

Scrutiny Briefing – Update on the Building Schools for the Future Programme

**Children, Young People & Schools
Scrutiny Commission**

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Useful information

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- Report version number: draft 1

1. Summary

The Commission has been provided with periodic updates by the Assistant Mayor / Portfolio Holder for Children's Services and the BSF Programme Director on the BSF Programme. This report provides a formal update on the programme and as per the request of the Commission at its meeting of 29th October information pertaining to the impact the programme has on the following aspects:

- ICT
- Benefit Realisation
- Programme outcomes
- Sustainability

The Programme is progressing well with works on site at Keyham, Millgate, Ellesmere, New College, Sir Jonathon North, Lancaster, Moat, English Martyrs, St Pauls, Babington, Hamilton and Netherhall, Westgate, and Ashfield Schools. The projects are on programme with a small number showing slight delays however there is every confidence that these will be mitigated in the remaining time and education will be unaffected.

2. Main report: Programme

The BSF programme is on track to hand over 50,000sqm of schools in the next few months. This is the equivalent of 10 football pitches and is a massive undertaking particularly as we are spread across multiple sites. All remaining schools are in the construction phase and are progressing towards their planned opening dates. Where any delays have been previously identified, the project teams have been working to ensure that any delays are eliminated. Where necessary we have deployed additional staff to mitigate issues and manage handovers more effectively

Most of the projects in this phase are a combination of new building and refurbishment. There are some schools in the phase that will have areas that are not to be touched and this adds to the complexity of managing the works. In April 2014 Keyham and the

new building phase of Sir Jonathan North were handed over to the schools. Over the summer seven more projects will complete the new building part of their programmes.

There has recently been significant progress to overcome the risks associated with this programme and we have now managed to do this through strenuous efforts by all parties so that the programme now remains on time and within budget. All construction works will be complete by March/April 2015.

Project Outcomes

As a consequence of the BSF investment there is the opportunity to deliver outcomes that will benefit the schools, the pupils and the wider community, detailed below are some of the outcomes and benefits that are being delivered across the programme.

(a) ICT

Leicester City Council's BSF Programme is committed to ensuring the transformational potential of technology to support learning, teaching and school development. We view Information and Communications Technology (ICT) provision as a service that establishes the basis for the long term integration of technology into school practice, to enhance and improve the learning and teaching, community, and business functions of BSF schools.

The key categories of the BSF investment in technologies are:

Infrastructure (Passive and Active)

Leicester City Council is providing all of the BSF schools with a minimum Cat 6 infrastructure in new build and refurbished areas with Cat 6a infrastructure provided to ICT-rich areas and wireless access points in mainstream schools. Linked with server provision, a wireless network designed to support the school; the solution provides a robust backbone to supporting systems and device use throughout the schools.

Wireless provision extends across the whole school campus (including agreed external points). The wireless solution is designed to provide users with continuous access across the school, and to support a whole class of users connecting to the wireless network at any time in every standard learning space. The wireless network is designed to support staff and student devices purchased through the BSF Programme, as well as provide schools with guest device access for visitors, and meet the demands of future increases in student device numbers. While 1:1 device provision for learners is not affordable within the BSF ICT budget, several schools are exploring the potential of introducing Bring Your Own Device approaches, or supporting parental purchase schemes.

The BSF Programme is providing robust servers infrastructure and onsite and offsite backup solutions, fitted for future expansion.

Key Systems

The cabling and network infrastructure support the key systems we are implementing

as part of the BSF Programme. They support the IP ICCTV (Internet Provider CCTV), access control system and Building Management Systems provided by the building contractor, as well as cashless catering, a centralised print solution, digital signage, library systems and Voice over IP (VoIP) telephony.

- Cashless catering – enables all learners, including those in receipt of free school meals, to pay for their meals via identity cards. The automated system is designed to make payment management easier for the school and faster at the point of payment.
- Centralised print solutions – designed to decrease environmental and financial costs associated with multiple small printers, and enable schools to effectively manage and monitor print allowances.
- Digital signage throughout the school – providing visitors, staff and learners with information and updates.
- Digital library system – so that learners can better access resources, and schools can better promote their library services and manage loans.

