



**Leeds City Council
Building Schools for the Future
Phases 2 & 3
Outline Business Case**



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SCHEDULE OF APPENDICES

Supporting Appendices are listed at the end of each chapter.

*Please note that all references to the Department for Education and Skills (DfES) in this document are to be read as the Department for Children, Schools and Families.

DOCUMENT CONTROL

Revision History

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1 EXECUTIVE SUMMARY

This Outline Business Case has been prepared to appraise the viability of procuring the design, build, finance and operation of one new High School in West Leeds and **six** schools to be either remodelled or refurbished through conventional capital funding. These **seven** schools comprise Phases 2 and 3 of the Council's Wave 1 Building Schools for the Future (BSF) Programme. The schools are programmed to become operational in August/December 2009 (Phase 2) and December 2010 (Phase 3).

The Aims, Objectives and Outcomes of the Council's BSF Programme were set out in the Strategic Business Case (SBC) and in the OBC for Phase 1, both Business Cases being approved by the Department of Education and Skills (DfES) on 6th May 2005. These are:

Aims

- To provide a framework for the transformation of teaching and learning.
- To contribute to the realisation of the Vision for Leeds 2004 – 2020.
- To improve learning and achievement in schools.
- To build upon the developments already undertaken through the Secondary and Post 16 Review.
- To ensure that the balance between the supply of and demand for places is appropriate within the demographic profile of the City.
- To facilitate and develop the 14 – 19 Strategy.
- To provide up to date and modern facilities for a 21st Century curriculum.
- To facilitate the development of Extended Schools.
- To develop ICT as a fundamental tool for achieving a step change in teaching and learning.
- To support Education Leeds Inclusion Strategy through the development of Partnership Bases.

Objectives

- To ensure that the new buildings support 21st Century expectations in styles of teaching and learning; technological developments with flexibility and adaptability to enable future changes as the Education landscape evolves.
- To provide confident schools, which will promote enhanced thinking, collaborative working and community cohesion.

- To provide flexible and adaptable accommodation to enable schools to develop extended schools practice.
- To develop partnerships between mainstream provision and the six Specialist Inclusive Learning Centres by providing two High Care Partnership Units and five Generic Special Needs Units.
- To rationalise existing provision through the amalgamation of two schools and adjustments to the capacities of other schools within the Programme.

Outcomes

- All Leeds BSF schools will be high achieving schools providing a curriculum which will help young people to feel more powerful and optimistic about their future, allowing all young people to follow their individual learning pathways and thereby gaining high self-esteem through achieving success.
- All BSF schools will be fully inclusive ensuring that all children and young people achieve success and have access to the highest quality education.
- All BSF schools will be e-confident schools with ICT embedded in all teaching and learning.
- All BSF schools will focus on developing community links, which will support the Extended Schools Agenda.

1.1 Educational Vision

Education Leeds has developed a vision for the future of secondary education which has itself been developed from the range of strategies, plans and policies being implemented to support secondary schools within the City and one which sits within the context of the corporate vision to make Leeds a leading centre of learning, knowledge and research.

The overriding aim of Education Leeds is to ensure equality of access to a high standard of education for all children and young people and to make all schools good schools, improving schools and inclusive schools. BSF investment will be used to:

- Strengthen the role schools play within their local communities developing the schools focus for community cohesion, lifelong learning and inclusive education.
- Create and develop the scope for innovative and collaborative approaches thereby maximising potential opportunities for children and young people through a greater diversity of provision.
- Provide better links between the phases of education and improve and increase training and vocational pathways at age groups 14 to 19 and 16+.
- Promote inclusive opportunities for all children providing appropriate facilities for children with Special Educational Needs.

The vision will focus on developing learning and creativity, transforming education-providing schools with a strong framework to review, evaluate and develop their teaching strategies thereby providing excellent performance in classrooms.

School building designs will support new models of teaching and learning through:

- Creating flexible spaces that will allow innovation and thus inspire, celebrate and support new ways of teaching and learning.
- Develop areas to support vocational learning and pathways allowing partnerships both between other schools, colleges and other training providers to be enhanced.
- Provide 21st Century facilities, which will allow the creation of a quality work environment fully supporting the Government's agenda for remodelling of the workforce.
- Development of facilities that support extended and full service schools.

ICT is critical, not only to the educational vision, but also on delivering on Leeds aspiration to be a world class city. The investment provided through the BSF programme, together with the ICT vision will provide:

- E-confident schools where ICT is embedded in all teaching and learning.
- Effective communication and information between all parties and stakeholders.
- Support the development of personalised learning that contributes to the transformation of teaching and learning.
- Provide innovative and creative learning environments that will maximise access to ICT.
- Enhance school administration and leadership.

The BSF programme will also support the development of learning campuses which will bring together key stakeholders in education and training creating learning environments that will meet the needs of young people and the wider community, establishing greater connectivity between education, skills, employment and regeneration.

1.2 Proposed Scope of Phases 2 and 3

The City Council reached Financial Close for the procurement of the Local Education Partner (the LEP) and for Phase 1 of the Programme on 3rd April 2007. Phase 1 comprises four new build PFI and two refurbished schools. Phases 2 and 3 of the Programme will deliver one new build PFI school and **six** refurbished schools to provide high quality teaching and learning accommodation for

students, staff and the communities of Leeds. The scope of each of the two Phases is briefly summarised below:

Phase 2 School	Summary of Proposed Project Scope
<p>Farnley Park High Design and Build, but possibly procured through PFI</p> <p>Service commencement December 2009</p>	<p>Current School NOR: 834</p> <p>Proposed School capacity: 1230</p> <p>1,050 pupils aged 11 to 16; 150 pupils aged 16 to 18 30 High Care Partnership pupils</p> <p>The proposed scope of the work comprises 74% of new build with the remaining 26% subject to minor alterations.</p> <p>The school will increase in size from its present capacity to ensure that there is sufficient capacity in the local areas a result of the amalgamation of West Leeds and Wortley High Schools. A high care partnership base will be provided.</p>
<p>Priesthorpe Sports Specialist College</p> <p>Design and Build</p> <p>Service commencement December 2009</p>	<p>Current School NOR: 1209</p> <p>Proposed School capacity: 1205</p> <p>975 pupils aged 11 to 16; 200 pupils aged 16 to 18; 30 Generic Special Needs pupils</p> <p>Proposed scope of the work comprises approximately 8% new build; 63% refurbishment and remodelling and 29% subject to minor alterations.</p>
<p>Crawshaw School</p> <p>Design and Build</p> <p>Service commencement December 2009</p>	<p>Current Schools NOR: 1188</p> <p>Proposed School capacity: 1145</p> <p>975 pupils aged 11 to 16 170 pupils aged 16 to 18</p> <p>The proposed scope of work comprises of 2% new build, 41% major refurbishment and 57% to received no work as this was recently rebuilt due to a fire.</p> <p>The school will have a reduced capacity to reflect the demographic profile of the local area.</p>



Phase 2 School	Summary of Proposed Project Scope
West Leeds High School and Wortley High School to amalgamate as a new Inner West Leeds High School Procured through PFI Service commencement August 2009	Current School NOR: 1122 West Leeds plus 858 Wortley Proposed School capacity: 1380 1200 pupils aged 11 to 16; 150 pupils aged 16 to 18; 30 Generic Special Needs pupils Proposed 100% new build

Phase 3 School	Summary of Proposed Project Scope
Corpus Christi Catholic College Design and Build Service commencement December 2010	Current Schools NOR: 923 Proposed School capacity: 930 900 pupils aged 11 to 16 No sixth form unit 30 Generic Special Needs Pupils The proposed scope of work comprises if 19% new build with the remaining 81% being subject to major refurbishment.
Mount St Mary's Catholic High Design and Build Service commencement December 2010	Current School NOR: 1126 Proposed School capacity: 900 900 pupils aged 11 to 16; No sixth form unit The proposed scope of the work comprises 7% new build; 89% refurbishment and remodelling and remaining 4% unaffected.
Parklands Girls High School Design and Build Service commencement December 2010	Current School NOR: 787 Proposed School capacity: 880 750 pupils aged 11 to 16; 130 pupils aged 16 to 18; Scope of the work comprises 18% new build; 37% refurbishment and remodelling; 23% subject to minor alterations and the remaining 22% unaffected.

