5 Hour Sports Offer” through increased access to high quality provision in high quality settings. The advent of In School Sports Coaching and Sport Unlimited Programmes together with the development of School Club Links and a new school sport competition framework requires an augmentation of current facilities to meet the increased demand and pressure on school sites.

Bolton has established its BSF PE and Sport Stakeholders Group to ensure that BSF features prominently in driving a wider strategic review and approach to future sports and leisure provision within the Borough. We have already engaged with Sport England’s Facility Improvement Service and the Greater Manchester County Sports Partnership in order to make sure that our approach is consistent with national and regional strategy. BSF will enable us to maximise National Governing Body of Sport input into Bolton – including investment – to support the local implementation of their national “Whole Sport Plans” as part of the build up to and legacy of the 2012 Olympic and Paralympic Games. This will include the identification of focus sport schools/facilities and centres of excellence to support sport specific priorities and talent identification, development and performance programmes.

The BSF strategy is required to provide holistic and appropriate services for children and the wider community and in doing so will actively support the implementation and development of healthy schools and healthy lifestyles which are an integral component of the 21st century school.

Currently 98.5% of all Bolton Schools are participating in the National Healthy Schools Programme (NHSP), including all secondary schools and pupil referral units. To date (April 09) 65% of secondary schools and 100% of PRUs have achieved National Healthy School status.

- Currently the NHSP involves schools in meeting standards in four core areas: healthy eating, physical activity, emotional health and wellbeing and Personal, Social and Health Education (including sex and drug education).
- From September 09 those schools with National Healthy Schools status will begin working on healthy schools ‘enhanced status’ which will involve schools maintaining their basic health literacy (HS status) and then working on two priority areas (one local and one school) provision. Current local priorities are childhood obesity, teenage pregnancy and substance misuse.
- Staff wellbeing will also be a feature of enhanced status.

The BSF strategy can support the delivery and implementation of both aspects of Healthy Schools in many ways, consideration might be given to those areas listed below. Ensuring implementation and development of enhanced status will impact on

key local health and wellbeing priorities, and contribute to the tackling of and reduction in health inequalities.

Healthy Lifestyles: the NHSP actively promotes and embeds healthier lifestyle awareness action and choices. Careful implementation of BSF can ensure that this continues into lifelong health behaviours, by enabling capacity for family and community involvement.

Healthy Eating: Sole use of dining areas will allow for an enhanced dining experience, plumbed in drinking water for pupils and staff, community kitchens to develop out of hours cookery skills for pupils and the wider community, outdoor eating areas. Lack of these facilities currently impedes progress in these areas and limits potential benefits in tackling health issues. Enhanced status may require targeted work with overweight and obese children and may require on site facilities for interventions such as the MEND programme. Adult weight management services could also utilise the facilities if available.

Physical Activity: In addition to the 5 hour PE and sport offer and it's attendant provision of a variety of physical activity opportunities thought might be given to changing room provision, availability of drinking water, showers (private), storage of personal belongings, bike storage and safety, safe routes to schools, green gyms via gardening and growing provision.

Emotional Health and Wellbeing: Provision of quiet areas for both pupils and staff both in and out of doors. Clinic and group rooms for consultation and treatment of identified conditions. Sensitive landscaping of internal and external areas, as well as décor and built environment.

PSHE: Information areas for young people to gain knowledge outside the curriculum. Provision for external agencies to support young people e.g. consulting rooms etc.

Bolton has an ambitious regeneration plan, set to bring in £2 bn. of investment and over 10,000 new jobs mostly at level 3 or above. BSF is a key factor for the success of our regeneration. We currently have a skills gap and need to raise attainment and aspiration in Bolton's young people if they are to be able to access these new employment opportunities. Schools recognise their role in raising standards and aspirations and ensuring some of the more vulnerable groups also access improved opportunities thus also impacting on employment in deprived communities and the subsequent impact on community cohesion. This is particularly important for Bolton as we recognise a growing BME community. It is critical schools contribute to addressing skills shortages within the area they serve and can act as the catalyst for families who have suffered generational unemployment or incapacity to break the cycle of worklessness in the home.

Quality of place is a proven factor in neighbourhood renewal, community cohesion

and aspirations. BSF will have a huge impact on quality of place, especially as most of our phase 1 build proposals are located in some of our more deprived wards and will compliment our 2 Academies also in very deprived parts of Bolton. The contribution BSF will make to community cohesion and the recreation of the sense of

real community in the most deprived areas of the Borough will be dramatic. Schools are a fabulous and major resource within local communities and BSF will ensure they genuinely become centres of the local community they serve.

3.17

BSF provides an outstanding opportunity to remove barriers to achievement and progress for all. The Innovation Unit's what if series and Charles Leadbeater 21 ideas for 21st Century learning explore how investment can create not simply physical facilities that remove barriers but how the right ethos and vision can ensure the needs of all pupils including underperforming and vulnerable groups can best be met. Bolton is working closely with colleagues at Darlington Education Village to examine the innovate approach and practice championed by the Innovation Unit and Charles Leadbeater in relation to delivering inclusive, personalised education. Our proposals for special schools mirror the strategic approach seen in Darlington and elsewhere . Our proposals for special schools and pupil referral units will see schools currently stigmatised and isolated by location join a community of schools, not just through co locations but by using BSF to build school buildings where students with a wide range of abilities, needs and different ethnic backgrounds can live and grow together.

Bolton has strategies for identifying risk groups, plotting their current and predicted achievements individually and at group level, and identifying the key barriers to further achievement. There is a detailed focus on LAC, BME and INAs, children with SEN, children at risk of exclusion, persistent absentees, NEETs, young mums and young offenders

We champion the needs of vulnerable groups with targets and plans highlighting current engagement, participation and achievement using planning and performance management frameworks. Each school is developing a provision map detailing the specific needs of each group, the additional provisions made to meet these needs including links to extended provision, leisure and sport, children's centres and alternative providers; and an evaluation of the improved outcomes resulting from this. SIPs prioritise these in monitoring visits to schools. DMT and elected members receive quarterly reports on progress of these groups and agree actions needed.

We tackle social exclusion by targeting vulnerable groups and families, through building on IYS and linking with neighbourhood renewal, regeneration and locality working. We have a focussed approach on early intervention and prevention in our Children's Centres. We have a model of intervention jointly with midwifery and other health services to target families where assessment indicates that children may be vulnerable. Resources are focussed on schools and communities in the most deprived areas. Our academies programme and phase 1 BSF are targeted at these areas.

It is important that young people and families in the most deprived and hard to reach areas benefit from the investment BSF will bring and we will ensure policy for out of school use provide access, transport and funding that allows all groups to fully participate.

Behaviour and attendance is tackled through the behaviour and attendance school partnerships, roll out of SEALs and through Compass Centres (PRUs) serving each cluster. Through BSF we will co-locate these PRUs onto schools sites allowing young people access to a broader and more personalised curriculum. Through incorporating our early work on FLT this will develop their functional skills and provide high quality facilities for vocational programmes and PLTs enabling positive pathways for progression onto post-16 programmes and/or apprenticeships. BSF investment will strengthen early identification and targeting of interventions on children likely to be excluded, truants and those who are currently on part-time timetables.