The BSF Programme provides authentication for staff and student users– typically via a plastic smart card which can double as the staff or students ID card.

Authentication ('single sign on') based on user profiles, allows students and staff defined access to library systems, cashless catering, centralised print solutions, and access control.

The Programme is also introducing Microsoft Office 365 across BSF schools. This provides the schools with anywhere access to Office 365 and its capabilities. The main components of Office 365 are Exchange (email), SharePoint (for online collaboration and file sharing, both within the school and from any location with an internet connection), Lync (video conferencing), Sky Drive (storage and file sharing) and Office Web Apps (web based versions of the office suite of programmes – Word, Excel, Powerpoint). One major advantage for schools is that it provides access to the basic features of office applications online – ensuring that all learners have access to the office suite from home, even if their home computer does not have the software installed, and that staff can edit documents in the browser. Office 365 provides schools with a cost effective data storage solution for the non-essential data generated by the school, as well as the assurance of backups and disaster recovery.

Classroom technologies

All standard learning spaces are equipped with interactive presentation facilities (typically, interactive projectors) with sound. Classrooms are provisioned with laptop docking stations or a fixed desktop for quickly connecting devices to the school network and the projectors.

Staff and learner devices

School teaching staff are equipped with an encrypted laptop. This provides staff with the flexibility to use their own device in any area of the school, as well as providing

them with a dedicated machine for home working.

Learners are provided with fixed PCs in ICT rooms, Mac Suites for Design classrooms, and shared mobile devices available for use across all other curriculum areas.

Typically, this consists of secure laptop charging trolleys and laptops, and a smaller number of tablet devices.

Whereas the standard BSF model of provision has been a mixture of fixed and limited, shared mobile devices (i.e. classroom sets of laptops between approximately 6 classrooms), most of the schools, including earlier phases, are now looking at a move towards 1:1 device provision for learners (from our current approximate 1:3 provision). Many are exploring the potential of introducing Bring Your Own Device (BYOD) programmes. This is something we are supporting in terms of planning, management and the provision of guidance.

ICT Initiatives

'Reclaim Open Challenge'.

In order to ensure the city fully benefits from this investment, we have prioritised ensuring that schools are able to make best use of technology to meet their aspirations for transforming educational provision. Staff development is critical for ensuring every learner attending a BSF Programme school benefits not only from a learning environment with world-class technology provision, but from an education that is supported and enhanced by the use of technology to raise achievement and aspiration, connect communities and open opportunities.

In terms of specific technologies introduced to the schools through the Programme a schedule of training is agreed with schools through the re-baselining process. The Authority has taken an innovative approach to working in partnership with schools to identify strengths and gaps across the city in the use of technology to support learning, teaching and school community development. We are working in Partnership with De Montfort University and all the BSF schools on the **DigiLit Leicester Project** – which has developed a Digital Literacy Framework for secondary level school staff, which allows individuals and schools to reflect on their practice, focus on specific development areas, and evidence progress.

The project works with 23 Leicester Secondary and SEN Schools, focusing on the 1,912 staff members who support learners.

The project has:

- created a developmental infrastructure to support the transformation of educational provision across the city, through partnership-working and the support for teacher professionalism;
- created a unique self-evaluation framework, which supports professional practice in compulsory education, based around six key strands: Finding, Evaluating and Organising; Creating and Sharing; Assessment and Feedback; Communication, Collaboration and Participation; E-Safety and Online Identity; Technology supported Professional Development;

- provided 23 schools with a personalised or city-wide analysis of staff digital literacy, which underpins continuing professional development.

The survey will be taken again next year, and updated school specific and city wide reports will be produced, based on the data analysis. This will enable a longitudinal analysis of outcomes to be developed. The project outcomes will be disseminated through further evaluation reports, and peer-reviewed publications.

In September 2012, the project was selected as representative of one of the best examples of open innovation in education globally, as one of the 5 winners of the Reclaim Open Learning Innovation contest, sponsored by the [MacArthur Foundation](#), the [Digital Media and Learning Hub](#), and the [MIT Media Lab](#).

