

21st Century Schools

Information Document

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WLGA • CLILC



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

Cymry Ifanc
Young Wales

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This document has been produced by the 21st Century Schools Programme Team on behalf of the Welsh Assembly Government and the Welsh Local Government Association, and is available as a pdf for download from www.wales.gov.uk/topics/educationandskills/publications/guidance/?lang=en and from www.wlga.gov.uk/english/21st-century-schools-programme

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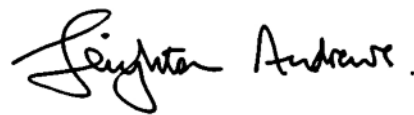
Foreword

The 21st Century Schools Programme

Children and young people in Wales deserve the best possible education. The School Effectiveness Framework (SEF) brings together all initiatives intended to bring about improvements in the effectiveness of schools.

There are similar initiatives intended to secure improvements in colleges but their success depends on having an infrastructure of buildings, sites and technologies that not only support but positively enhance teaching and learning. The school estate in Wales has a number of sites and buildings that are unsuitable, in poor condition or have surplus places. Despite good progress in some areas, the current school infrastructure is unsustainable educationally, financially and environmentally for the purposes of delivering 21st Century teaching and learning.

The Welsh Assembly Government (WAG) now plans a long-term investment programme that will have an impact throughout the whole of Wales, creating a generation of 21st Century Schools. The programme is currently being developed in collaboration between the Welsh Assembly Government (WAG) and local government in Wales, led by the Department for Children, Education, Lifelong Learning and Skills (DCELLS) and the Welsh Local Government Association (WLGA); a co-production which is aimed at driving successful delivery and effective outcomes.



Leighton Andrews, AM

Minister for Children, Education and Lifelong Learning



Cllr. Peter Fox,

Welsh Local Government Association
Lifelong Learning Spokesperson

1. Introduction

What is the purpose of this document?

The intention of this document is to explain the development of an important new long-term investment programme for Wales which aims to create a generation of 21st Century Schools. The document is mainly for elected members and officers of all the Welsh local authorities, diocesan authorities, governors and staff in all 1,823 schools in the maintained sector (including faith schools and special schools), and those in the further education sector. It will also be of interest to those in professional organisations involved with education, people involved in the design and construction industries, and local community groups, amongst others.

What are the aims of the programme?

The Welsh Assembly Government, in collaboration with local government will deliver through the 21st Century Schools programme:

- Learning environments for children and young people in Wales aged from 3 to 19 that will enable the successful implementation of strategies for school improvement and better educational outcomes;

- A sustainable education system through better use of resources to improve the efficiency and cost-effectiveness of the education estate, and which enhances local public service provision; and
- A 21st Century Schools Standard for all schools in Wales which reduces recurrent costs, energy consumption and carbon emissions.

How is this different to previous initiatives?

For many years the ability of local authorities and schools in Wales to invest in a better school environment has been constrained. Since 2005, significant funding has been provided by WAG to enable local authorities to supplement local finance so that more projects can be implemented, alongside a limited number which have been funded entirely from local sources. Most of these projects have been for new or refurbished primary schools, while only a few major secondary school or other larger projects have been possible. In most areas these one-off projects have had to be aimed at the most urgent needs, whilst other priorities have had to be held back through a lack of capital funding. Some local authorities have been able to make significant progress in school modernisation, but many have not.

Now, a strategic approach aimed at investment across the whole estate in Wales for ages 3 to 19 and over a longer term is being implemented. The 21st Century Schools programme provides a major opportunity for all schools in the maintained sector in Wales to receive necessary investment. From 2012 and continuing for 15 years or more, funding will be provided in 3-year bands for major elements of long-term programmes to be agreed between each local authority and WAG. The aim is to bring to an end the piecemeal approach to investment of the past and to move away from annual formulaic allocation of funding for projects.

Here are some of the main features of the new approach:

- The programme has been developed jointly by WAG and local government in a unique collaboration. A Programme Board was established in March 2009, which has met regularly in shadow form prior to its official establishment following the programme's launch conference in March 2010. This Board has equal representation from WAG and local government, with representation also from colleges and schools with a religious character, and has been co-designing the structure and detail of the programme which is described in this

document. A small central programme team funded by WAG and based at the WLGA has been established to take the programme forward to implementation.

- Local authorities will be asked to look ahead and produce (with expert advice and support available from the programme team) an initial overview of the changes they wish to implement over a 10-year period. This overview will set out the wider strategies needed to create school improvement and successful outcomes for children and young people, including a review of teaching and learning strategies, and the use of Information and Communications Technology (ICT); it will underpin proposals for the creation of high quality school environments of the right size, in the right places and of the right type for young people in their locality. This Strategic Outline Programme (SOP) will therefore identify the initiatives and steps that can be taken in each authority to meet the three key aims of the national programme. These might involve short, medium, or long-term change in the configuration of the local school estate, planning effective future provision for children and young people.

- A high-level school estate survey has been commissioned by WAG, with the co-operation of the local authorities, diocesan authorities and schools to provide a common set of baseline data about the condition of all schools and their suitability for current and future needs. This data will inform investment decisions and will be available for the local authorities and diocesan authorities to use from May 2010 in support of their SOP submissions, and so that they can continue to keep the data current.
- In order to deliver these local programmes, authorities will go on to identify a range of options for investment, whether it be for new-build schools, amalgamation, closure and replacement with new, upgrade or refurbishment. Where possible these individual projects will be grouped together to maximise the local impact and to procure value for money. These groups of projects will be categorised into those needed soon, and those needed later.
- Projects will be specified to meet, wherever possible, a set of standards to be published later in 2010, which is referred to as the 21st Century Schools Standard (see Section 7). This will cover minimum requirements that should be met in all schools, whether existing or new, to provide high-quality environments both internally and in the spaces around schools. The standards will relate to matters such as sustainable and low carbon design, heating and ventilation, acoustics, accessibility, catering arrangements, social areas, facilities for outdoor learning, and use of ICT, amongst others. However, detail on how projects will be configured to respond to this new Standard will be required at a later stage, and is not required for submission of SOPs.
- Local authorities will be expected to aim for balance in their proposals between all sectors, be they Welsh medium, faith based or community provision, for children and young people with special or additional educational needs, and to provide supporting information for the preferred options. The local authorities will be expected to have engaged with diocesan directors/Boards of Education and with colleges and others in the further education sector, considered opportunities for integrating public services, and to have worked effectively with other local authorities in the area in arriving at their strategic programmes.
- Once proposals have been prioritised, projects will be allocated funding in appropriate bands of 3-years duration. It is intended that the long-term programme will be published in 2011 to

enable local authorities and schools to plan with confidence. SOPs will need to be refreshed periodically, and re-submission might be on a bi-annual basis to permit re-evaluation of priorities in a changing environment. This is a long-term investment programme that requires both WAG and local government to bring together capital resources to achieve national objectives and local priorities. By working together in this way WAG and local government will look to maximise the collective purchasing power of the education system to reduce costs, and to maximise the benefit of this investment to the Welsh economy.

- The programme is fully aligned to the SEF, the agreed National Purpose for Schools and the National Model for School Improvement.

Timescale

March 2010

Launch conference for the programme in Cardiff.

March - October 2010

Programme team provides advice and support to local authorities in preparing Strategic Outline Programmes. A number of regional seminars are being planned to assist in this process.

May 2010

Local authorities submit Tranche 3 bids to DCELLS for projects commencing in 2011-12. Successful projects may then dovetail this transitional funding with the commencement of that authority's programme funding, enabling an extended package of investment.

OCTOBER 29TH 2010 – DEADLINE FOR ALL AUTHORITIES TO SUBMIT STRATEGIC OUTLINE PROGRAMMES.

Authorities can submit earlier if they wish, and the programme team will offer to review draft submissions to support successful outcomes.

Early 2011 - Programme Board receives recommendations as to funding sequence, based on analysis of all 22 local authority submissions.

Spring 2011

Minister announces long-term programme funding sequence.