Recent initiatives through School Improvement Services mean that we know who our gifted and talented pupils are and know what works in terms of helping them to achieve. The approach builds on CPD provided by leading teachers in primary and secondary schools employing training and coaching approaches to develop an awareness of creativity and innovatory pedagogy. By further developing mentoring and effective role models and through BSF providing access to specialised facilities particularly science laboratories, art and music technologies and sports facilities we will enhance the aspirations of pupils to fulfil their potential.

Through BSF we will embed these into all schools, complete the co-location of Special schools and PRUs onto school sites, ensure fully accessible and engaging spaces and curricula, and enhance learning through the effective use of new technologies and a personalised anywhere, anytime, area wide integrated Learning Platform. The ICT infrastructure and single integrated 'authentication technology' will support the development of learning platforms, management information systems and mobile devices for children. This coupled with technology enabling young people to access learning programmes, assessment information and mentoring support from their school, home and other venues will enhance engagement, and further develop data analysis and tracking so that interventions can be better targeted and effectively evaluated. Taken together this will significantly enhance our ability to further narrow the gap, develop the availability and range of provision and build on the removal of barriers to learning that has been successfully delivered by programmes such as NotSchool.net and therefore meet the more challenging targets relating to BSF.

3.1.8 SEN

The LA will maximise the opportunity for learning and participation for children with SEN by using our BSF funding to enable children with SEN to access mainstream facilities and facilitate accessibility of curriculum wherever possible. We will ensure children with SEN have the most appropriate offer for opportunities for participation, building on current practice between Firwood/Withins and Rumworth/Ladybridge.

We work closely with Darlington Education Village and have used their experience to inform our SEN/primary/extended services campus at The Orchards, and most recently for our 0-19 St Catherine's (Withins) Academy to be co-located and as integrated as possible with Firwood Special School.

We will ensure that children with SEN reach their full potential and make progress that is measurable through the personalisation and appropriateness of the offer, accessing mainstream curriculum and facilities wherever possible to develop a personalised, bespoke offer.

We will build on our extensive use of IEPs, or expertise in cross phase transition, and our expertise in special schools in managing challenging behaviour. Sharing these techniques across our special schools and mainstream is already evidencing improved outcomes for children in both special and mainstream schools (Firwood/Withins and Rumworth/Ladybridge).

BSF investment in an area wide Learning Platform solution and accessibility technologies will further enable projects such as the Communication Aids Joint (LA/PCT) Project which helps to ensure that children with severe speech and language difficulties or those with Cerebral Palsy have the appropriate technical equipment for them to access learning. Through co-location and outreach we are enhancing opportunities for all children to be able to learn together. Through Notschool.net we are engaging children unable/unwilling to attend schools to access learning on line.

BSF investment will assist through improved facilities giving increased opportunities for participation for children with SEN.

It will enable us to complete our co-location of special schools and PRUs onto mainstream sites, giving flexible curriculum and teaching spaces for personalisation, enhanced by accessibility via state of the art technology.

3.1.9 Leadership and Change Management

Bolton Council has a well developed and embedded change management strategy in place, which we have used successfully to deliver change across a range of programmes as we have transformed Council services. The strategy has been adapted for BSF change delivery purposes.

Key functions of our strategy are:

- School specific actions to manage individual school changes in sfc's – school transformation teams.
- LA actions / input to support schools during this complex process. We aim to avoid any performance "dip" as schools go through this process.
- Links to workforce development across children's services.
- Strong links to Bolton's School Improvement Team.

Bolton also has a well established schools Leadership Collaborative, which has allowed us to capacity build, mentor and develop potential and actual new Heads, resulting in us being able to maintain a quality supply of candidates for Headship vacancies and also for use into schools which require additional capacity / support. Our Leadership Collaborative is leading in this strand of work for Manchester City Challenge and is fully linked into our BSF work.

We are also in discussion with NCSL to engage the LA and Heads in their BSF Leadership Course and expect this to begin in May 2009.

Bolton's change management strategy is inclusive of CPD and workforce reform in schools and across all of children's services and encompasses all strands attained in PfS guidance on change management planning. Workforce reform in Bolton focuses on the trio of leadership and management, recruitment and retention, capacity building and CPD. Bolton's strategy was highlighted as best practice by Ofsted in our Joint Review in 2007.

Bolton's change management strategy and action plans outline short, medium and long term objectives to support schools to shape, monitor and evaluate the impact of delivering and embedding changing ways of working, workforce deployment and integration of services focused on raising standards and outcomes.

It takes into consideration the requirements for sustainable delivery during all stages of the BSF programme and beyond.

Our plan also takes into account key national government initiatives driving the move towards schools as community hubs, focused on integration, early intervention collaborative and targeted support.

Bolton identified leadership as a key driver for improvement in 2004 and subsequently, in partnership with and partly funded by schools, established Bolton Leadership Collaborative. The initial focus of the collaborative was to prepare for an expected high turnover of head teachers and the challenges of succession planning (including Governing Body understanding). The Collaborative developed and continues to produce both bespoke materials and courses including People Matter (middle leaders), a range of coaching models as well as appropriating national courses (e.g. Leading from the Middle, Leading Pathways) delivered uniquely for Bolton. By accessing the Urban Leadership Programme Bolton accessed system leaders to support head teachers, drawing from across the North-West, and laid the ground for system leadership. For example, Bolton head teachers now work as School Improvement Partners both within and beyond Bolton and secondment of leaders to support others has been and continues to be a focus of improvement strategies. The Collaborative has ensured that models for development focus on 'leadership for learning' which is sustainable and developed through programmes such as DCSI and WTFS and is being redesigned to take account of resources available through Greater Manchester City Challenge (e.g. consultant leader programmes) and the wider children's services workforce.

Our Children's Workforce Leadership Development Strategy is based on the DCSF National Professional Development Framework for leaders and managers focusing on the development of resilient, well-informed, creative and innovative leaders with the requisite skills, knowledge and experience to ensure effective delivery of integrated provision for children, families and communities at a local level.

Bolton Leadership Collaborative, together with our own change management and leadership development programmes ensure we have all in place for sustainable change.

Bolton Council has invested heavily in the development of leadership models, particularly in relation to system leadership. Recognised experts in the field of organisational change such as Michael Fullen, Andy Hargreaves and Paul McGee

have presented to Heads and LA audiences. These speakers have helped to shape our plans for change management and CPD with programmes now in place to develop coaching capacity at all levels to sustain leaders and to equip individuals and teams to respond to change.

As described previously Bolton has developed a range of new governance arrangements and models to support school development. Working with three very different sponsors for our new academies, the establishment of new governance arrangements in the academies has helped the Authority to re-think the role of school governors and how structures that best serve the interests of the school and community can be developed. By working closely with the private and third sector and creating federations and cluster collaboratives, new models of governance have been developed in Bolton which are revolutionising the role governors play in schools. Our change management plans do include the strategic role school governors will play and we have already begun to deliver an understanding of how governance will change in Bolton our academy programme. We will continue to work with all governing bodies to examine strengths and weaknesses in governance arrangements and supporting schools to enhance the role of the governing body in every school.