The successful outcome of the Phases 2 and 3 will resolve the schools' immediate problems but will also provide added value by meeting many of the



objectives within the Leeds Strategic Plan described in the next section of this OBC.

1.3 Project Overview

In 2004, Leeds City Council was selected as a Wave 1 Authority in the Government's Building Schools for the Future Programme. The overriding objective of the Programme is for a transformational and step change in secondary school education by means of significant capital investment in the whole of the secondary school estate.

Within Leeds, the Programme will be delivered in partnership with the Department for Education and Skills (DfES) and Partnerships for Schools (PfS) and is proposed to deliver capital investment into 14 secondary schools in Leeds over **four** phases. All 14 schools will become operational between August 2008 and December **2011**. Further investment in the remaining secondary school estate in Leeds will be delivered in future Waves in the next decade.

The Aims, Objectives and Outcomes of the Leeds BSF Programme are summarised in Section 2 and are as relevant now as they were when they were set out in detail in the Strategic Business Case and the Outline Business Case for Phase 1, approved by DfES on 26th May 2005, and further developed in the Final Business Case for Phase 1. The City Council reached Commercial Close and Financial Close with the E4L Consortium in April 2007 and is confident that the contractual and financial position negotiated with the E4L Consortium will deliver these outcomes.

The strategic objectives of the Programme remain as set out in the Strategic Business Case and will be delivered in four phases.

Phase 1 comprises the rebuilding of four existing secondary schools through the Private Finance Initiative and the refurbishing of a further two schools through conventionally funded Design and Build. These six schools comprise the "sample schemes" within Wave 1. At the same time the City Council has also procured the Private Sector Partner to the Local Education Partnership (LEP). Financial Close both established the LEP and enabled the commencement of construction in these six schools. Five of these schools are programmed to be completed in August 2008 and the remaining school is programmed to be completed in August 2009. The Contract for the four Phase 1 schools financed through PFI will conclude on 31st July 2034.

Phase 2 of the Programme includes the building of a new secondary school (following the amalgamation of two existing secondary schools) through the Private Finance Initiative and the refurbishment of three existing secondary schools through conventionally funded Design and Build. Work on these schools is programmed to be completed in December 2009

Phase 3 comprises the refurbishment of **three** existing secondary schools, two of which are Voluntary Aided schools, through conventionally funded Design and Build and these are programmed to be completed by December 2010.

Phase four comprises of one school, the scope of works is currently being developed and this will be subject to a separate business case.

The work on Phases 2 and 3 will be procured through the LEP, subject to approval of this Outline Business Case and successful progress through the New Project Procedures developed by PfS on behalf of the Department for Education and Skills.

1.4 Procurement

The City Council followed the relevant European Union (EU) procurement rules in procuring the LEP private sector partner and the building works in the Phase 1 schools. The OJEU notice also included provision for the construction, rebuilding or refurbishment of the eight schools in Phases 2 and 3 of the Council's Wave 1 BSF Programme.

1.5 Value for Money and Affordability

For the new Inner West Leeds High School, to be financed through PFI, the City Council has undertaken a Value for Money Analysis, including sensitivity analyses, in accordance with HM Treasury Guidelines and demonstrated through completion of HM Treasury Spreadsheets for this purpose that the proposed procurement route offers value for money. The City Council with the agreement of Partnerships for Schools (PfS) has determined that PFI is the most appropriate financing route and has undertaken Quantitative and Qualitative assessments (section 7.1). Overall, the Base Case shows a VFM benefit to the Public Sector of 6.54%. The City Council has undertaken a thorough analysis on the affordability of both the PFI and Design and Build elements of Phase 2 and for Phase 3 (which is all conventional Design and Build). With regard to the new Inner West Leeds High School, the annual contribution required from the City Council, set out in Section 6.5 and Appendix 8a (i) amounts to £353,954 per annum from August 2009, with 40% of the Unitary Charge indexed at 2.5% per annum. For the three remaining schools in Phase 2 and the four schools in Phase 3, financed through conventional funding, the total projected capital cost amounts to **£85.774m** (inclusive of the City Council's own authority works). This compares to funding of **£76.903m** derived through PfS Funding Guidance. The shortfall of **£8.871m** will be financed through the City Council's Capital Programme.

The City Council's Executive Board met on 28 August 2007 to consider and approve both the submission of this OBC and the affordability implications of Phases 2 and 3 on the City Council. A copy of this report is attached as Appendix 1 (i)

Schedule of appendices supporting this section of the OBC:

Appendix

- 1 (i) Executive Board Report [dated 22 August 2007](#)
- 1 (ii) [Extract of minutes from Executive Board dated 22 August 2007](#)

2.0 BACKGROUND

The overriding objective of the Building Schools for the Future Programme (BSF) is to achieve a transformational step change in secondary education by means of significant capital investment in the whole of the secondary school estate.



In response to this objective the City Council and Education Leeds developed the Strategic Business Case (SBC), which described the overall strategy, vision, management and procurement route for the City Councils BSF programme and details how Phases 2 and 3 fit into the wider scheme. This was approved by DfES in May 2005 and has recently been reviewed and updated to take into account the current educational position in Leeds.

Phase 1 of the Programme will deliver the rebuilding of four existing secondary schools through the Private Finance Initiative and refurbishment of a further two schools through conventionally funded design and build. These schools comprise the sample schemes within wave 1. Three of the PFI schools are programmed for completion in August 2008, with the remaining PFI school becoming operational in August 2009. The two design and build schemes are due for completion in December 2008. Phase 1 of the Leeds BSF programme successfully closed in April 2007 with the appointment of Environments for Learning as the private sector partner to the Leeds' Local Education Partnership (LEP). Construction has now commenced on five of the six sample schemes procured through phase 1.

Phase Two of the Project comprises of the building of a new secondary school on the existing West Leeds High site (following the amalgamation of two existing secondary schools Wortley High and West Leeds High) through the Private Finance Initiative and the refurbishment of three existing secondary schools through conventional funding using the design and build form of contract. The design and build schools in phase 2 are Farnley Park High, Priesthorpe Sports Specialist College and Crawshaw School. Work on these schools is due to be complete by December 2009.

Phase Three of the Project comprises of the refurbishment of [three](#) existing secondary schools two of which are voluntary aided, through conventional design and build schools in phase 3 are Corpus Christi Catholic College, Parkland Girls High, and Mount St Mary's Catholic High. Work on these schools is due to be complete by December 2010.

The work on phases 2 and 3 will be procured through the LEP, subject to approval of this Outline Business Case and successful progress through the New Projects Procedure.

2.1 The Corporate Vision

The vision for Leeds is based on the principles of sustainable development, making sure that the citizens of Leeds have a better quality of life for now and years to come. The Leeds Initiative drives this, which is a collaboration of strategy and partnership groups bringing together the different sectors both within the public and voluntary sector. The Vision for Leeds has three aims, comprising eight strategic themes which are:

- Cultural life;
- Enterprise and the economy;
- Environment City;
- Harmonious Communities;
- Health and Well being;

- Learning;
- A modern transport system; and
- Thriving places.

Within this framework one of the main priorities is Improving Learning and Achievement in Schools. The BSF Program will help Leeds meet this priority through transformational change.

2.2 The Educational Vision

Education and Learning are central to this Corporate Vision, with improving Learning and Achievement in schools a key priority to be achieved by:

- Creating learning campuses and learning villages, which will bring together pre-school learning, childcare, primary and secondary education and family and lifelong learning.
- Creating schools that are efficient and effective, encouraging all children and young people to be successful and high achievers and
- Encouraging communities, businesses and other partners to support and help to improve the overall performance of local schools, particularly that of boys, and children and young people from the black and ethnic minorities.

Levels of success in Leeds show a distinct geographical pattern. The lower performing and less popular schools in Leeds are generally concentrated within the Inner City. The Secondary and Post 16 Review aimed to address this by maintaining Inner City schools as viable and successful institutions providing local schools for local children and beginning to reverse the drift to more popular schools located away from their local communities. The BSF program has built on this principle and the second and third phases are aimed primarily at those schools serving more disadvantaged communities where attainment levels need to be improved. Further information in connection with Leeds' Educational Vision can be found in Section 3 of the SBC pages 32 to 62.