Spring 2011 onwards

Authorities selected for investment will be requested to submit Outline Business Cases (OBCs) for programme funding as and when ready. The programme team will provide support as necessary. Approval of OBCs unlocks funding for the allocated project slot in the programme.

Spring 2011

Projects with approved OBCs are initiated for funding and commencement from April 2012. Once procurement is advanced, Final Business Cases (FBCs) will need to be submitted for approval prior to contract signature.

April 2012

Funding available for investment in band A

Joined-up policies nationally and locally

The 21st Century Schools programme must align with sustainable development policies and investment across public services. The SEF outlines a National Purpose for Schools, which identifies the importance of community-focused schooling and integrated services if schools are to be effective. School investment, regeneration initiatives, housing development, and improvements in other public services can and should be considered together. School sites can often be ideal for the co-location of a range of community services, where each enhances the use of the others. For example, a much-needed community library can be incorporated within a school that also offers lifelong learning to local people and adjacent health and leisure facilities with shared transport arrangements. Both WAG and local government have programmes to enhance

community well-being in various sectors, and this schools investment programme will create many new opportunities for efficient and high quality facilities on or near school sites, and also for initiatives that will improve carbon reduction. Aligning funding in a joined-up way for such initiatives can be challenging, as they often involve many different agencies. Local service boards can add value to the strategic planning of schools investment through local regeneration and community development initiatives, and the programme team can provide support to help achieve this if required. Joined-up strategies that support children and young people more widely are also key to the success of this programme.

Consultation to date and planned

Wide engagement with local authorities and a range of other organisations has started, and has been progressing through 2010. Work will continue with local authorities, and the process of wider consultation with industry will develop, as the role of contractors and suppliers will be crucial in implementing the objectives of the programme.

In July 2009 regional seminars were held in Carmarthen, Beaumaris, Newport and Nantgarw for officers and members of all the authorities, together with diocesan representatives and further education colleges. The meetings were well-attended and heard from members of the Shadow Programme Board representing WAG, the WLGA and local authority bodies the Association of Directors of Education in Wales (ADEW) and Society of Local Authority Chief Executives (SOLACE) about the progress made to date. Following these seminars, visits to each of the local authorities took place between September 2009 and February 2010, so that directors of education, their teams and corporate colleagues could discuss in more detail how the programme will affect them. These discussions have in many cases led to ongoing contact with the programme team about the development of local strategies for investment, or about current school projects that will contribute to these strategies. A meeting with all the diocesan directors of education in Wales has also been held, and continued dialogue is planned. Discussions continue with the post-16 sector on delivering transformation and aligning investment with school modernisation. There have also been two well-attended regional meetings for elected members, at which many questions were asked and answered (See section 12).

Wider engagement with a range of organisations has started too, and will step up during 2010. Presentations about the programme have been made to Welsh bodies dealing with construction, design, landscape, children, and local government finance, amongst others.

2. What is a 21st Century School?

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What is our vision for 21st Century schools in Wales?

How should schools be configured for teaching and learning this century? There is a general consensus that there needs to be a more flexible approach to the nature and location of places where the whole community can learn. Opportunities may exist for co-location of public services on school sites, or other contributions to sustainable development. Many school buildings require upgrading; this programme is also a chance to ensure that changing approaches to teaching and

learning can be reflected in up-to-date facilities. It is also an opportunity to ensure that the SEF is supported by suitable learning environments.

Schools in Wales need to be in good condition and suitable for the delivery of 21st Century education. In many cases, existing schools can be modernised, repaired, refurbished, extended, or partially rebuilt where to do so will meet the standards needed for contemporary teaching and learning. However, some existing schools are no longer in the right place, or they have become uneconomic to

maintain. In such cases the local authorities might propose new schools. It is expected to see a mix of retention and replacement throughout the programme, in line with local needs and views. The quality standards which are going to be applied throughout Wales should ensure that all schools, regardless of whether they are new, will be excellent environments for teaching and learning after investment has taken place.

It is important to have a shared vision of what is to be achieved before starting major investment in schools across Wales. However, what is seen as important depends on who is asked. A range of views is illustrated in the table attached as Appendix A, drawn from groups of people and organisations referring to future schools in the context of both Welsh education strategies and investment programmes of a similar nature from other countries. As part of the SEF, WAG, local government and schools have developed and agreed a National Purpose for Schools which is described in the Appendix. The word “schools” has been used throughout the table to refer to places where young people and the community can learn, although some prefer alternative terms for future schools such as “community learning centres”.

The Shadow Programme Board’s working definition

The Shadow Programme Board (see Section 3) has formed its own view of the key issues that need to be addressed through the 21st Century Schools Programme. These are as follows:

- Schools configured to respond to changing approaches to teaching and learning which are identified in and being driven by the SEF, strengthened school leadership and the involvement of the school community, will reflect local needs and support young people to achieve their potential.
- Schools of the right size in the right places
- Inspirational environments appropriate for new educational developments and technologies, efficient yet adaptable enough to cater for the changing needs of the future up to 2030 and beyond.
- World-class, sustainable environments for teachers to teach and learners to learn, supported fully by ICT, that drive improvements in educational standards, and address issues of climate change.

- Inclusivity, providing appropriate provision for the individual learning needs of all learners, spaces in which those with special educational needs and disabilities feel that their needs are respected, and which enable all members of the school workforce to work, rest and socialise.
- An outstanding resource for the whole community which can offer a range of co-located facilities such as childcare, health and social services, and adult training.
- An opportunity for schools and other services to work collaboratively to enhance teaching and learning and to link more effectively with early years and with the 14-19 transformation agenda.

The programme team would like to hear from you if you agree with the views expressed here and in Appendix A, or if you do not, and any thoughts as to what has been missed out. The team would also be interested to know which aspects of a 21st Century school are, from your point of view, the most important. See Section 11 for how to respond.

National Model for School Improvement

A National Model for School Improvement to support delivery of the SEF has been developed and agreed between WAG and local government, with input from schools. The National Model will be adopted by each school, local authority and the Welsh Assembly Government.

Information and Communications Technology

ICT increasingly provides an important dimension to the way in which teaching and learning is carried out, and to how schools operate. 21st Century technology should be harnessed through this programme, using investment in buildings, enabling infrastructure, equipment and software. This might involve change management at school level and in local authorities to enable the best technology to be available in the service of children and young people of the future.

In order to encourage such a development, guidance is being developed with BECTA, the UK Government ICT advisory body for education, drawing on best practice from across Wales and across the world. This guidance will provide local authorities and schools with a wide view of options and approaches that are being considered in the UK and Europe, and will be available in mid-2010. The overview will be supported by case studies from Welsh local authorities

and schools, where examples of innovation are evident. A client group for the development of the guidance is being established with WAG and local authority representation.

One area to be explored is the development of ICT managed services for all schools. These are already being used successfully in a few Welsh local authorities, whereby ICT provision and support comes from a single provider. The benefits of common standards and networking across the schools and beyond are apparent. In Scotland this has been applied at a national level: the "ICT Spine for Schools". In the Welsh context, the PSBA is an important enabling initiative developing a broadband network across the public sector. The extent to which ICT investment in schools is used as a driver for strategic change will inform the need for, and level of, specific funding through this programme.

At the launch conference, the Minister made particular reference to the importance of ICT: "The use of ICT is increasingly key to engaging children with education and to give them the skills and opportunities to become lifelong learners. The Learning environment isn't just about buildings. It is my belief that the use of ICT will play a vital and central role in this programme as we move further into 21st Century learning".

3. Prioritisation and Funding of Projects

A strategic approach

All local authorities will be asked to submit Strategic Outline Programmes by the end of October 2010, looking ahead over a ten-year period and showing how the national aims of the programme can best be met locally. As outlined in Section 1, the SOP will provide an overview of the strategies needed to create school improvement and successful outcomes for children and young people, including a review of approaches to teaching and learning and to the use of ICT. The SOP will underpin proposals for the creation of high quality school environments of the right size, in the right places and of the right type for young people in their locality. These might involve short, medium, or long-term change in the configuration of the local school estate, identifying groups of schools requiring investment at different stages. Authorities will be asked to identify a range of options for investment, whether it be for new-build schools, amalgamation, closure and replacement with new, upgrade or refurbishment, and to identify and provide justification for their preferred projects. Where possible these individual projects will be grouped together to maximise the local impact and to procure value for money. These groups of projects will be categorised into those needed soon, and those needed later, with start dates dependant on need and deliverability.