Bolton Council has a strong record of young people's engagement. Our change management plans include student leadership as demonstrated in our involvement with UFA and development of a range of student leadership models, including students taking part in NCSL student leadership training courses and Bolton students engagement in uniting UFA's "Leading and Learning in Teams".

Student voice is strong in Bolton. Our 2 youth MP's are members of Bolton's Children's Trust, assisting service reconfiguration from a young person's point of view. We engage pupils in "Future Search" conferences which result in student action teams to deal with specific issues, the most recent being transport. Bolton also has strong school council's in all our schools, which link into our youth MP's and Children's Trust. Pupils are engaged in SfCs for schools in phase 1 BSF and we will continue this into phases 2 and 3, we have engaged the Sorrell Foundation to assist with this.

Bolton's change management plans incorporate all staff across the borough, including non-schools based staff and any staff working with children and young people, our plans also reach into staff employed by partner agencies in Bolton's Children's Trust. Our change management across these staff focuses on the Common Core of Skills and Knowledge as a basis for joint workforce development and to promote an understanding of shared identity, purpose and vision and promotion of behaviours focused on improving outcomes.

The most significant and immediate contribution BSF will make is the challenge leaders and managers will face to think innovatively and ensure every penny of investment will contribute towards our key outcomes for the project. We have already stressed that the knowledge and expertise to deliver this exiting programme already exists, but leaders, in partnership with all stakeholders must ensure transformational change happens and young people and our communities obtain maximum benefit from the programme. There will extensive cross departmental, team and discipline working involving public and private sector. BSF represents an enormous leadership challenge but Bolton, in conjunction with our partners in Blackburn and Darwen are better placed than any other authority nationally to meet the challenges we face.

3.1.10 ICT

What is the headline strategic vision for ICT and how will it be managed and delivered?

The Council's strategic vision for ICT is to develop area wide integrated and collaborative ICT solutions that will facilitate the delivery of transformed pedagogies and radically improved outcomes. Through our BSF programme we will significantly accelerate and extend work to build the infrastructure, knowledge and skills in schools and across the wider community. This vision will be delivered, managed and supported through the joint LEP with Blackburn with Darwen, complimented by integration with corporate ICT in both councils.

Does the local authority explain how ICT will enable significant improvements to: school leadership, management and administration;

ICT will enable significant improvements to school leadership, management and administration by providing a fully integrated Management Information System (MIS) which will enhance organisational capability and enable vastly improved communication between all service providers and stakeholders. It will also enable full information sharing supporting collaboration in teaching and learning.

the curriculum, teaching and learning (including access to learning resources)

ICT will enable significant improvements to the curriculum, teaching and learning (including access to learning resources) through the delivery of a new learning platform which enable collaborative teaching and personalised learning activities in supporting the diplomas delivery, Think Family Pilot such as, virtual reality, 3D teaching, conference call to other communities/countries, and enable schools to become centres to benefit community cohesion.

inter-agency working, team around the child and ECM?

ICT will enable significant improvements to inter-agency working, team around the child and support the ECM agenda, through the implementation of a fully integrated network across Bolton's partners, which will underpin learner transition, transform inter-agency working and support the 'team around the child' philosophy. It will also reduce beurocracy for workers, facilitate team around the child and enhance of enjoy/achieve outcomes via ICT.

How will BSF investment assist in realising this vision for ICT and new technologies?

BSF investment will bring enhanced ICT opportunities well before new build schools appear. Delivered by a fully managed service and governed by the LEP, ICT will be a critical enabler through which the Council can deliver significant improvements. We will have an early opportunity to review this BSF ICT Vision through the delivery at the joint BSF sample schools in Blackburn with Darwen and in the Bolton Academies programme where Essa Academy is the sample for this programme.

3.1.11 Sustainable Schools

BSF will quite rightly challenge the Authority and our schools to not just look at sustainability in our school design but to consider holistically how sustainability can become part of everyday school life and be given full considerations in everyday life.

Physically the Authority is working closely with the Carbon Trust and construction companies will have to adhere to all sustainable school guidance, achieving the highest levels of BREAM rating possible. Work is already well underway to promote sustainable behaviours amongst schools and their communities. The council is leading by example – sustainable development appraisals are in place for all key decisions and a sustainable procurement strategy is under development. All secondary schools are members of Bolton's Education for Sustainable Development (ESD) network and under BSF this will be enhanced with the development of a strategy to assist schools deliver their obligations under the Government's 'Sustainable Schools Framework'. Eight "doorways" will be embedded by 2020 which include 'buildings and grounds', 'travel and traffic', 'energy and water', 'purchasing and waste', and 'local well-being'.

We have already agreed energy targets with bidders in our joint LEP.

Bolton continues to develop school and community based projects, including allotment and public space development within school sites. We will prepare major curriculum changes in learning and delivery by using documents such as 'Every Child's *Future Matters*' by utilising other initiatives such as 'Forest Schools', healthy growing, 'Healthy Schools', 'Eco Schools', School Travel Planning, and strong coordination through our Practitioners Network. These will be embedded in citizenship and PHSE curriculum planning.

Already 100% of council energy is procured from 'green' sources. To drive further reductions in energy use, smart meters are being fitted providing accurate readings to a central database. Schools will have remote access to this data to help them manage their energy use and reduce their carbon footprint. Under BSF, the school ICT infrastructure will enable this live data to be used to empower young people to make informed decisions to reduce energy use.

3.1.12 KPIs

Bolton's BSF plans will achieve more than transformational buildings and school leadership. They aim to inspire young people, allowing them to learn at the cutting edge of chosen disciplines, helping them to gain the skills, knowledge and experience to take full advantage of future opportunities. These include:

Strategic Priority	Key Performance Indicator	Current performance	Expected performance in 2015 without BSF	Target 2015 with BSF	BSF 'stretch'
Personalised learning and e-learning	GCSE (5 A*-Cs incl English and Maths) attainment of newly-arrived pupils	Baseline to be identified using Starting	To be established	To be established	To be established

Strategic Priority	Key Performance Indicator	Current performance	Expected performance in 2015 without BSF	Target 2015 with BSF	BSF 'stretch'
		Point pupils			
	Bolton's GCSE performance (percentage of pupils gaining 5 A*-Cs incl English and Maths) compared to national average	-2.4%	0%	+5%	5 percentage points
Integrating and further extending services	Proportion of young offenders in employment, education or training	81%	95%	100%	5 percentage points
	Gap between Bolton's teenage conception levels and rest of the country	+ 13% in 2007	5%	Nil	5 percentage points
	Gap between Bolton's NVQ3+ attainment by age 19 and rest of the country	-4.6% (43.5% in 2007)	5%	Nil	5 percentage points
Deliver state-of-the-art 14-19 provision	Proportion of young people NEET	11.0%	5%	Below national averages	
Inclusion	Proportion of looked after children attaining 5A*-Cs GCSE including English & Maths	11%	20%	40%	20 percentage points (100% stretch)
	GCSE attainment by ethnic group	White British 44.6% Indian 56.9% Pakistani 32.0% Other Asian 33.3% Black African & White Black African 23.9%	White British 53% Indian 60% Pakistani 55% Other Asian 40% Black African & White Black African 50%	All at least 60% attainment	Up to 20 percentage points to narrow the gap between groups