2.3 Estates Strategy

2.3.1 Whole Estate View

The SBC demonstrated how Leeds had prioritised its secondary school estate for Building Schools for the Future to fit within its overall strategy for transforming the secondary schools estate in Leeds. Pivotal to the consideration of this transformational process has been the Vision for Education and the need to make a difference and to achieve the key policy objectives set out within the SBC.

The prioritisation of the Leeds secondary school estate for Building Schools for the Future was undertaken against the backdrop of the existing strategy to improve the performance and condition of the schools serving Inner Leeds, through the Secondary and Post 16 Review. This review has resulted in the closure of Braim Wood Boys School and Agnes Stewart High School in August 2006 and the opening of the David Young Academy in September 2006.

The four partnership categories are:

- **Leading Partners:** these schools will have the opportunity to support schools facing challenges and be a significant contributor to innovation across the City
- **Learning Partners:** these schools will have the opportunity to support schools with a specific aspect and to contribute to innovation across the City
- **Focused Partnership:** this will enhance the schools capacity to improve in the identifies key aspect and bring additional support to increase the pace of improvement
- **Extended Partnership:** this will add and build capacity to improve by targeting additional resources to secure rapid improvement.

2.3.2 Prioritisation of Schools within BSF Wave 1

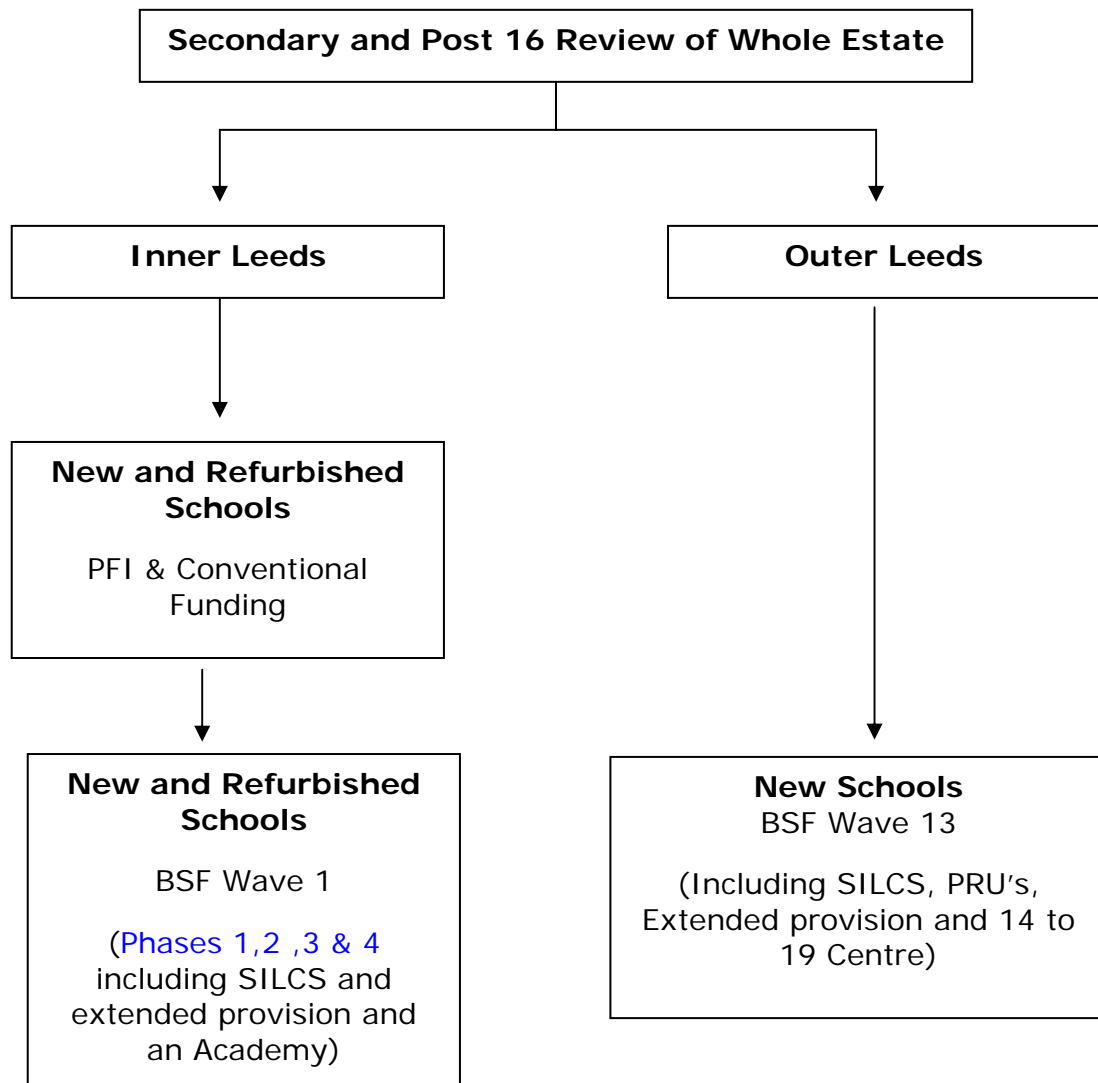
In line with our Wave 1 expression of interest criteria, our whole estate was analysed against deprivation (indicated as take up of free school meals), performance (% of pupils attaining 5 A*-C at GCSE) and condition of the environment in which education is being delivered. The deprivation and attainment indicators were combined to create a 'rank', which was used to prioritise the estate on the basis of need. This demonstrated a very clear split, in deprivation and attainment terms, between the inner area of Leeds and the outer area of Leeds.

The inner area of Leeds is characterised by lower performing, less popular schools with relatively high indications of deprivation evidenced though the level of free school meals, whilst the outer area of Leeds is characterised by higher performing, more popular schools with lower indicators of deprivation. For the inner area of Leeds the average index of multiple deprivation (IMD 2004) is 35.0 with an average rank of 8731. For the outer area of Leeds the average IMD is 16.9 with an average rank of 18609. This work set the priority for the transformation of the secondary school estate in Leeds.

An important factor in achieving success in all of these areas is the condition of the environment in which education is being delivered. The Leeds secondary school estate is characterised by sites that have seen piecemeal investment, over many decades, which has resulted in incoherent and inappropriate teaching and support spaces. The programmes of work already underway and planned take account of not only transforming the teaching and learning environment but supplementing it with more specialist provision and community focused areas in order to broaden the appeal and success of school that will be created in the future.

The Leeds Policy for School Improvement has been developed to provide a framework for schools and Education Leeds to work in partnership to ensure that all Leeds schools are places where children and young people are happy, healthy, safe and successful. The policy recognises schools as autonomous, self governing and working with a range of partners and it is intended that it will assist schools.

The approach we have taken to prioritising the whole estate is represented below:



The schools in Outer Leeds will receive investment through the next wave of BSF funding in Leeds.

2.3.3 Capital Investment Strategy

The City Council and Education Leeds are committed to ensuring that capital investment supports both the educational and corporate vision providing buildings that are fit for purpose, in the right location for use and that support good service delivery. The following objectives are central to the Councils investment strategy:

- Meeting the requirements of the curriculum and supporting facilities in order to improve school effectiveness and thus help in raising standards;
- Ensure that all learning environments are safe and comfortable and therefore conducive to the development and maintenance of high standards;
- Maintaining and improving the condition of buildings to minimize the



- time that teaching staff have to spend on these issues;
- Facilitate the development of partnership so as to target agreed priorities in order to support the regeneration of inner city areas and the overall representation of the City; and
- Deliver best value through a full assessment of all accommodation in order to identify those buildings that are no longer suitable to deliver high quality service to children in Leeds.

To deliver on these objectives resources have been, and will continue to be invested to deliver the following strategies:

- The review of the primary school estate;
- The implementation of the secondary and post 16 review
- The implementation of the special school review and development of specialist inclusive learning centres
- Supporting the implementation of Every Child Matter (ECM) and No Child Left Behind;
- Supporting schools facing challenging circumstances and schools causing concern.