There will then be a process of negotiation and adjustment leading to the creation of the long-term national investment programme. This programme may take 15-20 years or more to complete. The Programme Board will then receive recommendations about the prioritisation of investment across Wales of the first band of funding for projects. It is the intention of the Board that, as far as possible, funding throughout the programme will be fairly distributed across Wales. The actual allocation of funding will then be decided by the Minister, moving away from the previous annual formulaic allocation of funds to the local authorities, to a long term capital investment programme.

Until the results of the School Estate survey are analysed, baseline data of the condition of the Welsh school estate is incomplete. In addition, the scale of required reorganisation and modernisation to be delivered across all local authorities is not yet known, and neither is the scale of potential surplus assets and revenue savings that might be achieved. These factors mean that the exact total cost of investment required under this programme is not yet known. The overall needs of each authority are likely to vary greatly from one to another, from perhaps £50m to well over £200m.

If the 3-year band approach is adopted, each band should permit investment to take place on this scale across Wales progressively in each 3-year period. The position will need to be reviewed in the light of more detailed assessments of need, and by the availability of funding from WAG and the authorities over the life of the programme. It may become increasingly feasible over time to increase the rate of spend by supplementing the capital funds from WAG and the local authorities with prudential borrowing or monies from other sources. Later in 2010, it is hoped to be able to give more indication of the optimum project size which the programme aims to fund, and the proportion of this funding that local authorities will be expected to find from sources other than WAG.

It is intended that funding should be released in 5 or more bands of spending, each of 3 years duration, in a sequence that would provide funding reasonably spread across Wales in each 3 year band. For planning purposes, it is proposed that this spread of funding should be based on the regional groupings of local authority education consortia recognized by ADEW (Association of Directors of Education in Wales), with the aim that no region is without investment for a significant length of time. The success of this approach will of course depend on there being sufficient

funding for each band, and a sufficient pipeline of good quality, sustainable investment proposals coming forward from the local authorities.

This approach would have the following results:

- Each authority would receive funding in (typically) up to three of these bands, dependent on the scale of investment required. It is hoped that each authority will be able to enter the programme within a reasonably short time, and that once it has started to receive funding each authority would have further funding identified in future years until all planned investment has taken place.
- The arrangements for project implementation might vary, depending on circumstances and opportunities. For example, in one region band A might comprise funding for two authorities that have decided to procure projects together, whereas for another authority funding would be allocated for sole procurement. In another region, there might be a joint procurement for three authorities, each covering up to half of its school investment proposals. See Diagram A for an illustration of how this might work.

The objectives of the 21st Century Schools programme stated in Section 1 are wide-ranging. Their fulfilment will entail the effective joining-up of a range of initiatives, some of which have to do with buildings and facilities, others with systems and processes, and still others with the management of change amongst the people involved. Funding is likely to be required for each of these, but there are options as to the source and type of funding. Initially the programme will draw on WAG capital grant funding, supplemented by funding from local authority sources including:

- Prudential borrowing, where capital is raised from a third party;
- Capital receipts, where appropriate;
- Revenue funding for possible facilities management and ICT managed service contracts.

It is for each authority to determine how their funding package should be configured, within the limitations of WAG funding levels, EU funds where appropriate, and the ability of the authority to borrow, achieve capital receipts, or otherwise assemble necessary funds.

Maintaining the assets over their life-time is an essential key to achieving value for money in these investments. Proposals from local authorities will therefore be assessed

in terms of both initial investment required and the approach to whole-lifecycle costs. Lifecycle contracts can be used to tackle the shortcomings of construction-only contracts. They make the contractor responsible for the lifecycle of the project as well as its design and construction. Some types of lifecycle contract require the private sector rather than the client to assemble the finance for the project. WAG officials are currently investigating the viability of such options for this programme and may make recommendations to Ministers in due course. Local authorities will be asked to demonstrate that they plan to budget adequately for good life-cycle maintenance of the school estate.

Role of transitional funding and exemplar/ demonstration projects

Transitional funding for school investment from DCELLS has been running since 2008 and the third and final tranche will run alongside the development of the larger programme. Once the new more strategic programme grows, from 2012 onwards, each successive year of projects should bring with it rising standards of investment and better value for money.

It is intended that some of the early projects funded by the programme should become exemplars or demonstration

projects for later ones, trying out innovative solutions, procurement and contract arrangements, or piloting new ideas, and thereby contributing to the establishment of an appropriate 21st Century Schools Standard (see Section 7). This would apply to both new build and large-scale refurbishment projects. An element of prioritisation of funding will be applied to those investment proposals that are able to demonstrate innovation in the following areas:

- Technology-intensive learning: maximisation of the use of digital technology; approaches that demonstrate the use of ICT to transform delivery of education and training and that demonstrate adoption of sustainable solutions, including the use of environmental standards in procurement;
- Construction innovation: methods of delivery such as the use of off-site construction techniques, and/or sustainable construction of schools that can deliver a low carbon environment;

- Innovation in design: use of inspirational or alternative approaches to the provision of flexible learning spaces, social and dining spaces, school toilets, and design that enables the provision of community facilities and/or shared services; better design and use of school grounds;
- Inter-authority development, design or procurement of projects; and/or innovative approaches to funding or contractual arrangements
- Other innovative ideas identified by authorities relating to the learning environment.

Such projects approved for funding will be given additional expert support from the programme team if it is needed. The intention is that these projects will be evaluated and the results disseminated to all authorities, in order to embed best practice in the programme as it develops over time.

This flexible approach to funding should enable most if not all of the 22 authorities to get started in the programme within the first four years with their highest priority projects, or with transitionally-funded or exemplar projects. For those not prioritised for an early start, a reserve list may be created for earlier entry to the programme if suitable opportunities arise.

Diagram A: Illustration of Roll-Out by Bands of Funding

T3 = Transitional funding phase 3

EX = Exemplar projects

Investment Area	Authority	Band A		Band B		Band C		Band D		Band E		F?							
		2011	2012	2013	2014	2015	2016	2017	2018	2019	2020		2021	2022	2023	2024	2025	2026	
Region 1	1		T3																
	2																		
	3			EX															
	4			EX															
	5				EX														
	6			EX															
Region 2	7		T3																
	8																		
	9																		
	10			T3															
	11			T3															
Region 3	12			EX															
	13			T3															
	14																		
	15				EX														
	16																		
	17																		
Region 4	18			T3															
	19																		
	20																		
	21				EX														
	22																		
Total Spend																			

4. Strategic Outline Programme Submissions

The SOP will have three purposes.

For the local authority to:

1. Demonstrate that it has developed a coherent strategic overview of the future of its education provision, including VA schools and 14-19 learning pathways, through discussion with a wide range of stakeholders about changes that will be required, and providing evidence of the need for and nature of consequent investment over a ten year period
2. Identify an initial investment project for a group of schools, and provide clarity on why this project has been selected, and evidence that it will be ready to be delivered in the timescale proposed.
3. Identify, if appropriate, subsequent investment projects.

Some local authorities will already have investment plans and business cases in place for education transformation and/or school modernisation. Where these exist, they can form the basis of a submission to the 21st Century Schools Programme, but may need to be reviewed in the light of the criteria set out in this document. In particular, sectoral plans (for primary, secondary or 14-19 learning pathways) will need to be effectively joined-up in SOP submissions, which need to cover all sectors

from 3-19. There is an obligation on local authorities to involve all appropriate bodies in preparation of their proposals, delivering a consensus approach wherever possible. These should include, amongst others, the diocesan authorities and local colleges.

The SOP template (see Appendix B) is based upon the HM Treasury 5-case model for Business Cases required by WAG. The template contains common elements with the national programme Business Case and, later on, the same elements will be developed in further detail for the individual Outline Business Cases that each authority will be required to submit. This family of Business Cases should ensure that there is a commonality of objectives throughout the programme from the national to the most local level.