Strategic Priority	Key Performance Indicator	Current performance	Expected performance in 2015 without BSF	Target 2015 with BSF	BSF 'stretch'
	FSM/ Non FSM Gap – 5 A* - C inc English & Maths	26.1% gap in 2008	22.5% gap	15% gap	7.5 percentage points ((33% stretch)
	Secondary School persistent absence	5.9% in 2008	4%	2%	2 percentage points (50% stretch)
Using exemplar consultation to shape provision	Number of young people who say they can influence decisions in their area (Tellus)	31%	40%	60%	20 percentage points (50% stretch)stretch)

The targets include commitments through BSF investment to either eliminate or significantly narrow the gap in outcomes for our underperforming groups by 2015, including:

- Exceeding national average GCSE attainment levels by 5%, reversing decades of under-achievement
- Reducing the level of NEETs to below national averages
- Eliminating the gap in NVQ3+ attainment between Bolton and the rest of the country
- Radically improving the attainment of looked after children, so that 40% achieve the benchmark 5 A*-C (including English and Maths) standard
- Reducing teenage conception levels to match national averages
- Ensuring that no ethnic group averages below 60% of pupils gaining 5 A*-Cs GCSEs (including English and Maths)

The full suite of Bolton's KPIs – demonstrating the added value BSF investment will target – can be seen in the table above.

Bolton's suite of KPIs will be critical in evaluating delivery against these key outcomes. Local BSF targets – stretched to reflect the added value that BSF investment will bring to improving Bolton's key outcomes – have been developed. We want BSF investment to transform communities, learning and lives and these targets reflect that aspiration. To track progress against this vision, we will measure the outcomes that matter most.

The targets have been designed to ensure that the nine priorities of Bolton's BSF programme (see 3.1.1) are delivered. Each outcome measure contains targets to 2015 (3 years after the implementation of Bolton's phase 1 BSF schools).

Bolton's sector-leading approach to managing its performance is already well documented. As a four star authority judged to be 'improving strongly', Bolton will

continue to adapt and strengthen its performance management systems, using the key outcome targets to ensure that its BSF programme delivers its priorities.

Already, action-focused quarterly divisional, departmental and corporate dashboard reports ensure that all relevant stakeholders understand how well the organisation is performing against its priorities – as well as total clarity about what remedial actions are in place to improve performance where it is not on track.

While the LEP will lead on the performance management of its responsibilities, the improvement in outcomes that BSF will deliver will form part of mainstream performance management activities – thus ensuring a tight focus and scrutiny on improved outcomes, and a proactive response whenever risks and issues arise.

3.2 Deliverability

3.2.1 Pupil Place Planning

Bolton has robust forecasts of secondary age pupil numbers in place. Our place planning models have been cross referenced against audit commission and DCSF best practice and the methodology back tested against previous years' data to confirm an excellent degree of accuracy, within 1% at whole authority level. The models take account of birth rates and their variation across the Borough, the throughput of pupils from year group to year group, internal and external migration and historical patterns of parental choice. The models are further enhanced by taking account of local factors impacting on particular schools, such as cross-border movements of pupils and housing developments. The projections have been accepted by PfS linked to our 2 Academies and 3rd Academy proposal.

The 11-16 secondary school population is projected to fall over the next six years as a result of a past decline in the birth rate. The Council forecasts that in the 2014/15 academic year the number of pupils aged 11-16 will have declined by 6% from 17,380 to its lowest figure of 16,343. However, from 2016 to 2020 the 11-16 population is projected to rise rapidly, as a result of a steeply rising birth rate which is greatest in BME groups, and due to inwards international migration. This rise in the pupil population is already evident at Key Stage 1 where demand for school places is very high. Forecasts indicate that in the 2019/20 academic year the number of pupils aged 11-16 will have increased to 18,305, approximately 5% higher than current numbers.

On the basis of the forecasts, it is clear that whilst 11-16 and 16-19 numbers will fall in the medium term, places will be required in the longer term. Therefore, the number of schools required within the Borough must remain at its current level and our BSF designs must enable future expansion in numbers to be accommodated. Those schools where numbers are projected to be particularly low in the 2014/15 'dip' are either planned academies or serve distinct geographic areas. Furthermore, through BSF we will be responding to the projected increase in numbers in the BME communities in the centre of the Borough through the expansion of a Muslim Girls schools.

Taking account of the number of school leavers, cross border movement of post 16 learners and the actual and projected proportion of pupils participating in learning, Bolton has a clear picture of the projected demand for 16-19 places into the long term that includes the impact of raising the participation age. Through the 14-19 partnership Bolton has developed a strategy which focuses on ensuring a broad, high quality offer of provision within the Borough which all young people can access and best suits their needs. It will also contribute to the achievement of our target of 24% by 2005, for the reduction in the number of 16-18 year olds choosing to travel outside of Bolton to access their learning (currently 35% of 2008's Y11 cohort). The co-location of Bolton 6th Form College and Bolton Community College to the town centre, due to open in 2010, will increase the quality of the Bolton offer and lead to increased take up. This has already been proven with the 2008 opening of our 14-19 Centre in the south of the Borough which has seen enrolments from Bolton learners increase by 8.5% (83 learners) in 2008, compared to 2007. The biggest impact has been from Year 11 leavers from the six schools in the south cluster, showing an increase of 29% (88 learners) choosing the new 14-19 Centre of which 72 of the 88, enrolled onto non A/AS level programmes. Previously, these learners would have gone to other FE providers, more likely out of borough (four of our neighbouring colleges have seen a decrease in Bolton learners for 2008). Through the BSF and academies programmes, diverse provision will be assured for all young people, including the expansion of Level 1 and 2 provision in a new academy in the North of the Borough to cater for young people from one of the town's most deprived areas.

Bolton holds detailed information on pupils with SEN. This information has been used to generate long-term forecasts of the number of SEN pupils in the Borough and of the nature of their needs. The information shows that the total proportion of pupils with SEN is relatively stable over time. However, over recent years Bolton's integration strategies have resulted in a higher proportion of pupils being educated in mainstream schools.

Through BSF we will ensure a diverse continuum of provision to meet the needs of pupils with special educational needs, in both mainstream and special schools. We will achieve greater integration of provision, for example through the co-location of our Compass Centre provision for excluded pupils within secondary schools, and the planned inclusion of 100 SEN places within Bolton's second new academy development. Through the development of Bolton's third academy, consultation is under way to include specific SEN/LDD provision for post 16 pupils. BSF will also see the improvement of our special schools in order to maintain and develop the current outstanding provision and to minimise the number of costly out of Borough placements.

3.2.2 Estate Planning

Bolton has 17 secondary schools, of which five have sixth forms, three secondary special schools and a range of 11-16 PRU provision that is either standalone or integrated with secondary schools. Fourteen of the secondary schools are spread to provide good coverage across the main urban area of Bolton. The other three schools are located towards the boundary of the Borough and serve the more distinct

communities of Rivington, Horwich and Blackrod, Westhoughton and Kearsley. All of Bolton's secondary schools are served by an excellent radial transport network that enables easy access to most schools from anywhere within the Borough.