2.3.4 Secondary and Post 16 Review

The priority for transformation clearly lies in the inner area of Leeds and this was the focus for activity following the Councils Education Leeds Secondary and Post 16 review. The fruits of this review process can already be seen in Leeds. Underachievement, deprivation and capacity issues are being addressed by delivering new schools in the inner area of Leeds predominantly through the Private Finance Initiative (PFI) together with some carefully considered closures and amalgamations.

Strategically, we refer to this as the first phase in transforming our secondary school estate. With the second phase being delivered through phases 1, 2 and 3 of Building Schools for the Future.

2.3.5 Special School Review

The SILC Strategy began in 1998. At that time there were 957 pupils educated in special schools of whom approximately 100 had emotional and behavioural difficulties as their main special educational need. With the remainder described as having a learning difficulty and/or disability. At that time the 957 pupils attended one of 10 special schools which occupied 12 sites.

The SILC Strategy increases options for pupils with more severe and complex learning difficulties and disabilities by providing outreach support to mainstream schools from special schools and by developing partnerships between special schools and a limited number of mainstream schools.

A partnership gives opportunities for a mix of mainstream experiences and specialist teaching and support for pupils whose needs are too complex and severe to be met in their local mainstream school. Secondary partnerships usually cater for 30 pupils who remain on the role of the SILC but, in most cases, attend the partner high school on a full time basis. 30 places are provided in each partnership as experience has demonstrated that this number does not



alter the character of the school, has few enough pupils per year group to allow for good access to mainstream classes, has enough pupils to promote an efficient use of revenue resources and allows for a spread of partnerships around the city in order to provide local options.

The BSF programme has enabled a step increase in secondary partnerships. Secondary buildings can be restrictive in promoting good access and inclusion for pupils with more severe and complex needs. The BSF programme enables accommodation to be planned into the new or refurbished school and for partnership working and inclusion to be integral to the ethos of the school. The opportunities provided for students with the highest care needs to be included into a mainstream setting without the building restricting that inclusion are a particular strength of the BSF programme.

The gradual take up of the places provided in partnership schools is resulting in a reduction in separate special school accommodation.

2.3.6 Building Schools for the Future

The transformational strategy put in place by the Secondary and Post 16 Review and Special Schools Review is consistent with the objectives of Building Schools for the Future and Leeds would now like to transform its remaining estate. The Factors setting out the prioritization of the schools in wave 1 are clearly set out in the Strategic Business case. The SBC demonstrates that inner area of Leeds clearly has a greater need from the attainment and deprivation perspectives. In this respect, the remaining estate within the inner area of Leeds has been included in the Wave 1 BSF bid and the remaining estate in the outer areas of Leeds has been considered in the Future Wave BSF bid.

In line with the overall education vision for Leeds, key policy areas have been consulted on to ensure that the transformed estate will truly represent a delivery vehicle for education for the 21st Century. In that respect, Wave 1 and Future Wave bids have been developed to consider additional provision to include SEN and Inclusion, Behaviour and Attainment and 14-19 Agenda components. The Wave 1 and Future BSF Wave bids are discussed in more detail below.

2.3.7 Impact upon the Leeds Public Playing Field Strategy

In accordance with the requirements of the report on Leeds Public Playing Fields Strategy, approved by Executive Board on 13 December 2006, the potential of these Phases of the BSF Programme on school, and other public playing fields has been considered.

Subject to the approval of the Reserved Matters Planning applications, it can be confirmed that none of the construction work necessary to create the new school accommodation, or temporary facilities to support the phasing of works on site, will have any adverse impact on the existing sports pitches.

There will be some impact on existing indoor sports facilities, as sports halls and gymnasiums are replaced, or refurbished, however, each school will seek to address this within existing budget provisions.

2.4 Geographical Grouping and Phasing

2.4.1 Wave 1

The Wave 1 bid comprising 14 schools implement the strategic objectives set out in the Secondary and Post 16 Review and is characterised by the transformation of schools in the inner Leeds area by providing a mixture of new and remodelled buildings on existing sites (making best use of existing resources).

The schools prioritised for BSF Wave 1 delivery continue to address the aspiration to provide more 14-19 and community facilities within an extended schools environment. The SEN and Inclusion agenda also impacts on the BSF programme by providing High Care and Generic Partnership bases on school sites to enable greater inclusion for those with multiple and complex needs. Within Wave 1, these will be located at Allerton Grange, Allerton High, Temple Moor (Phase 1) Farnley Park High, Priesthorpe Sports Specialist College, the amalgamation of West Leeds and Wortley High, (Phase 2) Corpus Christi Catholic College (Phase 3). This has been proposed in the light of an earlier review of the special schools estate.

The Wave 1 bid has been further prioritised into phases to address capacity and readiness to deliver issues. Design and Building Issues associated with many of the schools projects mean that they would naturally fit the timescale programme for inclusion in Phases 2 with the most challenging schools forming part of phase 3.

Prioritisation of these schools into phases took place as part of an extensive consultation exercise with the schools, their staff and Partnerships for Schools. This is consistent with the delivery of objectives for education vision, need and improving attainment. As the schools in Wave 1 are centred on the inner area of Leeds, the phasing exercise, which is designed to present better deliverability characteristics, also delivers from a geographical point of view, due to the proximity of one school to another within the same phase.

2.4.2 Future Wave (Wave 13)

Norfolk Property Services were commissioned in February 2006 to undertake Development Plans for those secondary schools not included in BSF Wave 1. These are now nearing completion and will inform capital planning prior to any major investment provided through Wave 13 funding.

The City Councils next wave of the BSF programme is proposed to include 14 schools and tackles the remaining secondary school estate located in the outer area of Leeds. This is characterised by an estate which has good performing schools but significant condition and suitability issues.

Year One	Rationale
Royds School	A combination of a linear campus layout and decaying unsuitable building with serious accessibility issues. Only a new build would realise the full potential of the BSF agenda.

Otley Prince Henrys Grammar School	All buildings completely unsuitable. The stock is rambling and in poor condition. Only a new build would realise the potential of the BSF agenda.
Wetherby High School	A range of poor quality buildings including 2 nd World War single skin brick buildings to 1960's buildings of up to four storeys with undersized rooms with poor access and poor departmental arrangements. Only a new build would realise the full potential of the BSF agenda.
Year 2	Rationale
Woodkirk High School	A wide range of buildings most of which are unsuitable and in poor condition with major accessibility issues across the site. The recently built resource centre is in good condition. Only a new build would realise the full potential of the BSF agenda.
Horsforth School	Poor accessibility, fair condition of most buildings, generally good teaching accommodation. Specific areas of the school require modernizing. For this reason a mixture of refurb and new build is proposed to meet the BSF agenda.
Guiseley School Technology College	The buildings are in very poor condition with poor accessibility, circulation and teaching facilities. Only a new build would realise the full potential of the BSF agenda. Only a new build would realise the full potential of the BSF agenda.
Garforth Community College	A very tired and unsuitable campus. The buildings are in poor condition. Accessibility issues are site wide. Only a new build would realise the full potential of the BSF agenda.
Year 3	Rationale
Morley High School	Poor condition of most buildings, poor accessibility, fair teaching accommodation in some areas and totally unsuitable teaching accommodation in others. For this reason a mixture of minor refurb and new build is proposed to meet the BSF agenda.
Bruntcliffe High School	Poor accessibility, poor condition of large block of temporary classrooms, main buildings are in fair condition with fair teaching accommodation. For this reason a mixture of refurb and new build is proposed to meet the BSF agenda.
Brigshaw High School	Approximately 50% of the school was replaced in 2001 following a major fire. The school accommodation that was not replaced is in very poor condition. There are significant accessibility and suitability issues.

	specifically; the teaching facilities are also poor in this area of the school. For this reason partial new build is proposed to meet the BSF agenda.
Abbey Grange C of E High School	Accessibility is poor. Condition of the permanent building is fair but the condition of the temporary buildings is very poor. This is mirrored in the quality of the teaching facilities. For this reason refurb is proposed to meet the BSF agenda.
Year 4	Rationale
Boston Spa Comprehensive School	Accessibility is good, condition of buildings and teaching facilities range from fair to good across the site. Temporary buildings are in very poor condition. For this reason a mixture of work is proposed to meet the BSF agenda.
Benton Park School	Poor accessibility (excessive level changes) with fair to poor condition of main school buildings. Teaching facilities are also fair to poor. Only a new build would realise the full potential of the BSF agenda.
St Mary's Catholic Comprehensive School	The condition of the majority of buildings on the school site is generally good but overall accessibility is poor. The teaching facilities range from poor to good throughout the school. For this reason refurb is proposed to meet the BSF agenda.