The submission deadline for SOPs is 29th October 2010

The programme team will, if requested, provide expert support to authorities in the preparation of these documents, and on any aspect of the strategy or implementation. Some authorities may have sufficient resources in-house or through use of consultants to produce successful submissions, whilst others may want to take up a wide range of the support offered by the team.

How will SOPs be assessed?

In developing their strategic outline programmes local authorities will want to check that these are configured in a way that will succeed in gaining approval first time round. The programme team will welcome requests to discuss draft documents prior to submission. The assessment of submissions will follow a process which is illustrated in Diagram B. The yellow boxes in the Diagram summarise the key issues, for which more detail is provided in the table of definitions below. Assessment will begin with the overview, and submissions that address all of these issues will go on to be considered for prioritisation of their project proposals. The SOP template provides a structure for each authority to address the range of issues being assessed.

Authorities that have not addressed all the issues, or have done so in an unsatisfactory way, will be asked to develop the overview further before proposed projects are considered. This is likely in some cases to mean that those projects will not be prioritised for band A funding. This approach reflects the importance attached to having a good overall strategy for future investment before embarking on its implementation.

Submissions that successfully address the strategic issues will then be evaluated in respect of the proposed initial investment project for a group of schools. The quality of option appraisal carried out by the authority will be the first key factor in this evaluation, by providing good evidence that the group of schools chosen as the priority project has been selected from other options carefully considered. Finally, the proposed delivery arrangements for the preferred project will be evaluated, in terms of factors that could delay implementation and the capacity of the local authority's team to procure and manage contracts. The programme team will work closely with each authority to ensure that, wherever possible, packages of investment are assembled that meet these criteria for early prioritisation.

The template refers in Section 7.3 to Risk Analysis. It is for each authority to determine its approach to identifying risks, and to set out mitigating actions that might be adopted to minimize their occurrence.

Definitions of criteria for prioritisation

The criteria applying to this phase of the programme are listed below, and they relate to the main headings shown in Diagram B. They apply to decisions about funding in the first band (2012-2015) but will be reviewed and may be refined for subsequent bands. Scoring of submissions will be carried out in accordance with the notes in the "Measures" column, where proposals will either be scored 0-5 or will be subject to a Pass/Fail threshold where noted.

Criteria	Rationale	Measure
1. High-Level Investment Objectives		
1.1 School improvement strategy	Strategies are in place for school improvement, where necessary, and where appropriate for joint working at WAG/consortia/authority/school level.	Yes / No Threshold pass
1.2 Transformation of approaches to teaching and learning, incl. use of ICT	Local authority and schools have worked to implement a vision for teaching and learning that is more than just a building programme, drawing on available best practice guidance, including BECTA's publication: "Transforming education and training through effective use of technology in capital programmes". The vision should embrace the whole 3-19 age range.	Appropriateness of vision and proposals- score 0 - 5; Threshold pass at 2
1.3 Organisation strategy across 3-19 age range	Opportunities have been taken where necessary to reduce surplus places and address organisational change, or otherwise improve the efficiency of the school estate. The strategy should refer to inter-authority issues and the full requirements of statutory processes. Reference should also be made here to the demand for Welsh Medium education.	Yes / No Threshold pass The percentage reduction in predicted revenue costs overall should be given

Criteria	Rationale	Measure
1.4 Sustainability and CO ² reduction	Strategies for reducing carbon dioxide emissions associated with the education estate are in place.	Extent to which issues have been addressed - score 0 - 5; Threshold pass at 2
1.5 Integrated public services, co-location of services and community benefits	Opportunities have been created where possible to co-locate and integrate community services and / or to enhance local or regional regeneration.	Extent to which issues have been addressed - score 0 - 5
2. Project Options Appraisal		
2.1 Building condition	Existing school premises in poor condition or which are uneconomic to operate would be replaced or renewed. Reference should be made to the findings of the recent school estate survey and the authority's asset management plan data.	Condition rating (A to D) per pupil on roll
2.2 Suitability of facilities for educational needs	Schools that are inflexible for future needs, or which are difficult to operate would be addressed.	Suitability rating (A to D) per pupil on roll
2.3 Affordability	Preparatory work has been done to identify the order of both capital and running costs, and affordability of the options.	Yes / No Threshold pass

Criteria	Rationale	Measure
2.4 Site issues	Ownership of sites has been established, and risks associated with planning approvals identified.	Yes / No Threshold pass
2.5 Quality of option appraisal	<p>Evidence of thorough consideration of options informing proposed solutions which meet national investment objectives, and which meet legal requirements for consultation on any changes that require statutory approval.</p> <p>There should be a clear rationale for proposed groupings of schools to form projects, and options considered.</p> <p>Evidence that all key stakeholders have been consulted on the strategy and that where possible consensus has been reached. On specific projects, that school governors support proposals, and that schools, children and young people will be properly involved in project development.</p>	<p>Quality of option appraisal and critical success factors - ranking 0 - 5</p> <p>Evidence of consultation Threshold pass</p>

Criteria	Rationale	Measure
2.6 Innovation: exemplar/ demonstration projects	Where appropriate, opportunities have been taken for innovative approaches to delivery of projects (as set out in Section 3).	Quality of proposals - ranking 0 - 5
3. Readiness		
3.1 Skills and capacity to implement	Local authority has identified the necessary resources and governance arrangements for delivering the programme, together with appropriate procurement plans to deliver projects on time and budget.	Yes / No Threshold pass

In the event that two or more submissions have the same score using these criteria, the Programme Board may recommend to the Minister that additional tie-breaker criteria could be applied. These might, for example, relate to:

- 1) the scale of overall investment needed in each authority (so that authorities with high investment needs might be prioritised because of the need to have their funding spread over a longer period) and/or
- 2) the level of deprivation experienced by the community to which schools in the proposed projects relate, so that investment would be prioritised to communities in Wales which would benefit most from improved educational facilities. Finally, there could be
- 3) consideration of regional fairness, whereby, again in a situation where two projects are scored equally against the criteria, the one from an area of Wales under-represented in the proposed band of funding is chosen.