Josie Fraser, ICT Strategy Lead (Children's Capital) attended the Reclaim Open Learning Symposium, from September 26th and 27th, 2013 at Calit2, University of California Irvine, to represent and promote the project. Attendance expenses were covered by the competition organisers and by the officer herself.

(b) Benefit Realisation

Given the level of investment that the BSF programme introduces to the City it is anticipated that benefits both economic and social will filter through the local area and economy. The programme has been trying to measure these benefits and detailed below are some of the outcomes. Clearly the benefits will be wider reaching within the local environment given the level of expenditure directly from the programme and as a consequence of having a significant work force within the local community.

Local Labour

Throughout the life of Leicester BSF, wherever possible subcontractors have been selected on their locality and whether they employ a local labour force. At present we have a local labour force on site and within the Leicester BSF of 25%. There are a number of projects which have local labour figures and this will be monitored over the coming months with the Economic Objectives being a platform of support.

Of the suppliers used within the programme 20% (as a percentage of spend) are within the Leicester area, with 57% of spend within a 30 mile radius.

Training and employment

The programme has delivered 27 apprentice placements; this is in addition to the informal opportunities created within the programme such as student placements within the BSF team from local schools.

Miller Construction UK as our partner do produce a relevant quarterly report on their corporate responsibilities and this is shown at Appendix 2.

(c) Programme Outcomes

The BSF programme is more than just about Bricks and Mortar, it creates an

opportunity to enhance learning environments to encourage innovation and to consider alternative ways of teaching and learning. The BSF schools have been developed in such a way as to wherever create buildings that will stand the test of time through their ability to be adapted and to incorporate new technology. Images of the school are to be found on our website of [The City of Leicester College](#) which demonstrate a modern approach to the school environment.

Initial responses from the teachers and students have been extremely positive with large, open plan flexible and creative learning and teaching spaces: bright airy break-out areas for group learning and individual study, outside performance areas, external eating areas, and separate provision for the sixth form students. Schools are also being built using the “secure by design” concept so corridors are overlooked by teaching staff, and toilets are open whilst at the same time offering privacy, thus reducing anti-social behaviour. Students have reported that they feel safer and happier as a result. The whole school community are very proud of their new environment and take up all opportunities to show case to the wider community what the school can now offer i.e various sports facilities, community rooms, state of the art theatre spaces etc. Students wear their new school uniforms with pride and are happy to be identified as belonging to such a visually striking new school.

Furthermore, key indicators will be used to measure satisfaction with the building moving forward as well as the impact on educational outcomes. A piece of work is currently underway to capture the “benefits realisation” on BSF phase 1 which is now five years post-completion.

Appendix 1 further illustrates some of the collaborative work that has been carried out through the Arts and Culture work stream.

(d) Sustainability

With the creation of new state of the art buildings, emphasis has been placed on how measures can be introduced within the fabric of the building to make it an efficient, environmental friendly building which will encourage and educate the users in its most proficient use.

The schools incorporate a number of innovative measures to reduce the dependency on traditional fuels, these include:

- i) Air Source Heat Pumps
- ii) Photovoltaic Cells
- iii) The use of bio fuels

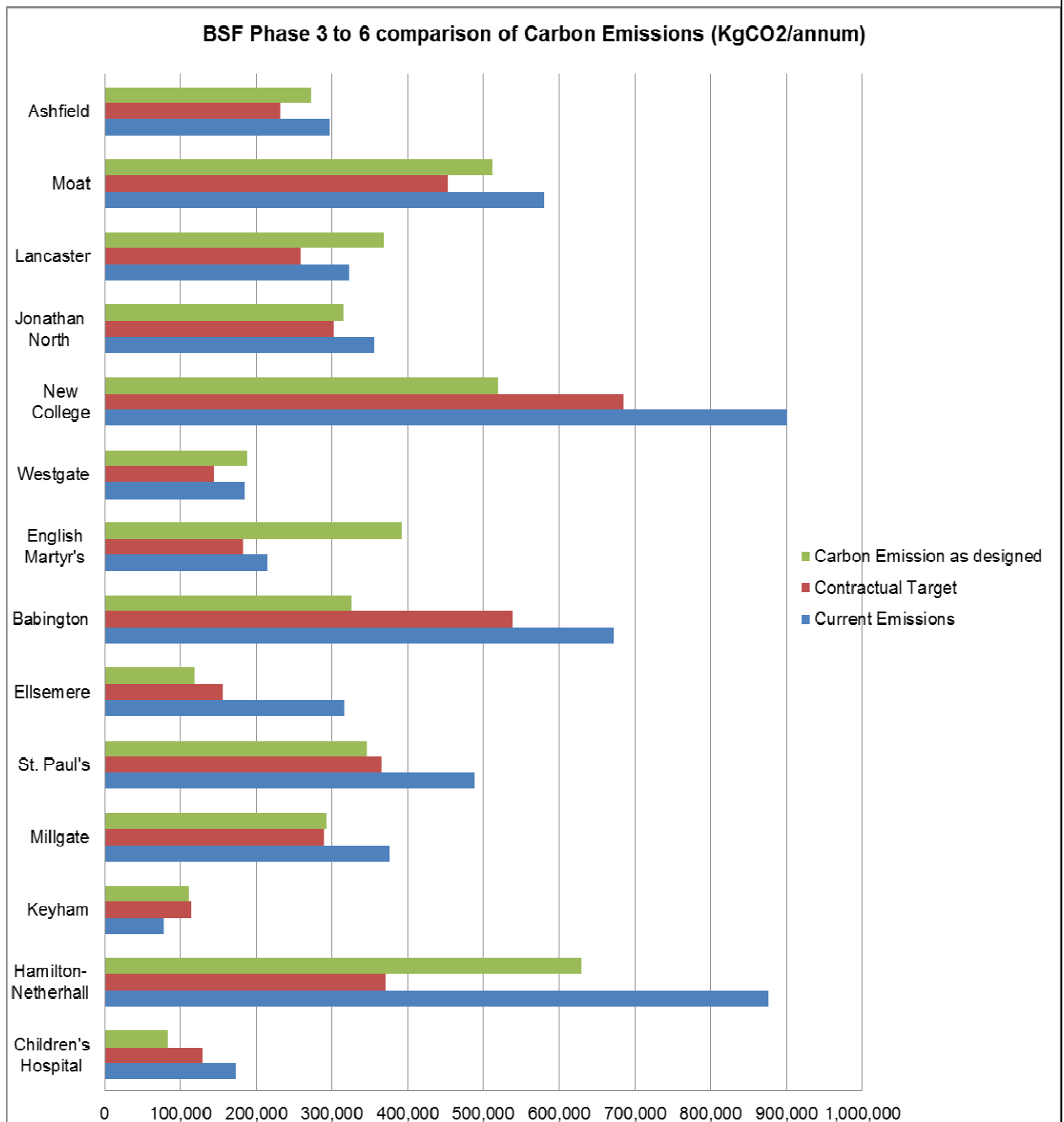
The aspirational target for the Building Schools for the Future Programme is to reduce carbon emission of schools under the Phase 3 to 6 schemes by 28% against the 2009-10 carbon emission baselines. As the schemes are a mix of new build and retained estate, as a result of which the total carbon emissions will be higher than those of the new build. Current projection are a reduction of circa 24% , however this is subject to

detailed energy consumption reports, which will be available closer to the handover of the individual projects.

The programme has been concerned however with the operating costs of the schools and has sought to ensure that there is potential to use more than one heating and power source in the schools to create flexibility in the event of price fluctuations with particular fuel sources.

The table below shows the original estimated carbon emission and the projected emissions.

However, please note that some emissions will appear higher as the school has increased in size and has retained its old buildings.



3. Details of Scrutiny

Not applicable

4. Financial, legal and other implications

4.1 Financial implications

None

4.2 Legal implications

None

4.3 Climate Change and Carbon Reduction implications

Please see body of report

4.4 Equalities Implications

Equality implications have been addressed within the BSF programme

4.5 Other Implications

None

5. Background information and other papers:

Previous report to Scrutiny on 20th October 2013

6. Summary of appendices:

Appendix 1a – (Summary) Digilit Projects in the BSF programme

Appendix 1b - Digilit ICT projects in the BSF Programme

Appendix 2 – MCK Corporate responsibility report