2.4.3 Avoiding the Blights of Phased Programmes

By delivering these school projects in two Waves and through the use of sub phases, there is a risk of introducing 'blights' to schools in a later wave to the end product. Leeds will seek to address this risk in the following ways:

Maintenance and Asset Management: Leeds will maintain an appropriate level of investment and during the development of the BSF programme to avoid deterioration in the assets delivered in the latter phases. This is designed to maintain a 'steady state' thus arresting the risk of for pupil drift and parental choice changes.

Diversion of Capital Funding / Other Funding to Unaffected Schools: Leeds will seek to avoid the (sometimes) 'them and us' approach to transforming part of a large estate in phases by diverting a suitable amount of capital funding / other funding to unaffected schools. This also seeks to arrest pupil drift and changes in parental preference. This approach will be managed to present a harmonic impression of capital applied and arrest any criticism of 'cherry picking' certain schools in the eyes of the public and media.

School Amalgamation: Education Leeds will ensure that appropriate support is provided to those schools that are likely to amalgamate through the Education Leeds Organisational Change Team, ensuring that existing standards are



maintained and that disruption to the schools is minimised.

Converging ICT investment with a phased building programme: The development of an ICT rich learning environment capable of supporting a transformation agenda is a major undertaking. The appointment of the ICT Strategic Partner will enable Education Leeds to work with those schools not included in Wave 1 of the BSF programme on the development of ICT across the wider estate.

Minimising Decant: In order to minimise the necessity to decant pupils and the associated disruption the following rationale has been applied to the projects. Where the project is a new build school the location of the new building will not be located on the existing school footprint except where option appraisal work has concluded this is the only viable option. Where the project is a refurbishment scheme, works will be planned in a phased manner and temporary accommodation provided on site to enable sectional completion of discrete areas, where this is deemed to be appropriate. Every effort will be made to minimize the extent of temporary accommodation by utilizing any spare capacity within the school and or using new build elements of the schools for temporary decant.

Building in Flexibility: Leeds will seek to ensure that all BSF designs provide maximum flexibility to ensure that today's proposed building solution can be remodelled to accommodate alternative methods of teaching and learning and or accommodate future changes in the national curriculum.

Clear Communications Strategy: Leeds will continue to implement a clear communication strategy with the school population and local communities to correctly manage expectations and avoid drift of pupils during development of the schools under BSF. Construction has the potential to disrupt the smooth operation of a school and may result in adverse parental choice this could distort the demand for places during the construction phase. It is particularly important to manage this process as. A developing school must remain sustainable during its development to ensure that the future population is safeguarded.

Implementing good practice from other schools project locally and nationally:

Leeds has incorporated the lessons learned from previous education projects including Leeds Seven Schools, Combined Secondary Schools Project and Phase 1 of the BSF project. The initial design development process has been progressing with input from the LCC design champion Mark Burgess who was involved in design development and evaluation of phase 1 of the BSF project and other Secondary school projects delivered here in Leeds. Mark Burgess will also be involved in the evaluation of the designs for phases 2 and 3. The evaluation methodology he has developed to assess design quality is now recognized nationally as a model of good practice. Mark is in regular contact with a number of other local authorities and can bring his experience to bare on our BSF Phases 2,3 & 4 design development process. The same CABE (Commission for Architecture and the Built Environment) representatives have also reviewed the current designs to ensure consistency across the BSF schemes, these representative also provide a national perspective in terms of best practice.

2.4.4 Design Quality

NPP Submission Development:

The City Council has on BSF Phase 1 and previous Schools PFI Projects, established a procedure to advocate and realise design excellence in architecture and urban design through its PFI procurement processes. The procedure utilises a Design Champion working closely with the Government's Commission for Architecture and the Built Environment (CABE) enabler, representatives from the City Council's Architecture Design Services and the Leeds Architectural and Design Initiative.

It is proposed that a series of meetings will take place with the LEP to initially familiarise the Design Teams with the Phase 2 and 3 Schools and the design principles promoted by the City Council. This process will provide the LEP with a clear urban design and architectural brief to meet the City Council's Planning and Development guidance. The Design Champion Group would then be programmed to meet regularly with the LEP to challenge their design proposals through the NPP process and ensure that each proposal continues to be subject to a rigorous review and evaluation throughout the design development process.

It is also proposed that the LEP and its design team will meet with the City Council's Design Champion and design advisers, including the Civic Architect, representatives of the Leeds Architectural Design Initiative (LADI) and Professor George Henderson, the representative of the Government's CABE, specifically allocated to assist the City Council on this Project to provide further challenge, review and evaluation.

Design meetings will be scheduled throughout the NPP process and will include:
A programmed meeting with CABE, LADI and the Civic Architect;

- Monthly meetings with the Design Champion and the City Council's architects, Education Leeds, schools and the Leeds Planning and Highways officers. These may happen on a more frequent basis dependant on need.
- Fortnightly progress and design discussion meetings with Education Leeds and the schools.

This format will bring together both Urban and Education design and facilitate a broad awareness of each to all parties ensuring the necessary design input. The NPP submissions for Phases 2 and 3 will require the LEP to genuinely and demonstrably address Educational Transformation and Innovation in their school designs. The LEP are also encouraged to challenge schools, Education Leeds and the City Council through discussion and demonstration in design development.

This process mirrors that used for the design development of the BSF Phase 1 schools which worked extremely successfully.

Evaluation of NPP Proposals:

On receipt of the NPP design submissions, these will be made available to a wide range of individuals who will be responsible for appraising, challenging and evaluating the school designs to realize design excellence in both built form and educational functionality.



The membership of this team includes: -

NAME	ROLE
Jeff Gibson	Technical Manager PPPU – Design Evaluation Team Leader
Brian Sloan	Architect – Design Champion
Mark Burgess	Architect – Design Champion
Claire Clarke	(EL) Program Manager
Debra Penny	(EL) Phase 2 Project Coordinator
Vicky Chapman	(PPPU) PM Coordinator
Constable Kenneth Tennant	(West Yorkshire Police) Secure by Design
Headteachers	Consultees
CABE	Consultees (Government Design Advisor)
Leeds Architect and Design Initiative	Design Advisor
EC Harris	Technical advisor to LCC
Steve Flanagan	Highways Planner
Caroline Emmerson	Green Travel Advisor - Highways
Nigel Lees	Landscape Architect
Peter Barnett	Planning
Paul Gorman	(EL) Access consultant
Robert Thirtle	(EL) M&E advisor
Steve Wells Associates	Advisors on Sport England requirements
Richard Boughey	ICT Integration consultant
Research Machines– Ian Castledine	(EL) ICT Partner advisor

All have responsibilities for different areas of the design evaluation. The design produced as part of the NPP will also be shared with representatives of the PfS design team to ensure that the lessons learned and good practice nationally can be can be integrated into this process.

The results of the evaluation will inform whether the LEP has achieved excellence in design and provide a summary of areas where the Design Champion assisted by LADI, CABE, Planners, and Education Leeds need to focus their attention moving forward to ensure that design excellence continues to be a high priority in the design of Leeds BSF schools.

Schedule of Appendices supporting this section of the OBC

- 2(i) Design Championing
- 2(ii) Presentation of Urban Design Principles

3.0 CURRENT POSITION

3.1 Current and Future School Requirements

Wave 1 envisages the re-building and refurbishment of 14 Secondary Schools, split into four phases: Phase one involves the rebuilding and refurbishment of six schools already under construction, Phase two involves the rebuilding and refurbishment of four schools, of which one is an amalgamation of two neighbouring schools, and phase three involves the rebuilding and refurbishment of a further **three** schools, of which two are voluntary aided and one is a single sex school. **The scope of phase 4 has yet to be determined.** These schools fall within a geographical area consisting of Inner Leeds, an area that has been identified as the most urgent in terms of raising attainment and retaining both staff and post 16 pupils. Many of these schools are failing to deliver the curriculum to the desired standard, a position that is exacerbated by the poor condition and suitability of the buildings. For many of the schools, accommodation includes additions to the main campus building, causing difficulty in transition between classrooms, confusion in building layouts and severe accessibility issues. In addition the buildings are uninspiring and in some instances depressing. Furthermore, it is not possible to effectively deliver the Council's and Education Leeds aspirations for Inclusion and Extended Schools in these schools. These factors need to be addressed to enable the schools to meet their individual visions, the Education Leeds Vision and the aspirations underlying the BSF initiative. A summary table outlining the scope of the work to be undertaken in each of the Wave 1 schools is attached as Appendix 3a.