Diagram B: Process for Assessment of SOP Submissions

Strategic Case: Overview

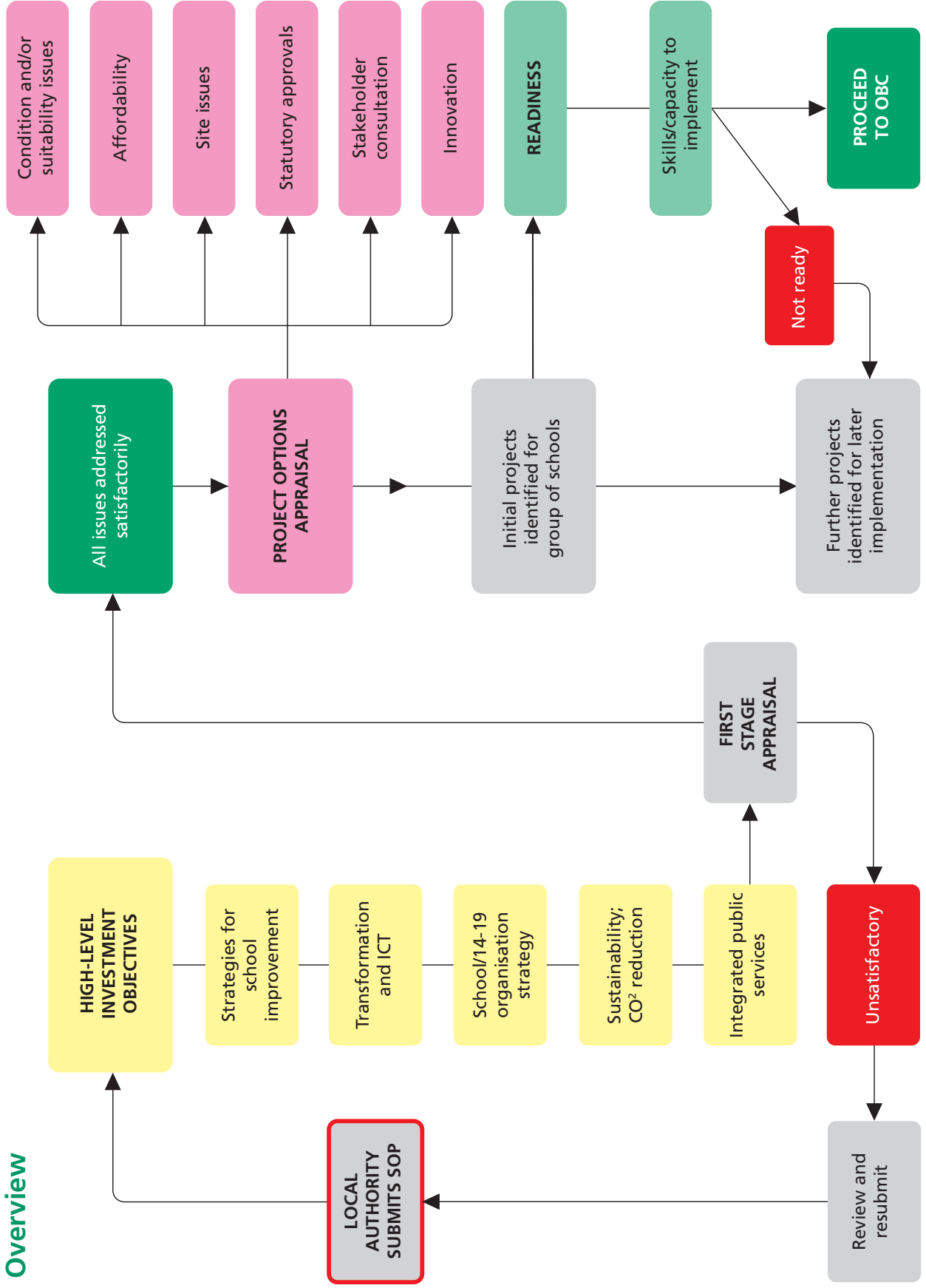
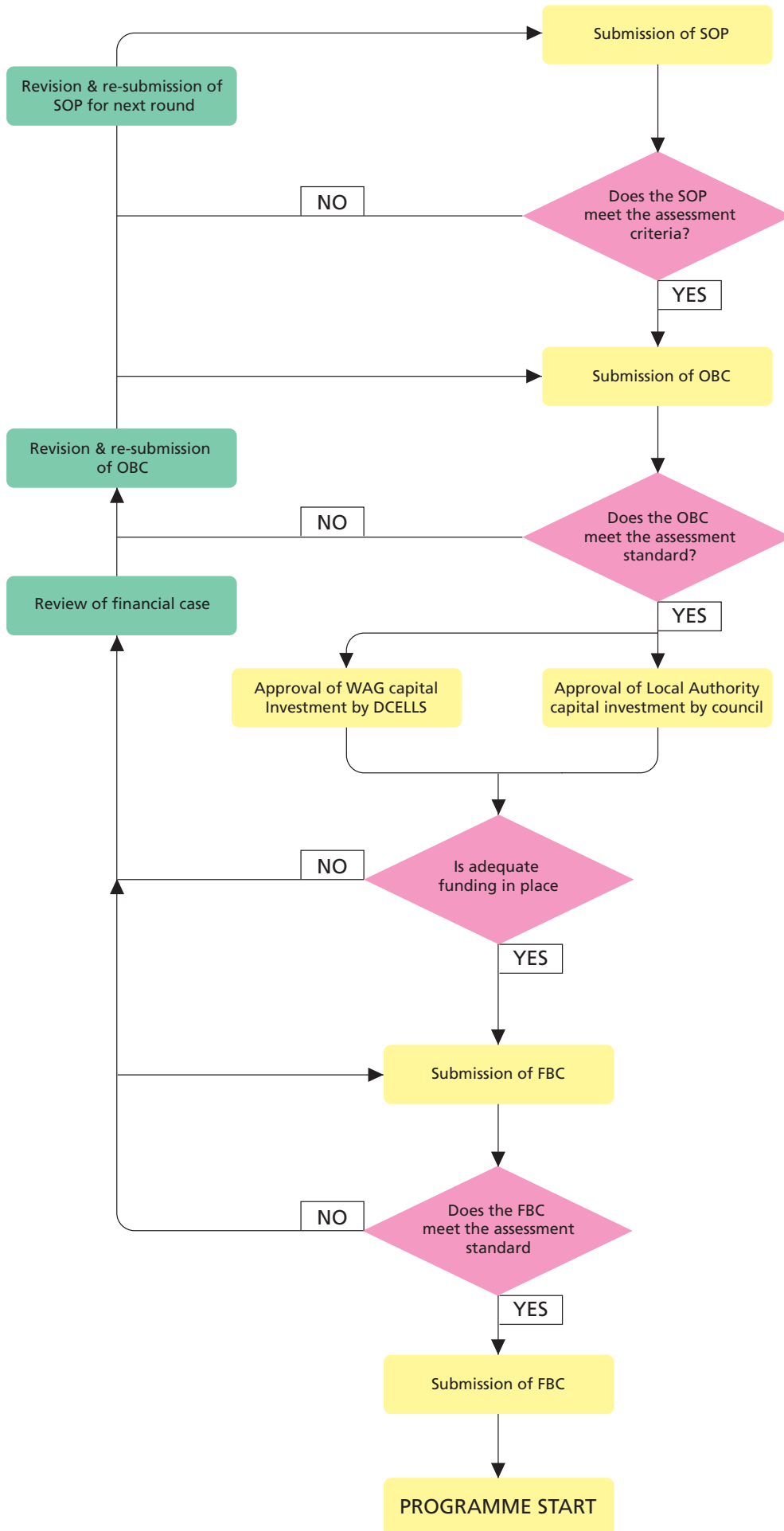


Diagram C: Sequence of Business Case Submissions



5. Outline Business Case Submissions for Projects

As programme submissions from authorities are prioritised, the initial band of project funding across Wales will at the same time be identified. Once the prioritisation profile is confirmed, those authorities with projects in this initial band will then be requested to produce Outline Business Cases (OBCs) in order to complete Council budgeting processes and draw down WAG funding. However, funding for project development will generally not be available prior to 2012. A template for the OBCs will be made available, based on the same 5-case model as the SOP, but requiring more depth and detail. As with the Strategic Outline Programmes, expert support will be offered to authorities from the programme team to assist with preparation of these documents.

Role of gateway reviews

Gateway reviews are a peer review process intended to provide the authority's project sponsor with advice on the deliverability of its project. It is intended that local authorities should undertake a gateway review prior to submission of OBCs, so that any recommendations made in the review for improving the delivery of the project can be put in hand and reflected in the Business Case itself. This will very likely increase the chances of timely approval of the funding for the project. Arrangements for these reviews will be announced in late 2010.

In due course, gateway reviews will also be required for the later stages of programme and project deliverability.

6. Procurement Options

The initial approach to delivery of the 21st Century Schools Programme in Wales has been based on valuable lessons learned from large-scale school investment programmes in England and Scotland, and from a number of Welsh projects also. The nature of the programme in Wales suggests that a range of options for delivery should be made available rather than a pre-defined one. An important aspect of procurement for the programme is to secure community benefits such as training and apprenticeship opportunities, through the adoption of a strategy for contracting and for the supply chain which will open up opportunities for small and medium enterprises (SMEs) in Wales. The use of local materials and the adoption of low-carbon solutions are amongst other aspects that will support the local economy. An example might be the promotion of innovation in sustainable off-site construction, for which a long-term pipeline of work would help create a market underpinning viable businesses, leading to job creation and a significant contribution to developing the Welsh economy. The long-term nature of the programme brings with it opportunities for cost-effective procurement routes.

However, some of these might only be achieved by scaling-up from local solutions to regional and national ones. Local authorities may need to find a balance between these possibly conflicting aims of local benefit and wider efficiencies. A range of ways of procuring schools projects is open to this programme, each with its own implications, benefits and disadvantages, some of which are summarised below. In the SOP submissions, authorities are asked to indicate which procurement routes they propose to use, based on a robust appraisal of options.