There is a wide diversity of provision, with a good range of faith schools, including a Muslim girls school, one academy already in place with two others planned, a federation of two secondary schools, a Foundation School and a Trust School and variety of sixth form provision and a range of schools of various sizes between 1500 and 750 which we feel gives choice for parents and breadth across the curriculum. There are no plans to change the number of schools within Bolton. In addition, with the exception of expanding Bolton Muslim Girls School, there are no plans to change the size of any of Bolton's secondary schools. Our most successful schools have already been expanded and are our largest schools and our pupil forecasts indicate that there is no need to downsize any schools as all available capacity will be required as pupils numbers increase in the long term.

Bolton's Secondary estate can be described as requiring major investment. Much of the estate is old with much construction in the 1950s and 60s. Over the last eight years Bolton has invested over £30m in addressing condition and suitability issues within our secondary schools. Pre-BSF a further £15m of investment was planned over the next five years. Our current Asset Management Plan priorities are focussed upon improving the condition of our secondary school buildings, on promoting diversity and choice through the development of academies, creation of facilities to support the introduction of diplomas and through greater integration of mainstream and SEN provision. Our plans also concentrate upon improving PRUs, as many of these are in old school buildings that are in poor condition and sited in inappropriate locations. Furthermore, rapid and sustained rises in the birth rate require significant investment in primary school capacity to accommodate additional demand for places. BSF provides us with a unique opportunity to fast-track these priorities in the context of transforming secondary education in Bolton.

Bolton's secondary schools are organised into three clusters, with each working collaboratively to provide a wide range of curricular opportunities that includes post 16 provision. The Council plans to meet the increased demand from parents for choice and diversity by progressing with the delivery of the Academies programme and by building a new 600 capacity Muslim Girls school.

The rationale for investment was based on deprivation and attainment and included discussions with the OSC regarding National Challenge schools. Details of the Bolton secondary estate, the rationale, proposed investment and phasing are included in section 4.

It is proposed that the development of Bolton's secondary schools under BSF will take place on existing sites, with the exception of Bolton Muslim Girls School that will be rebuilt on a site in close proximity to the existing school currently in the ownership of the Council. The initial planning view is that there will be no problems with this site. It is not anticipated that there will be any land disposals requiring S77 or S106 approval.

The Council has identified two existing contracts that present a range of interface issues, namely; the corporate ICT contract and the Bolton Leisure Trust. We will need to keep the corporate ICT contract and ensure the ICT managed service links appropriately. We are currently renewing our contact with Serco Leisure Trust and do not anticipated any risks associated with this.

The Council confirms that there are no sample schools for the Bolton BSF project as the Council are undertaking a joint procurement for LEP with Blackburn with Darwen Borough Council. As part of the process two schools in Blackburn with Darwen will form the Sample Schools for the joint LEP. See section 3.2.5 for further details. A comprehensive range of surveys and design options are currently underway relating to the six sites in Phase 1.

The Council is aware of the importance of sport/PE and culture and is committed to enhancing access across the Borough. BSF is the driver behind a wider strategic review of leisure which is underway and will determine future local authority sports and leisure facility provision within the Borough. A dedicated PE/Sport workstream has been established to deliver the 5 hour offer of PE/sport per week and is exceeded where appropriate. The role of culture and art in learning and teaching and its role in society is being considered by schools as part of drafting their School SFCs and will be also be addressed via the school design development and consultation process as part of the SFC/OBC. The Councils "Playing Fields Strategy" includes all school sites and was updated in 2007/08.

3.2.3 Sustainability

How does the local authority intend to achieve 60% reduction in carbon across its school estate?

In addition to the behaviour change measures outlined in 3.1.11, the council has an ambitious Carbon Management Plan to cut CO2 emission across its entire estate by a third by 2013, utilising the Carbon Trust's local authority carbon management programme. Design requirements in the BSF output specifications dictate a minimum 60% carbon reduction and all schools (including grounds) and will conform to at least BREEAM excellent standard. **Need more detail here?**

3.2.4 Consultation and Communication (09/04/09)

A comprehensive range of consultation work (summarised in the table below) has already taken place in Bolton with our stakeholders including schools, parents, children, young people and the wider community, and has been used to inform the council's initial BSF proposals. As detailed in section 3.1.2 (page 4) statutory consultations were carried out with the three schools (Hayward Secondary and Withins Secondary and Top o'th' Brow Primary) which have since been re-launched as the Essa and Bolton St. Catherine's Academies. Consultation will now progress with the proposed third academy at George Tomlinson Secondary School. No further statutory consultations are required through Bolton's BSF programme as there are no proposed school closures or amalgamations.

Summary of existing and future consultation and communication activity:

To be completed.

A communications and engagement strategy and plan has been developed, led by the full time communications and marketing officer on the BSF team and drawing on the expertise of various work stream leads representing all stakeholders, from those experienced in engaging children and young people on complex projects to those with strong relationships with headteachers and governors. The plan will be reviewed regularly by the BSF Project to monitor and evaluate progress as the project develops. A detailed programme of continued and tailored consultation includes activities with all stakeholder groups, with a particular emphasis on engaging school leadership teams and pupils in the change management process (see section 3.1.9) and the design of transformational learning spaces. The communications element of the plan ensures the constant flow of information throughout various stages of the programme to keep all stakeholders informed, interested and engaged with their role in BSF and what the proposed changes will mean for them. A strategic and tailored approach is taken to communicating with the very different types of groups through the various channels most appropriate for each (for example online, print or face-to-face), and views will continue to be sought on stakeholders' preferred method of communication and level of involvement throughout the programme.

To summarise consultation on the council's initial BSF proposals to date, overwhelmingly positive support has been received from the following stakeholders:

1. Members; via regular briefings and events such as 4ps on 1 April 2009
2. Headteachers and governors; via weekly workshops, 1-1 meetings and 4ps briefings
3. Organisational stakeholders; via workshops with PCTs, LSC, Connexions, FE providers
4. Children and young people; via BSF newsletters, posters and suggestion boxes in schools, the BSF website, Youth MPs panel, student council meetings
5. Parents, families and the community; via Bolton Scene newspaper, the Citizen's Panel, BSF newsletters, posters and suggestion boxes at the council's One Stop Shop

A BSF PE/Sport and Culture stakeholder group was established in summer 2008 and has since met informally on a number of occasions. This group will now be given increased support and direction, through monthly meetings and invitation to all relevant BSF stakeholder events. The group's members' input will be sought into the development of the council's strategy for change, throughout delivery of the programme and beyond.

An up to date playing fields strategy is in place as required and outlined in the PfS RTD guidance.

Although Bolton Council has a strong background in consultation BSF will raise its approach to new heights through the need for a complete, borough wide review of educational provision, seeking and taking on board children and young people's, schools, parents, the local community's and other stakeholders' views and

suggestions for successfully transforming learning, communities and lives in a way that best meets their needs and that of future generations.

3.2.5 Project Planning

How will the local authority undertake project planning and what tools will be used? Bolton Council and its partners have a strong track record of strong project and programme management. The organisation's project management methodology – PRINCE 2 – has been deployed to successful effect in the delivery of previous major capital projects (see 3.5 for examples) and is now being utilised to plan and manage BSF. PRINCE 2 meets and exceeds the approved PfS/4Ps format including project definition, objectives, scope and deliverables, interfaces, project management and structure. The joint Bolton/Blackburn project team are currently finalised the project PID for project board approval. **Insert indicative timetable for next 12 months....?**

A key strength of Bolton's approach is a robust governance structure that actively manages risk via a tested methodology that has been adopted by the joint project board. Bolton has a comprehensive Risk Management Strategy and well embedded risk management processes which extend from corporate to operational levels.