3.2 Phases 2 & 3 Overview

Phase 2 of Wave 1 comprises four Schools:

- Inner West Leeds - PFI (amalgamation of two neighbouring schools)
- Farnley Park High – Conventional D&B
- Priesthorpe Sports Specialist College – Conventional D&B
- Crawshaw School – Conventional D&B

The phase 2 schools are scheduled for completion (Beneficial Occupation – PFI) by December 2009, with the exception of Inner West Leeds which is scheduled for completion in August 2009.

Phase 3 of Wave 1 comprises **three** Schools:

- Corpus Christi Catholic College – Conventional D&B
- Mount St Mary's Catholic High – Conventional D&B
- Parklands Girls High – Conventional D&B

The phase 3 schools are predominantly refurbishment and it is proposed that these schools are delivered through convention Local Authority capital funding. The phase 3 schools are scheduled for completion by December 2010.

The proposals for each school are summarised below:

Phase 2: Inner West Leeds

PFI Funding

The PFI procured project is an amalgamation of West Leeds High and Wortley High schools. The private sector partner (PSP) will be responsible for design, build, finance and operation of the Facility from which educational services are to be provided. The unitary payment includes for all facility management services (i.e. full compliment of hard and soft FM services).

- ❑ Construction Type: 100% new build including a generic partnership base.
- ❑ Expected service commencement date: August 2009.
- ❑ Planned NOR

11-16	1200
Post 16	150
SEN	30

Phase 2: Conventional Local Authority Capital Funding

Farnley Park High

- ❑ Construction Type: 74% new build / 26% refurbishment including a high care partnership base for children with profound and multiple learning difficulties
- ❑ Completion for December 2009
- ❑ Planned NOR 1230

11-16	1050
Post 16	150
SEN	30

Priesthorpe Sports Specialist College

- ❑ Construction Type: 8% new build / 63% major refurbishment and 29% minor refurbishment. This school also includes a generic partnership base
- ❑ Completion for December 2009
- ❑ Planned NOR 1205

11-16	975
Post 16	200
SEN	30

Crawshaw School

- ❑ Construction Type: 2% new build 41% refurbishment 57% no work

- Completion for December 2009
- Planned NOR 1145

11-16	975
Post 16	170
SEN	0

Phase 3: Conventional Local Authority Capital Funding

Corpus Christi Catholic College

- Construction Type: 19% new build 81% refurbishment including a generic partnership base
- Completion for December 2010
- Planned NOR 930

11-16	900
Post 16	0
SEN	30

Mount St Mary's Catholic High

- 7% new build; 89% refurbishment; 4% no work
- Completion for December 2010
- Planned NOR 900

11-16	900
Post 16	0
SEN	0

Parklands Girls High

- 18% new build; refurbishment comprising of 37% major refurbishment and 23% minor refurbishment; with the remainder 22% receiving no work
- Completion for August 2010
- Planned NOR 880

11-16	750
Post 16	130
SEN	0

Future Investment Proposals

Further to Wave 1 Phases 2 and 3 there are proposals for a second Wave with further additional phases identified to deliver the strategic vision outlined in the SBC across the remainder of the secondary school estate. This second wave addresses the schools in the Outer Leeds area, and is likely to be split into four phases and proposes mixture of new build and refurbishment/remodelling. This



is currently programmed as part of Wave 13 but the City Council is seeking to bring this funding forward. Further detail on our second wave can be found in the SBC in Sections 4 and 5 and in section 2.4.2 of this document.

School demographic data, including projections, for the Secondary school estate as a whole are illustrated in Appendix 3 (i).

3.3 Phases 2 & 3 Schools: The Detail

The schools were initially prioritised by assessing all the Leeds secondary schools against the criteria in the strategic phasing matrix, which is set out in Section 4 of the SBC. The Schools have been further prioritised in terms of PFI (New Build) versus conventional funding. Each school faces specific issues in terms of raising standards and these can be seen in the following sections.

- Phase 2: prioritises one new build school, one school with significant rebuild and refurbishment and two schools with significant refurbishment;
- Phase 3: prioritises **three** schools with significant refurbishment.

3.3.1 Phase 2: New Build School: Inner West Leeds

It is proposed to amalgamate the existing West Leeds High and Wortley High and replace these schools with a 100% new build new school.

Inner West Leeds High School

West Leeds and Wortley High schools are located within 500m of each other in the Armley area of inner West Leeds. The projections of pupil numbers in the local area suggested at an early stage that there were insufficient children to support two schools. It was therefore proposed to amalgamate the two schools to create one new 8fe (forms of entry) school on the site of the existing West Leeds High School. This has recently been confirmed by the Schools Organisation Committee which agreed to the amalgamation on the basis that Wortley High and West Leeds are re-provided as a new build school on the West Leeds site. The West Leeds site was chosen because of its larger site area and potential redevelopment opportunities. The new school will also contain a SEN generic partnership base. It should be noted that the existing two CLC's will continue to function separately from the new school. Set out below is a narrative which gives key data about both schools.

West Leeds High

West Leeds High School is an ambitious inner city high school of 1140 students aged between 11 and 18 situated in Armley in the west of Leeds. West Leeds High is situated at the junction of Whingate Road and Congress Mount.

The site extends to 9.2 hectares and is bounded by the existing railway line to the north and residential accommodation to the south, east and Westerly directions. The site currently has two vehicular access points along the eastern boundary (Congress Mount). Pedestrian access is also available at these points, including an additional one from Heights Walk. An access way also exists to the northern boundary between the railway and school grounds.

West Leeds is very much a 'neighbourhood' school with 70% of the population



living within 1 mile of the school. A map showing pupil distribution can be found in Appendix 3 (ii). The school population reflects the increasingly ethnically diverse community of the area, 20% of students come from ethnic minority communities and the school has growing numbers of young people from families from the wider EU countries as well as refugee and asylum seeking families.

In September 2005 the school became a designated Specialist Technology College. This has provided additional resources to drive up standards of attainment within the school but also the capacity to work with educational and community partners to achieve the wider community targets. The school hosts half of the West City Learning Centre, which provides state of the art technological equipment for use by the school but also the community of schools, both primary and secondary.

The main school 3-storey building was constructed in 1957 of traditional build. The school was extended and partly refurbished throughout the 1990s. The original block is generally in an unsatisfactory condition and is nearing the end of its useful life. The ceilings, external walls and windows have been highlighted as being particularly inadequate. The fixed furniture and fittings are dated and would benefit from refurbishment especially in the original areas. The school has several suitability and condition issues. From the suitability standpoint the school is currently deficient in terms of general teaching space as many of the classrooms are undersized, staff study areas, preparation rooms, particularly art and science, resource areas (the library is insufficient for the number of pupils on roll) and storage.

West Leeds was inspected in October 2006. Overall the report praised the school being a welcoming, inclusive school that provides a satisfactory level of education to all its pupils. The effectiveness and standard of the sixth form is satisfactory with all pupils receiving a high level of support from staff. The report however, highlighted the need for the school to raise attendance levels as they are currently below that which is achieved at other schools in the area.

The school currently has a net capacity of 1176 and at present there are 1122 pupils are enrolled of which 99 students are in the 6th form. The admission limit is 210 pupils per year for years 7 to 11. The school is therefore slightly under capacity.

Wortley High School

Wortley High School is a smaller than average secondary school which serves an area of high socioeconomic deprivation in the Wortley, Armley and Bramley areas of Leeds. The school accepts a number of pupils who are challenging or difficult to place in schools elsewhere in the district. Relatively few pupils are from minority ethnic groups but there has been a recent increase in the number of pupils from refugee families. The number of pupils with English as an additional language is well below average. Wortley High school is an improving school. Standards achieved by the pupils are below those expected nationally. However reasons for underachievement are being tackled and pupils' progress is now satisfactory. Wortley is one of two schools in Leeds to provide a resource for pupils with complex speech and language difficulties. Following the appointment to another school of the previous headteacher, the school is led by two headteachers who were formerly members of the senior management team.