Traditional contracts

Until about ten years ago this was the most commonly used procurement route, involving separate stages for the appointment of designers and contractors. This approach has continued to be widely used by local authorities in Wales for relatively small-scale projects, and almost always for one school at a time. Such contracts, however, can be relatively expensive as a result of the inefficiency of one-off procurement, which has to be repeated for each school. In this long-term and larger scale programme there is an expectation that alternative approaches will be used which will be more efficient and may also have the benefit of building capacity and expertise in the local authorities.

Design and build

The design and build route is an approach adopted in recent years by many local authorities across the UK, and is in line with recommendations from the UK Government regarding improved efficiency and value for money. It can be used for single schools, or for several projects grouped together in a single contract. One contractor (sometimes employing more than one design team) takes most of the responsibility for the delivery of the projects, and carries risk on the assembly of the whole team, and its effective integration, to meet the client's targets.

Framework contracts

Some local authorities have put in place framework contracts, whereby a panel of contractors has been prequalified, through competition, for use over a fixed period. These contracts are usually for design and build, and allow a relationship to be established between the local authority and the contractors that permits continuous improvement and efficiencies for both parties. Frameworks are also an excellent opportunity for several authorities to collaborate, and there are examples of such initiatives currently already in place or being procured in Wales. Contractors normally bid for framework contracts in value bands, and for those at the lower end there are opportunities for smaller local firms and suppliers to be involved. Frameworks are

likely to be the procurement vehicle of choice, where appropriate, for use in 21st Century Schools Programme.

Partnering

Some local authorities have developed a variant on the frameworks described above in which a single design and build contractor is appointed for a fixed number of years following competition. These partnering agreements normally bring with them a commitment to develop and improve standards and to reduce costs over a series of projects, in return for a commitment from the Council to use the contractor for a minimum total value of work in the period. This allows a good working partnership to be developed between authority and contractor/design team, in which key individuals on both sides can learn together over time. Using this approach it has been possible in such cases to introduce elements of innovation, and to take account of the lifecycle of the projects in terms of detailed design and cost control.

Maintaining the asset

The procurement routes illustrated do not address the responsibility for keeping schools in good condition after investment is complete. This normally falls to the client: the local authority or the school. So, unless standards are very carefully specified in the building contract, a building that is expensive to run and maintain can result with no recourse to contractual remedy. Local authorities and schools have historically found it difficult to budget at the level required to keep their premises in optimum condition over long periods of time. The inevitable result has been that schools may need expensive repair or require complete replacement. In SOP submissions, authorities are asked to show how they expect to maintain schools to a good standard over time. Facilities management contracts can be used to achieve this, and another option which may be available to local authorities is the use of life-cycle contracts (see Section 2 on alternative approaches to funding).

7. A 21st Century Schools Standard

In a programme on a national scale such as this there is an opportunity to use the investment to create and achieve a 21st Century School Standard across a range of measures. During the course of 2010, work will be undertaken to establish an agreed basis for the elements of such a standard, taking into account the demand for flexibility and for local interpretation of such national standards, and affordability. It is intended that the standards will apply to both new facilities and to refurbished ones. These will be published in the form of best practice guidance, and are likely to include:

- Space standards;
- Interpretation of statutory requirements (eg sprinkler installations);
- Environmental standards (for example lighting, ventilation, acoustics);
- Design of low carbon and sustainable schools;
- Learning outside the classroom;
- ICT;
- Procurement routes;
- Project management;
- Involvement of children and young people in design;
- Other issues which might include catering and eating arrangements, and involving artists.

Each of these workstreams will be progressed by the programme team in collaboration with WAG and with representatives of local authorities so that a consensus can be reached on achievable yet demanding standards that will contribute to the objectives of the programme nationally. There will be a sustained commitment to the achievement of high standards throughout the programme, working in partnership to create appropriate and stimulating learning environments of the highest calibre within the school estate in Wales.

The exemplar or demonstration projects that are to be funded in the early stages of the programme will play a significant role in developing and establishing this new standard.

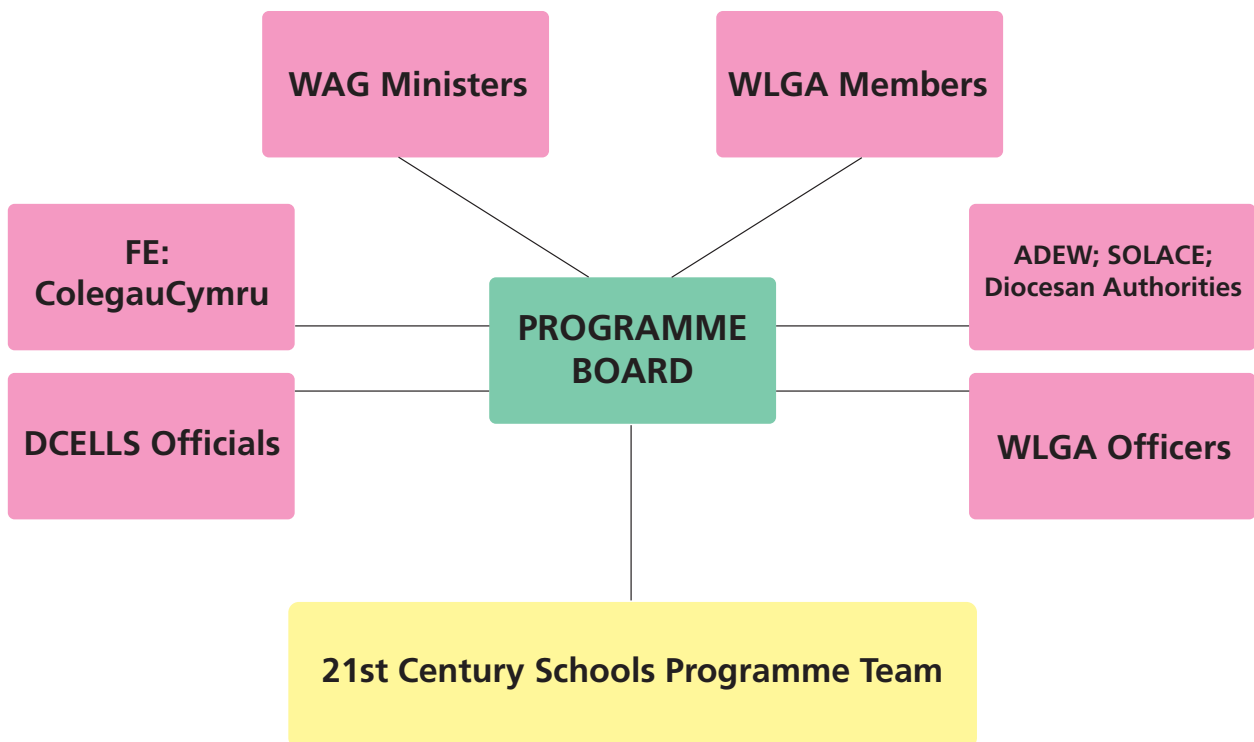
A list of best practice guidance currently available on these and other topics will be available on the programme website currently at www.wales.gov.uk/topics/educationandskills/publications/guidance/?lang=en and www.wlga.gov.uk/english/21st-century-schools-programme

8. Governance - The Role of the Minister and the Programme Board

The governance of the programme has been designed to reflect the contribution, experience and expertise of the various partners working together. A Shadow Board was created in March 2009 comprising WAG officials and officers from local government represented by the WLGA and local government bodies ADEW and SOLACE Wales, representatives of the

faith school providers in Wales, and of the Further Education sector (ColegauCymru), which has designed the programme up to this point. From June 2010 this will become a full Board, chaired jointly by the Minister for Children, Education and Lifelong Learning and the WLGA's Lifelong Learning spokesperson or their nominees.

The diagram below indicates the nature of this collaboration.