Bolton's BSF risk register is reported on monthly to the project board, providing clear ownership of risks and ensuring that effective control measures are developed to mitigate the likelihood of a risk becoming an issue, and to minimise any potential impact. Through joint procurement arrangements, a range of risks have already been identified and responded to across topics as varied as education transformation, extended services, stakeholder management, finance and procurement documentation **need more info on the risks...?** The risk register for the project is included in Appendix ZZ and the joint BSF team structure is set out in section 3.5.3

Headteachers and governors have a key role to play in supporting and shaping the BSF workstreams. Bolton's Secondary Headteacher Executive has appointed an experienced former head as their lead representative, ensuring a strong two-way link to share input and learning, helping to develop individual school Strategies for Change.

This representative is also the Chair of the ITCD design development meetings for the PFI sample scheme and also attends the ICT dialogue meetings with bidders. In addition the Headteacher from one of Bolton's phase 1 schools is also actively involved in the joint procurement process to build both understanding and capacity.

Governor representatives have been invited to participate in strategic steering groups for ICT and FM and will be involved in other appropriate groups as the programme develops. Members of the joint BSF team regularly attend individual Governing Bodies and Governor forums to both inform and consult on the BSF programme as it develops.

3.3 Investment Strategy

3.3.1 Council Commitment

The Council in its Readiness to Deliver Submission in respect of BSF wave 6A fully committed itself to the DCSF and PfS procurement principles.

Bolton has identified Local Education Partnership (LEP) delivery as the best model through which BSF in Bolton will be delivered. In April 2008, the Leader of Bolton Council signed a memorandum of understanding with Blackburn with Darwen Council to procure a joint LEP.

Work has already commenced to utilise the ICT managed service via LEP and signed letter of agreement from schools/Chair of Governors in phase 1 schools will be available by the end of May.

Bolton Council has already agreed to use PfS standard forms, utilising them to form the basis for the joint procurement documents with Blackburn with Darwen, and subsequently agreed with PfS before the formal procurement process began.

Bolton and Blackburn with Darwen produced a bespoke FM Agreement which has been approved by PfS after careful consideration of the implications of FM for schools, including non-PFI schools. The FM Agreement and the associated FM Payment Mechanism have been shared with, and welcomed by bidders during the first stage of ITCD dialogue.

To assist bidders in the submission of ITCD, initial bids on the 2nd March 2009 information in relation to existing contractual arrangements in both authorities was made available in the data room.

3.4 Affordability

3.4.1 Balanced investment proposals

The Council has undertaken significant preparatory work to develop the outline Estate Strategy for its BSF project. School Surveys have been undertaken for each school and pupil referral units (PRUs). The outline proposals for individual schools range from remodelling to a new build on a new site. Detailed surveys have been commissioned for the six schools in the first phase which inform the School Strategy for Change Documents.

The Bolton BSF programme will be driven by transformation rather than a patch and mend approach. A review of the secondary school estate in terms of suitability, condition, sufficiency and other key parameters has been undertaken. The overall building assessment percentage scores range from a low of 41 (Poor) for Bolton Muslim Girls School to a high of 67 for Harper Green High School. These scores have been used as the principal basis for determining an initial plan of which schools are rebuilt or remodelled in conjunction with a prioritisation matrix which also addresses attainment and Index of Multiple Deprivation (IMD) scores.

The planning and survey work outlined above have ensured that the Council has a realistic and robust assessment of the needs of each school and confirm that the BSF programme will comply with the new build, remodel or refurbishment proportions (50:35:15). From this, we have made an accurate assessment of the redevelopment costs of each school and the Council can confirm that the funding available from BSF and the resources that the Council has allocated from its own sources of £15 million will ensure that all proposals are affordable and deliverable.

3.4.2. Funding

The Council have invested up to 31st March 2009 over £1million in developing their strategic transformational vision and building the requisite capacity to ensure successful delivery and sustainability of its BSF project. The Council have identified funding within the base budget which will initially be used to fund the visioning and procurement and then to meet the affordability gap for the Phase 1 projects. A total of £7.5 million, representing 3% of Bolton's original FAM of £250 million, has been formally agreed and set aside by the Council. The budget provision in 2009/10 is £0.75 million and is planned to increase to £1.5 million in the Medium Term Financial Strategy. In addition this is supplemented by allocating 50% of the secondary schools devolved capital funding and part of the Council's revenue contribution to capital to the BSF programme.

Bolton's schools have agreed to redirect a significant proportion of their Devolved Formula Capital Funding into the FM Lifecycle Fund that will be managed by the LEP and administered by the Joint Client Team. The schools have also agreed the indicative cost (£20 per pupil per annum for the interim service and £120 per pupil per annum for the full service) and are committed to the managed ICT service. It is intended that the Bolton schools will be able to take advantage of the interim managed ICT service from January 2010 and guidance has been issued to inform in the preparation of the school budgets for 2009/10.

The ongoing revenue funding of £1.5 million will be used to fund prudential borrowing of £15 million as the Council's additional contribution to support the BSF programme.

The Council have been in active discussion with Blackburn with Darwen and Pfs with regard to the Joint Client Team which will be established from Preferred Bidder Award (September 2009) and the cost of this team has been included in the future funding requirements for the Council. Both Councils have made significant saving in procurement costs to date owing to the joint approach and anticipate realising further savings going forward through a joint client structure which will be available to further support the BSF programme in the future.

3.5 Resource and Capability

3.5.1 Governance

The Executive, and in particular Executive Members, are playing a leading role in the development and management of the Bolton BSF programme. The responsibility for the Bolton BSF programme is part of the remit of the Executive Member for Children's Services. However, major corporate strategic projects of this nature are also the responsibility of the Leader and Deputy Leader. Such is the importance and priority of the BSF programme within Bolton an Executive Management Team (EMT) Subset has been established whose membership includes the Chief Executive, the Directors from Corporate Resources, Children's Services, Legal and Democratic Services, Development and Regeneration, as well as senior representation from the PCT

Bolton are happy to sign the enclosed PfS Memorandum of Understanding.