Wortley High School was built in 1959. The original building consists of flat roofs, glazed metal framed curtain walling and bricks. Two extensions were added, the graphic design block built in 1991 and the 6th form and languages block built in 1999. A second block was completed in 2003 to form the Computer Learning Suite, this consisted of profiled steel roofing brick walls and metal framed windows and doors. Since then 3 temporary blocks have been introduced on site to ease the accommodation problems.

Although the building is structurally sound the school suffers from various suitability issues. The most prominent being the severely undersized general teaching and specialist rooms. The majority of the classrooms are either moderately or excessively undersized making it uncomfortable for users and therefore hindering the teaching environment. More specialist rooms such as Science, ICT and Drama are of insufficient size and suffer from solar gain. The school is also deficient in learning resource and social areas.

A recent OfSTED inspection (Feb 2006) described Wortley as an 'improving school which provides a satisfactory education for it's pupils'. The school was credited with taking decisive and productive action to improve standards and underachievement. The report highlighted however that the behaviour of some pupils needed to be controlled. Ofsted were concerned about the adverse effect the behavioural issues were having on the other pupils in the class. The school share this worry and are working hard to combat the problem.

The school currently has a net capacity of 961 and at present there are 858 pupils are enrolled of which 66 students are in the 6th form. The admission limit is 180 pupils per year for years 7 to 11.

West Leeds and Wortley High Schools are situated in the Armley Ward. The current unemployment in the area is 5.9%. This is a relatively high figure when compared to the average of 2.9% in Leeds. Three of the sixteen SOA's (super output areas) are amongst the 10% most deprived neighbourhoods in the Country.

Basic data: latest available in each area

West Leeds School	Current		Planned	
Basic Data	West Leeds	Wortley		
Admission Number				
11-16 NOR	1023	792	1200	
Post 16 NOR	99	66	150	
SILC partnership	N/A	N/A	30	
Total NOR	1122	858	1380	
West Leeds High	2002/03	2003/04	2004/05	2005/06
KS3 Level 5				
English %	72.8	56.2	48.2	73
Maths %	52.1	52.2	50.2	70
Science %	47.9	44.8	40.2	63
Average Point Score	32.7	30.8	29.5	33.6
KS3 Level 6				
English %	43.2	18.2	12.0	32
Maths %	28.1	44.8	27.4	45
Science %	24.9	44.8	17.2	32
KS4				
5A*-C %	28	33	34	38.0
1A*-G %	93	90	94	94
Capped Point Score	224.1	215.0	233.8	228.8
KS5				
APS per pupil	259.2	266	223.2	326.6
APS per entry	69.9	75.0	62.2	140.9
Absence				
Attendance %	86.8	87.3	88.5	88.4
Unauthorised %	4.0	4.0	2.9	3.5
Permanent Exclusions				
Number	8	5	1	1
Rate per 1000 pupils	7.0	4.3	0.9	1
Socio Economic				
Free School Meals %	33	35	34	34
BME population %	15	16	16	17

Wortley (amalgamated school)

Basic data: latest available in each area

Wortley	2002/03	2003/04	2004/05	2005/06
KS3 Level 5				
English %	47.2	52.2	60.6	44
Maths %	55.2	57.1	58.7	61
Science %	47.2	55.9	47.7	52
Average Point Score	31.1	32.3	31.5	31.9
KS3 Level 6				
English %	9.5	18	21.8	17
Maths %	30.2	55.9	38.5	39
Science %	18.4	55.9	17.2	26
KS4				
5A*-C %	23	25	38	52.7
1A*-G %	89.4	95.1	86.8	90.3
Capped Point Score	206.1	226.4	218.7	240.8
KS5				
APS per pupil	116.7	243.0	192	333.2
APS per entry	42.0	61.0	61.0	151.9
Absence				
Attendance %	87.7	87.8	89.3	89.8
Unauthorised %	3.9	4.6	2.6	3.5
Permanent Exclusions				
Number	3	2	1	1
Rate per 1000 pupils	3.3	2.2	1.1	1.2
Socio Economic				
Free School Meals %	19	23	24	23
BME population %	8	9	10	13

3.3.2 Schools to be Refurbished and Extended: Farnley Park High

Farnley Park High is an 11-18 school situated in an elevated position within the green belt in West Leeds. The school has one vehicular access point to the North which comes off Church Lane it is a narrow lane, which opens up into a tree-lined avenue of considerable length, passing the adjacent primary school and alongside woodland. The current entrance road is not sufficiently wide to allow two cars to pass however passing places have been provided to try and alleviate this problem. There are three pedestrian access points via the main school access road off Chapel Lane near Lawns Park Primary school, Whincover Drive and through an area of woods from Chapel Lane/Lawns Lane direction. The site extends to 8 hectares and includes a proportion of protected playing fields. It is bounded by residential use mainly to the north east and North West, between which there is Lawns Park Primary School to true north. To the southern



boundary is the green belt with little other usage.

The current accommodation consists of four detached blocks which have no physical connection. Along with several units of temporary accommodation. Two blocks date back to 1960 and are concrete frame with curtain walling. The other two blocks date from 1992 and 1998 and are of traditional construction.

The buildings are arranged in a line over a subterranean reinforced concrete service tunnel, linked to an underground boiler room, at one time coal-fired, with large bunkers alongside. Each of the buildings are constructed from pre-cast, post-tensioned concrete framing with floors and walls suspended from the roof. The main columns are supported on screw jacks that were intended to be adjusted as and when coal-mining subsidence took effect.

The sports hall, dining and assembly block 3 is differently constructed, with a steel frame, timber and glass cladding and with a barrelled butterfly roof. A Drama studio was added to this in 1994.

The site is relatively flat so DDA access is not a major problem; however there are some extreme changes of level to the rear of the site. The internal configuration of the school militates against DDA compliance, for example the stair cores are cramped and present significant control problems due to the lack of visibility. Absence of lifts significantly restricts access to the curriculum for disabled pupils.

In addition there are narrow corridors with doors that are not designed with disabled users in mind. Circulation routes frequently involve changes in level, again there is no disabled provision in the form of platform lifts to overcome this.

Existing decorative schemes have not been designed with the needs of the visually impaired in mind, nor is the signage. DDA compliance externally is generally better; however it can often require the use of a significantly longer route.

ICT provision is currently limited by the ability of the necessary infrastructure to be integrated into the existing buildings, and the school wants BSF investment to ensure it is able to take full benefit from the new ICT infrastructure planned as part of BSF.

The school has several suitability and condition issues. From the suitability standpoint the school is currently deficient in terms of halls, resource areas, toilets (staff and pupils) and storage.

Supervision is particularly difficult because of the nature of the site layout, as it creates numerous nooks and crannies that allow bullying to take place. Lack of proper social and circulation space also contributes to discipline problems.

The school attracts students from the immediate local community in Farnley and New Farnley, as well as from Armley, Bramley, Pudsey, Beeston and towards Morley. A map showing pupil distribution can be found in Appendix 3 (ii). The school has applied to become a Specialist Mathematics and Computing College and is currently awaiting a decision on the bid following a recent visit from the Specialist School Trust.

Farnley Park High is already established as a learning campus. The school is host to the West Leeds Specialist Inclusive Learning Centre (West SILC) which is located in temporary buildings adjacent to the existing technology block. This co location has encouraged both schools to work together in delivering an inclusive curriculum accessible by all. A group of SILC students have now worked through their KS3 programmes on a part time basis and a KS4 Access Programme has been established for pupils of both schools.

Farnley Park High has entered into a 6th form provision partnership arrangement with three local high schools and a FE college called P16W. The schools are West Leeds, Wortley and Intake High Arts College. This operates on a core and options model. A coordinator based at Farnley Park has been appointed to develop these arrangements. This partnership is the key component in developing the Inner West Leeds 14-19 strategy. An Extended Schools Cluster has also been established and a recently appointed Co-ordinator based at Farnley Park High will be working with all the primary schools and West SILC to widen community access to facilities and services. All the feeder primary schools are included in this cluster and includes Cobden, Five Lanes, Lawns Park, Greenhill and Ryecroft primary schools. There has also been some work with Lower Wortley Primary school. All these initiatives will deliver a new Farnley Park Learning Campus.