The 21st Century Schools Programme Board (the Board) will provide expert advice and guidance to the Minister for Children, Education, Lifelong Learning and the WLGA Spokesperson for Lifelong Learning on all aspects of the 21st Century Schools Programme with the aim of ensuring its successful implementation.

The Board's role will be, in broad terms:

- Advising the Minister on various aspects of the implementation and delivery of the programme;
- Monitoring the management and delivery of the programme;
- Monitoring the work of the programme team.

In order to achieve these aims, the Board will

1. Discuss and take shared decisions including, among others:
 - Ongoing development of the definition of 21st Century Schools;
 - Prioritisation of the roll out of the programme;
 - Timetable, scope and delivery of the programme.
2. Identify opportunities for links between the programme and other WAG and local authority policy areas, existing strategies and other capital investment programmes;
3. Align the programme with work on school improvement, raising educational standards and a focus on outcomes for children and young people;

4. Approve the commissioning of research and guidance into any best practice deemed to be appropriate to the programme at any given time;
5. Approve and review an ongoing communications and engagement strategy;
6. Advise Ministers on all aspects of the development of the 21st Century Schools Programme and the achievement of key milestones;
7. Advise WLGA political representatives on the development of the programme and the achievement of key milestones.

In undertaking the above, the Board will be responsible for development of the national standards for 21st Century Schools, and an agreed sequencing of local authority programmes for co-funding that, in aggregate, will define the national programme. However, the Board will not be responsible for capital funding decisions that will provide the capital resources for these investments; these decisions will be taken by DCELLS for its contributions and by individual councils in line with their budgeting processes. The Minister's statutory role in the determination of school re-organisations remains unchanged.

9. Support From the Programme Team

A small national programme team has been funded by WAG, and is based at the WLGA and managed jointly by WAG and the WLGA. The programme team provides a focus for the programme and also expertise in programme management and procurement, to supplement the skills that are already available in local authorities. The team also includes a bank of associates who are experts in various areas and who will provide ongoing project support to local authorities as and when needed.

At a national level the programme team is currently:

- Holding discussions with each local authority on their plans, issues and capacity;
- Building a network of key people to help develop and deliver the programme;
- Communicating the aims and details of the proposed programme to a wide range of audiences, including establishing a website for the programme;
- Providing a telephone and email help-line for local authority officers;
- Holding discussions about how the programme can further align to the SEF and National Model for School Improvement;
- Working to achieve consensus among the local authorities and their various representative bodies on aspects of the programme, including the establishment of common standards for projects through publication of best practice guidance (See section 7);
- Preparing guidance for submission and assessment of Strategic Outline Programmes, and subsequently Business Cases, for all projects in the programme;
- Advising WAG officials, WLGA officers and the Programme Board on progress, issues and developments;
- Providing briefings about the programme for design, construction and ICT professionals and suppliers in readiness for the implementation phase, and maintaining engagement with the market and advisers.

Capacity-building for local authority teams

The programme team will work with individual authorities or groups of authorities to provide support with particular identified needs as required.

These could range across, for example:

- Support for the process of school re-organisation;
- Support for development of procurement options;
- Carrying out of skills audits and supporting establishment of project teams;
- Enabling representation for schools in project teams;
- Enabling best practice in the process of design for projects.

The programme team will provide this support in an enabling role, to ensure that skills are transferred wherever possible to local authority staff for use on further projects. The support will not be mandatory, although authorities will be encouraged to make good use of the free assistance, support, challenge, guidance, training, and mentoring available from the programme team in order to achieve best practice in their programmes and projects.

Sharing expertise and best-practice

Many of the Welsh local authorities and some of the schools have already developed expertise in project delivery, and wherever possible will be encouraged through this programme to share this best practice with other authorities and schools. There are many opportunities for collaboration between authorities and between schools in developing local solutions. The programme team will aim to disseminate information through the programme website and other communication tools, and with working groups involving key individuals from those authorities with particular expertise.

To access support from the team, please use the Contacts in Section 10.

10. Contacts and Information

For further discussion on any aspect of this document please contact in the first instance:

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For discussion about preparation of
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Martin Lipson

Programme Director
or

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Programme Manager
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If you wish to discuss any aspect of the programme with colleagues in DCELLS, please contact:

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11. Your Views on this Document

The programme team welcomes comments on any aspect of the proposals in this document. Our preference is for comments to be submitted by email to enquiries21stCS@wlga.gov.uk but if you wish to use the contact details above please do so. Your views on the following would be particularly welcomed:

A: The way that the programme has been configured at a national and local level

B: What aspects of the programme you like

C: Any aspects that you do not like or consider to be unworkable

D: The definition of a 21st Century school, and which aspects are the most important

E: Anything else you think should have been included in the document, or on which you want to have more information

It is recognised that responses to these questions may come from individuals or

from a variety of sources within each local authority or other bodies. Where a local authority is responding, it would be appreciated if contributing individuals within each local authority could co-ordinate their response.

12. Frequently Asked Questions and Answers

The following list has been drawn from questions raised by local authority members, officers and other attendees at the regional seminars about the Programme held between June 2009 and February 2010. At the time of writing there are not definitive answers to all the questions you may have, but it is intended that decisions influenced by further feedback will be made during 2010.

Funding

1. How do we know that there will be a fair distribution of funding to all parts of Wales?

The proposals are that the four local authority education consortia regions of Wales will move forward through the programme together. Subject to a suitable pipeline of good quality projects coming forward, a balanced share of funding will be awarded to local authorities in each region, based on the prioritisation criteria. The aim is to ensure that for each 3-year band of funding, there are projects chosen in each of the four regions. It is the intention of the Programme Board to publish the full national funding profile once it has been approved by Ministers.

2. What percentage of the total cost will be funded by WAG?

At this stage it has not been decided. However, previous DCELLS capital funding regimes have assumed that a percentage of the cost of projects will be found from local sources. It is very likely that this will remain the case while capital funding levels nationally are restricted. Local authorities are in a position where they can benefit from maximising efficiencies through their strategy for this programme, especially by removing surplus places, and may be able to access capital receipts over time, or to attract other funding.

3. Will authorities with access to additional funds be prioritised over those that don't?

Prioritisation will be decided on a range of factors, which are illustrated in Section 4. Analysis of affordability is one of the requirements. However, in the event that proposals from authorities are of equal priority in all respects other than availability of funding, then it is for the Minister to decide on tie-breaker grounds (as set out below the table of criteria definitions in Section 4).

4. How much is available in total?

At the time of writing, this is not known with any degree of certainty. Ministers will fix spending levels for 2011-2014 in July 2010, and local authorities will be advised of the outcome at that time. A more detailed analysis of funding available for band A of the programme will be available while authorities are preparing their SOPs. This is a long-term programme, and funding levels may well vary from spending review to spending review over the 15-20 years or more of its term.

5. Are their sufficient resources to deliver this programme?

There are significant resources already deployed for schools capital investment by local government and WAG, and this programme sets out an approach to make better use of those resources, using the collective purchasing power across the education system. There are significant opportunities to realise efficiencies across the schools estate to reduce costs, both in terms of removing the need for patch and mend maintenance, and by tackling inefficiencies in the estate. The scale of investment demand will define the timescales required to deliver this programme – it is a question of when, not whether this programme will be delivered.

Strategic plans

6. If our authority has already prepared a strategic plan for investment, can we submit it early?

Yes in principle, but it is possible that it will not be aligned with the prioritisation criteria set out in this document. In addition, strategic plans have sometimes been for primary schools or secondary schools or 14-19, but generally not for the whole estate. Submissions will need to address the nature of investment needed across all 3-19 provision.

7. Our authority has already addressed many pressing needs in relation to school investment; does that mean it will not be prioritised for further funding?

The extent of need for school investment during the course of this programme will be the focus of decisions to be taken about the early allocation of funds. The emphasis is on transforming outcomes for children and young people in Wales and a range of criteria will be applied, including the quality of proposals and the authority's readiness to deliver them. It is therefore possible that funding will be spread more evenly than need alone would require.