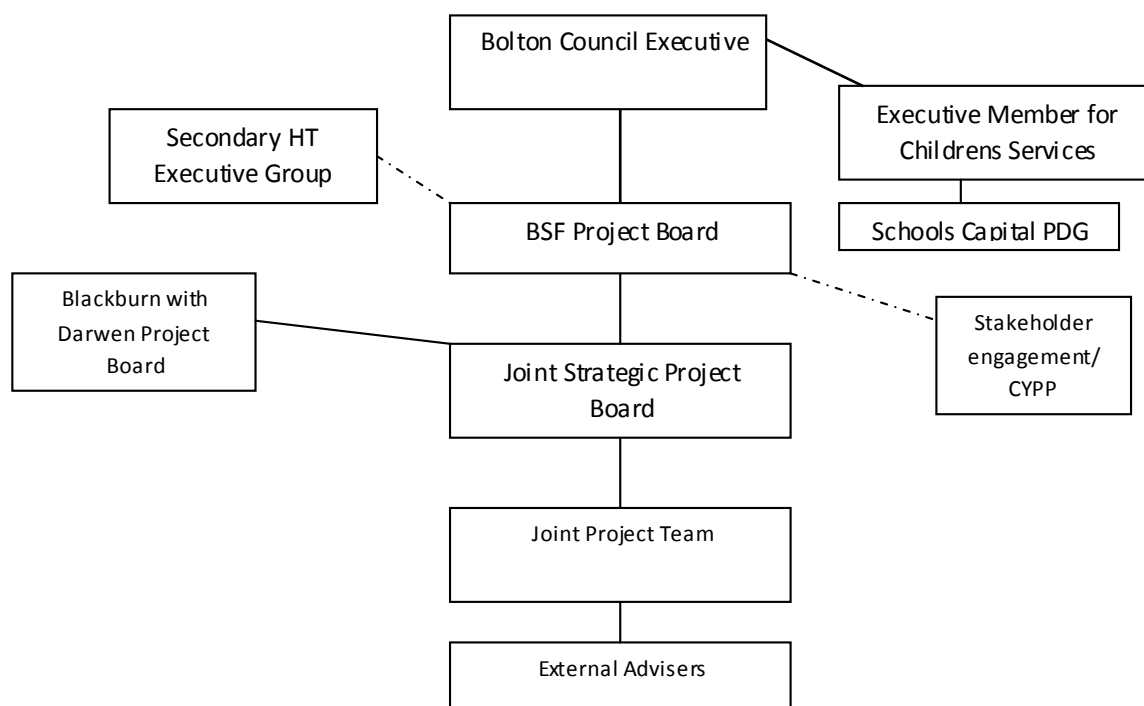
The Project Board has been established and operational since June 2007 and has managed Education Transformation within the Borough, including BSF, the Primary Capital and Academies programmes.

The Project Board is chaired by the BSF Project Sponsor, who is also the Director for Corporate Resources and Deputy Chief Executive. For clarity the EMT Subset also fulfils the role of Bolton's BSF Project Board to align with both PfS and 4Ps recommendations.

In April 2008 Blackburn with Darwen and Bolton Councils signed a Memorandum of Understanding (MoU) which sets out the key joint working and governance arrangements to support the joint procurement of a LEP. These include:

- the establishment of a joint Strategic Procurement Board,
- a formal cost sharing arrangements,
- the project to be led by a joint Strategic Project Director nominated by Blackburn with Darwen (the BSF Project Director in Blackburn with Darwen Council),
- Project Directors to be appointed to manage the programme in each authority and support the Strategic Project Director, and
- The creation of a joint project team to support the procurement with representatives from both Authorities.

Table 1: Current Structure for Procurement of Joint LEP with Blackburn with Darwen



3.5.2 Financial Commitment

The Council has identified £7.5 million to fund the pre-procurement phase and the procurement of the joint LEP. It is estimated that there will be an efficiency saving of 5% on the cost of the procurement phase as a result of the joint arrangements with Blackburn with Darwen Council. These cost estimates include the cost of the external advisers which support the joint project team and are based upon the fee schedules that have been agreed. The Council has already incurred significant costs at risk which demonstrates the commitment to the BSF programme.

It is estimated that a large part of this investment will be in internal staff resources to enable the learning to become embedded. The use of external advice will be significantly less for Bolton than on other BSF programmes as these costs will be shared equally between the two authorities resulting in an efficiency saving. (* breakdown of costs needed) The split between internal and external costs is as follows: Internal £6.5 million, External £1 million (Navigant/Capita £0.6 million for the Bolton programme, share of Legal/Financial/Technical/ICT for joint procurement £0.4 million).

The funding identified includes an amount to meet the cost of change management, the third sector and schools engagement in BSF. Funding has already been made available to schools to release Head Teachers and other members of the senior leadership teams in schools. The process is supported by a Transformation Manager, a recently retired Head Teacher and a Communications Officer appointed specifically for BSF.

3.5.3 Project Team and Support

The 4Ps undertook a skills audit in Bolton in 2008 and indicated that the assembled team had the skills required to deliver and experience of delivering large and complex projects. This skills audit has been updated in April 2009, and initial findings re-confirmed. The Council have actively sought to adopt the acknowledged best practice demonstrated by the joint programme and also build on the lessons learned in setting up their BSF team. An example being the appointment of the Sport Health and Inclusion Manager as a designated workstream lead and key member of the Bolton project team.

The Council are currently in dialogue with the 4Ps and PfS about the timing of a Gateway 0 and also taking advantage of the 4Ps Expert Client Programme.

Bolton Council has had a BSF project team in place since June 2007, which we have added to as we have progressed BSF work. We now have in place a full time BSF Director, Education and ICT leads, PE, sport and culture lead, communications lead, HR lead and some shared posts through our joint LEP with Blackburn with Darwen (delivering significant savings), we have also approved all our professional advisers viz:

ICT (Tribal), Financial (Grant Thornton), Legal (Beechcroft), Insurance (Heath Lambert), Technical (Capita/Navigant) and Client Design Advisors (John Walker Associates).

The joint project Design Champion will be supported by a Bolton specific Design Champion (Nick Johnson, Urban Splash).

Bolton LA has already appointed advisers in required areas as set out above. In addition we have also engaged Navigant to assist with site and technical work linked to our Academies and BSF programmes.

Bolton LA has the existing corporate procurement capacity linked into our joint LEP with Blackburn with Darwen to deliver BSF.

3.5.4 Corporate Strategy

Bolton is integrating BSF with other projects wherever possible. We have already used PCP to provide funding for the primary build into our 0-19 Academy at Withins, and are considering primary/secondary campus designs in phases 2 and 3 of BSF. We have been unable to do more because of Bolton's rapidly increasing birth rate which means we have had to provide additional reception and KS1 places as a priority in PCP.

Bolton has a significant track record in delivering major programmes and complex projects of regional and national significance:

- A new £100m town centre college campus, the single largest investment in FE facilities in the North West, linked to investment at the University of Bolton and investment support from NWRDA.

- £300m urgent care centre with swimming pool and leisure facilities and sports science in partnership with PCT and the University of Bolton.
- £100m town centre car park programme in partnership with private sector.
- £11m PFI Castle Hill scheme which includes a primary school, library, training centre and youth facilities.

The key challenge for Bolton is to ensure that our residents are better able to compete for new jobs and wealth creation opportunities being created in Bolton and across Greater Manchester City region.

BSF is at the heart of our comprehensive response. The successful delivery of BSF in our communities of greatest need, combined with a robust school improvement programme and innovative curriculum and ICT will offer Bolton's young people the greatest chance of success.

The lessons we have learned from our comprehensive delivery include:

- A foundation of robust project management
- Good and regular review of risk
- Robust discussions and agreeing outcomes with partnership (including builders) at the outset.

And we continue to learn from our partnership with Blackburn with Darwen (an LA already in BSF) and our joint LEP.

3.6 Benefits Realisation

3.6.1 Working with the Private and Third Sector

As part of the joint procurement both authorities have been consistent with all bidders that the BSF investment does not simply provide new schools, but it is a catalyst for wider regeneration, the transformational delivery of public services and the means of creating a wide range of employment opportunities. A key objective defined in the Strategic Partnering Agreement Schedule 12 (Partnering Services Specification) is in relation to "actively contribute to strategic planning for wider community and economic benefit".

The benefits of working in partnership with Blackburn with Darwen Council to procure a Joint LEP were identified at an early stage. These have been articulated and defined in the procurement documentation (SPA Schedules 12 (PSS) and 14 (CPTs/KPIs)) and formed a key element of the extensive dialogue undertaken with PfS and bidders. The Council are fully committed to develop a successful and dynamic integrated LEP to enable access to the specialist resources available to further enhance service delivery. Bolton has already seen the value of integrating services with the PCT through the Bolton, Rochdale, Middleton and Heywood (BRAHM) LIFT for the provision of a new library in Breightmet.

The Council has a well developed structure for the management of the Joint LEP with Blackburn with Darwen and PFI contracts, which have been shared with bidding consortia and form an integral part of their Initial Bid submission. The Joint Client Team's relationship with the LEP is shown in Table 3 in Section 7.1. The Council will further develop the detailed requirements (procedures, roles and responsibilities, governance arrangements etc) with the shortlisted bidders during the second stage of dialogue.

3.6.2 Joining up within the authority

(a) Has the LA considered how BSF could improve other areas of public services such as leisure and greenspace?

Bolton Council has considered both these issues.

For leisure services we have a final draft stage of a consultant's review of our leisure strategy, led by the Director of Regeneration and Development, which looks at our partnership with Serco and others across the borough, with a particular focus on the impact/opportunity provided by BSF. We are progressing this work.

In respect of greenspace, in 2007 we commissioned the PPG17 Open Space Assessment which clearly identified those areas of the borough where there are deficiencies in playing pitches, some of which will be addressed through BSF. We are also in the process of identifying clubs in specific areas to develop the school/club links that will lead to increased usage of enhanced (BSF) facilities.

We have also considered wider opportunities to link BSF into other investments. We recently installed a "play trail" in Hall Lea Brook via Playbuilder funding which it is planned the new BSF/PFI school at Westhoughton will use as part of their cross-country route for pupils.

(b) Has the LA considered the demand that BSF investment will place on other services such as transport and waste?

Bolton Council has considered these issues.

In respect of transport, our School Travel Adviser will be working with the design teams for each school during SfC stage.

We have also had initial discussions with Greater Manchester Public Transport Executive (GMPTE) about Bolton's building plans to enable them to plan ahead.

For waste services, we are actively involving our environmental waste collection services to ensure that all BSF and Academy schools will have: -

Full recycling facilities to take schools waste products;

The provision of free waste minimisation sessions on a regular basis;

The provision of a composting area for green waste and waste vegetables; and
Where space permits the school could host mini recycling centres.

These proposals will allow us to sustain the already intensive recycling activities taking place in Bolton schools.

We will work with colleagues in Regeneration and Development control, to ensure that all BSF developments comply with the Council's strategies to ensure that we deliver high quality environments both within the school and its surrounding environment. BSF will allow us to address issues around highways, etc, issues.

3.7.1 Strategic planning

(a) How will a coherent transformational vision be developed for each partner?

Bolton and Blackburn with Darwen LAs have agreed to establish a joint LEP which is expected to finalise one preferred bidder by September 2009. The transformational visions for each authority were agreed before the agreement for a joint LEP. The overarching vision for each LA is "Transforming Learning, Communities and Lives".

Both authorities share five corporate priorities:

- Improve the economy and deliver regeneration to tackle poverty, skills and worklessness
- Improve public health and wellbeing
- Improve, strengthen and enhance neighbourhoods
- Achieve first class services
- Deliver a "fit for purpose" organisation

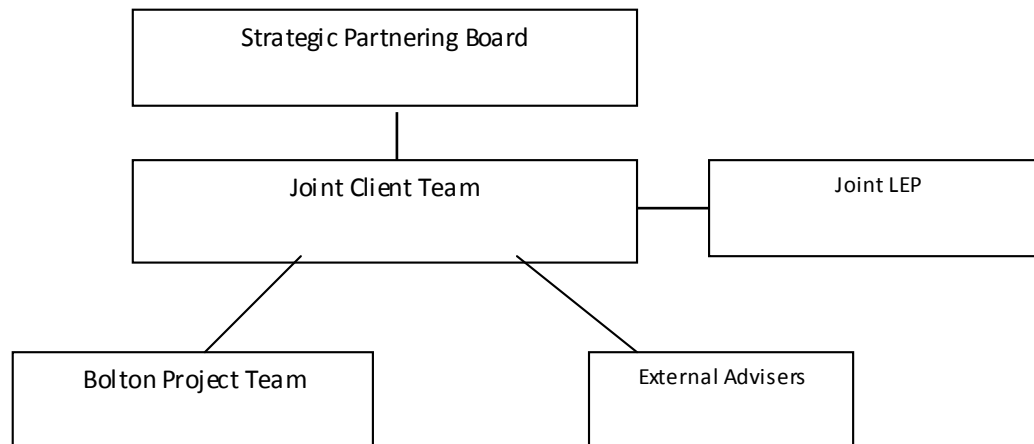
Both authorities also share six children's services priorities:

- High ambition, exceed national targets by 2016/17
- Close the gap
- Continuum of personalised provision 0 to 19
- Children, young people, families and communities at the heart of learning
- Schools as community hubs and central to delivery of extended services

BSF joined together both authorities' corporate and children's services priorities into our agreed vision for BSF, complemented by the strategic themes BSF requires authorities to follow.

BSF in Bolton and Blackburn with Darwen will transform learning, communities and lives for today's and future generations by creating centres of excellence for learning, living and the delivery of services from specialist partners at the heart of our communities. BSF investment will support the transformation of secondary school curriculum, organisation and operation, enabling the delivery of ECM and the 14 to 19 agenda within high performing, inspirational, state of the art learning and community facilities.

The table below demonstrates the Governance arrangements that will be put in place to deliver the joint pro forma.



The costs of the joint client team will be met on a 50:50 basis as agreed in the MOU.

During the Strategic and Partnering meetings in the 1st stage of ICTD dialogue all bidders have responded very positively to the proposals and associated governance arrangements for the joint LEP (LA investment is divided equally between Blackburn (5%) and Bolton 5%). They have commended both Councils on their integrated approach with a single Local Authority Representative on the LEP Board that will rotate annually between the two councils, a single Strategic Partnering Board with appropriate representation from both Bolton and Blackburn with Darwen Councils and also the optimised timing and content of the Bolton programme during the delivery phase.

Both LAs have established a common and robust risk management process; the joint risk register is updated at each board meeting, most recently on 24 March 2009. Bolton's specific risks are reported to the Bolton Project Board.

Blackburn with Darwen have been the lead LA as they had already begun the LEP procurement, and on that basis Bolton have agreed that the two sample schools are Blackburn with Darwen schools, but with input from Bolton heads. Bolton chaired both sample school design groups through ICTD. All other aspects of the LEP procurement are now shared equally across the two authorities.