8. Will there be an expectation that projects will be 50% new-build as in England?

No. It will be for each authority to propose what level of investment is required, and in what way it should be configured. It is likely that each authority will have a unique mix of new-build, refurbishment and repair to schools. There may be a need for the scale and nature of these proposals to be negotiated with the programme team and DCELLS officials in order to match proposals to the availability and type of funding.

Delivery

9. We have the capacity in our authority to deliver our own projects; will we be required to collaborate with other authorities?

This will not be a requirement, but authorities should be prepared to demonstrate that their strategies take proper account of neighbouring local authorities and their strategies. They would also have to justify the value for money of working alone when there may have been opportunities for more efficient procurement through collaboration with other authorities. There are many benefits to sharing expertise and experience

amongst Welsh local authorities, and the programme team will be supporting initiatives in this area.

10. Is the 21st Century Schools Programme the only source of schools' capital funding from WAG following 2012?

Yes. It is the intention of DCELLS to combine a number of existing funding streams in order to maximise investment opportunities. This means that capital budgets from early years through to schools and VA schools will be considered as components within the overall programme.

Appendix A

What is a 21st Century School?: a range of views

The following table relates to schools in a generic sense. There are clearly differences in the issues and solutions that would apply depending on whether a school is in the secondary or primary phase, is a school for

children with special educational needs (SEN), and so forth. However, for the purposes of this document an overall approach has been adopted.

Who are we?	To what do we aspire?	How should it be done?
Young People	Places where young people want to be- schools that are modern, welcoming, colourful, light, inspiring.	Involve young people in the process of change from inception to completion, including curricular implications, contributing to design, creative roles, etc.
	Schools that are spacious and pleasant, particularly common areas, social spaces and dining areas.	Look at good examples of facilities in colleges, universities, hotels, fast food outlets, and restaurants in the UK and elsewhere.
	Schools that provide environments that inspire pride, and are kept in good condition and repair.	Ensure that design is high quality and that whole-life costing underpins good maintenance contracts as a mandatory part of the programme.

Who are we?	To what do we aspire?	How should it be done?
Young People (cont)	Well ventilated schools, with the right temperature in summer and winter.	Natural ventilation wherever possible.
	Make toilets safe and pleasant places to use.	Careful design in consultation with young people.
	Eradicate bullying.	
	Better furniture that can be used more flexibly.	Examples from other countries.
	Technology-rich classrooms.	A separate fund for ICT?
	School grounds with places to play, work, study, and relax.	Work with Learning Through Landscapes and other bodies.
Parents	Accessible locations for school buildings, and that reinforce “ownership” by the community.	Consultation, and imaginative design.
	Schools that are safe and secure, including school transport arrangements and safe routes to school.	Consultation with the local authority, and police.
	Children should be happy and successful at school.	Much of this is down to the staff and their interaction with parents and children.
	Provision of community facilities on school sites.	Encourage parents to get involved and help to develop new initiatives at schools.
	Provide co-location of SEN where possible.	All too often SEN children are put out of sight and out of mind, they need to be involved and consulted with their mainstream peers.

Who are we?	To what do we aspire?	How should it be done?
Welsh Assembly Government Department of Children, Education, Lifelong Learning, and Skills (2)	A National purpose for schools:	
	Enable all children and young people to develop their full potential by acquiring skills, knowledge, understanding and attitudes, including personal, social and emotional skills, to enable them to become economically, socially and personally active citizens and lifelong learners.	Consult widely and integrate a range of policies to deliver better outcomes. Invest wisely.
	Promote a culture of social inclusion and respect for diversity, particularly through developing the wellbeing of learners and personalising their learning.	
	Establish strong professional learning communities in schools where practitioners can develop and share their professional knowledge on learning and teaching.	Develop more opportunities for school leadership teams to work on vision for the future through this programme.
	Offer children and young people a curriculum that engages and motivates them to learn and to achieve their potential.	Look at what others have done elsewhere.
	Provide a learning community for all engaged in school life, with children and young people and their families at the centre, and including governors, teachers, other school staff and adults training to work in schools.	

Who are we?	To what do we aspire?	How should it be done?
Welsh Assembly Government Department of Children, Education, Lifelong Learning, and Skills (2) (cont)	Be a key player with other schools and partner service providers in planning and delivering integrated services for children and young people to improve their well-being.	Work with ADEW consortia, school federations, etc across boundaries, and across communities.
	Provide or facilitate education so that schools contribute to meeting the needs of the community and engage the community as partners to ensure that all schools are community-focused.	
	Reduce the carbon footprint of the Welsh school estate and improve the sustainability of school buildings and their operation.	Develop and implement best practice in sustainable design and management.
Local councils and the Welsh Local Government Association	Schools as major contributors to improve the well-being of local communities.	
	Delivery of education and skills to the highest standards to help young people achieve their potential.	
	Joined-up policies locally and nationally that improve opportunities for young people.	Work with other providers FE/HE, and businesses.
	Reduce surplus places in schools so that existing funding is more efficiently allocated.	Ensure that causes of surplus places are addressed – whether unpopular schools, lack of youngsters or schools in the wrong places.

Who are we?	To what do we aspire?	How should it be done?
Local councils and the Welsh Local Government Association (cont)	Communities involved in the design of new or improved school facilities.	
	Local employment through contracts and suppliers for construction and operation of schools.	Ensure contracts facilitate this.
	Use of natural resources in construction and operation.	
	Young people able to leave school and positively contribute to their community.	Joined-up regeneration policies implemented where possible.
	Schools respond to the needs of young people in the community.	Understand what is available beyond the curriculum currently and what could be offered.
	Young people to add a positive economic contribution.	Schools working with local businesses and the HE/FE.
	Healthy food and measures to address obesity.	Work with the WLGA Appetite for Life initiative.
Diocesan Authorities	The development of Church in Wales and Roman Catholic schools recognising their contribution to the educational provision for children and young people of Wales and their communities.	Engaging with Local Authorities and the Welsh Assembly Government actively pursuing innovative ways of developing educational provision in light of school modernisation and transformation agendas.
	Developing the inclusivity of schools with a religious character.	Addressing gaps in current provision and striving to develop these specifically with regard to welsh medium provision and additional learning needs.

Who are we?	To what do we aspire?	How should it be done?
Diocesan Authorities (cont)	Ensuring that parental choice to a variety of educational experiences across Wales is maintained.	Engagement with WAG, Local Authorities, parents and communities to respond to need.
ESTYN (3)	Raised standards and quality of education.	
	Schools meeting the needs of all pupils.	Listen to young people.
	Improving quality of school leadership.	Recruitment and retention – 21st Century Schools to be part of the curriculum in teacher training colleges and courses.
	Spiritual, moral, social, cultural development of pupils.	Adults as role models.
	Schools contributing to well-being of pupils.	
Teachers	Improvements in attendance and improved pupil behaviour, where necessary.	Creating schools that young people want to come to.
	Schools that enhance attainment and help develop creative, engaged young people.	
Educationalists	Use of technology-rich learning to enhance the quality and scope of the school experience.	Focus on extending the range of ideas and pilot projects.
	Improved connectivity across all schools in Wales.	Development from Broadband Wales policies in 2002.
	Alternative approaches to the school year and the school day to improve learning outcomes.	Consultation with school users, families and communities.
	Improved opportunities for creativity and entrepreneurial activity.	Involvement of a wide range of others including artists, businesses, etc.

Who are we?	To what do we aspire?	How should it be done?
School Governors	Partnership role during design, construction and operation.	Good communication between schools contractors and operators of facilities.
Children's Commissioner for Wales	Ensure that the voice of young people is heard and that it influences decisions concerning schools and education.	Consultation and communication with youngsters.
	Ensure that the <i>Children and Young People: Rights to Action</i> agenda is implemented.	
Design Council for Wales	Excellent school designs throughout the programme – no poor initial designs.	The programme should monitor and guide the development of the designs; Awards for good design?
	Develop environmental education in schools through this programme.	

Sources:

1. On-line poll of 1105 children (from across UK including Wales) conducted by School Works in 2006
2. A National Purpose for Schools (WAG School Effectiveness Framework consultation 2008)
3. Inspection framework for secondary and special schools in Wales