In 2001 an OfSTED inspection stated that Farnley Park High was a 'improving school that provided a sound quality of education for it's pupils' The school was praised for it's good leadership and the improving standard in all areas of the curriculum especially English, Art and Drama. A more recent inspection that took place in November 2006 found that Farnley Park High is an improving and inclusive school which provides a satisfactory education for pupils aged 11 to 18. Although the school's overall effectiveness is satisfactory, its performance in one respect, relating to students' achievement in the sixth form is inadequate. The school has tackled areas identified in the last inspection and provides satisfactory value for money. There is good capacity for further improvement.

In recent years the school has grown significantly from 534 pupils in 1996 to 783 in 2005 with current numbers on roll of 789. Levels of achievement has also risen to 37% of pupils achieving 5A*-C in their GCSEs in 2006 prior attainment on entry is above national averages. . The school is now heavily over-subscribed with 789 pupils

The existing school currently has a net capacity of 769 currently admission limit of 150 based on the DfES calculations including the 6 temporary buildings that are on site - this is correct from the school organisation data that has been passed to us- the school is currently oversubscribed and the admission limit is 150. The school has been significantly oversubscribed since early 2000 as a result the OBC proposes to increase the admission limit at Farnley Park High to 210 11-16 and 150 post 16.

Farnley Park High is situated in the Farnley and Wortley Ward in the west of the city. One of the fourteen Super Output Area's are amongst the 10% most deprived in the Country. The current unemployment rate at November 2006 is 3.1% which is higher than Leeds average of 2.9% but less than the national average of 5.5%.



The outer west area is less deprived than the inner areas of Leeds. However when this area is compared to the other outer areas of Leeds it fares less well especially in terms of crime, health and education attainment.

Basic data: latest available in each area

Farnley Park High	Current	Planned		
Basic Data				
Admission Number				
11-16 NOR	764	1050		
Post 16 NOR	70	150		
SILC partnership	N/A	30		
Total NOR	834	1230		
	2002/03	2003/04	2004/05	2005/06
KS3 Level 5				
English %	77.1	73.9	67.5	68
Maths %	72	71.7	73.5	74
Science %	61.9	60.1	63.6	70
Average Point Score	34.3	33.0	33.3	33.5
KS3 Level 6				
English %	44.1	29.0	22.7	21
Maths %	44.9	60.1	46.3	57
Science %	36.4	60.1	26.2	36
	2002/03	2003/04	2004/05	2005/06
KS4				
5A*-C %	30	29	36	37.1
1A*-G %	97.8	98.2	99.2	99.3
Capped Point Score	225.8	239.8	251.0	256.3
KS5				
APS per pupil	195.0	155	201.1	254.1
APS per entry	57.1	55.4	58.4	124.1
Absence				
Attendance %	89.7	90.5	91	89.9
Unauthorised %	2.1	1.6	1.5	1.2
Permanent Exclusions				
Number	2	1	0	0
Rate per 1000 pupils	3.1	1.4	0	0
Socio Economic				
Free School Meals %	20	17	22	19
BME population %	2	2	3	2

3.3.3 Schools to be Refurbished and Extended – Priesthorpe Sports Specialist College

Priesthorpe Sports Specialist College is a thriving, oversubscribed, 11-18 Specialist Sports College situated in the greenbelt to the West of Leeds. The school is situated on the Leeds / Bradford border serving the villages of Farsley and Calverley and parts of Bradford. Priesthorpe Sports Specialist College is situated just off Priesthorpe Lane, which is accessed from the A6120 ring road. The site currently has one vehicular access point to the south which comes off Priesthorpe Lane. The current access road is narrow lane and not sufficiently wide to allow two cars to pass however passing places have been provided to try and alleviate this problem. Pedestrian access is also available at this point, including an additional one from Rockwood Drive to the rear of the school. The site extends to 7.7 hectares and is bounded by residential use mainly to the north, south and west. To the east lies Farsley Farfield Junior and Primary Schools. The entire site is situated within the Green Belt boundaries and designated as an Urban Fringe Priority Area.

The School serves the immediate area drawing the majority of its students from Farsley, Calverley and parts of Bradford. A map showing pupil distribution can be found in Appendix 3 (ii).

The school population reflects the ethnically diverse community in which it is located; for 20.6% of students, English is not their first language. The levels of attainment on entry to the school are average and the number of students eligible for free school meals has remained stable (currently 13.7%). The number of students with special educational needs has decreased but this is as a result of changes in the Code of Practice.

Priesthorpe Sports Specialist College is central to the School Sports Partnership, which includes 34 primary schools. The designation of Sports College Status has enhanced the school's capacity to work with other partners as well widen their reach across the west of the city. The key aims of the Sports College are to raise standards and aspirations, to promote inclusion and to work with local community groups, business partners and the Sports Development Unit to develop sustainable sporting opportunities which promote participation in PE and sport.

The school consists of a range of buildings built between 1964 and 2000. The original 3 storey building was built in 1964 comprising of brick and curtain walling. It currently houses 12 general teaching classrooms and contains a ground floor corridor that runs through the heart of the school. In 1972, 2 small teaching blocks were added to accommodate the increase in pupil numbers. A further build in 1988 gave the school an additional 14 teaching classrooms and 8 specialist rooms and finally a large extension was added in 2000.

The accommodation is generally satisfactory. The building is structurally sound considering its age. The main issues however lie in the roof and the external walls. The roof is beyond its useful life and the walls are not water tight, both requiring immediate replacement. Decoration is poor and dated and as a consequence does not fulfill DDA legislation. The internal configuration of the school especially the narrow stairs and absence of a lift make it difficult for disabled users to move freely around the school. In addition to this the school



has a number of maintenance problems to contend with. The heating system is gas fired but is running on half power as the flue system is inadequate. A large number of classrooms face due south, thus suffering from solar gain. The school has several suitability and condition issues. From the suitability standpoint the school is currently deficient in terms of personalised learning spaces, a dedicated 6th form area (study and social), sports facilities (both indoor and outdoor), resource areas, toilets (staff and students), offices and administration accommodation and storage.

In February 2004 an Ofsted inspection highlighted accommodation as a main weakness stating 'the accommodation is unsatisfactory leading to adverse affect on the effectiveness of teaching' this was particularly noted in Drama, History and Music.

The school has benefited from recent capital investment and the BSF project will refurbish and remodel the rest of the school. A generic SEN partnership base will also be provided.

The school currently has a net capacity of 1186 and currently 1193 are enrolled. The admission limit is 210. The school is currently oversubscribed and as a result it is proposed to increase the sixth form to 200 in 2009.

Priesthorpe Sports Specialist College is situated within the Calverley and Farsley ward in the north west of Leeds. The current unemployment rate at November 2006 is 1.9% which is lower than both the Leeds average of 2.9% and the national average 5.5%.

Basic data: latest available in each area

Priesthorpe Sports Specialist College	Current	Planned		
Basic Data				
Admission Number				
11-16 NOR	1046	975		
Post 16 NOR	163	200		
SILC partnership	N/A	30		
Total NOR	1209	1205		
	2002/03	2003/04	2004/05	2005/06
KS3 Level 5				
English %	75.8	75.9	84	73
Maths %	67.2	76.9	73	80
Science %	67.2	71.9	77	84
Average Point Score	33.6	34.0	34.3	34.5
KS3 Level 6				
English %	38.3	24.6	28.2	28
Maths %	39.6	71.9	47.7	55
Science %	29.3	71.9	32.3	45
	2002/03	2003/04	2004/05	2005/06
KS4				
5A*-C %	49	41	41	54.8
1A*-G %	98.5	95.0	98.5	97.5
Capped Point Score	281.0	261.1	279.5	292.5
KS5				
APS per pupil	221.4	276.9	235.8	537.5
APS per entry	68.7	73.8	75.2	209.3
Absence				
Attendance %	92.4	92.4	92.4	92.2
Unauthorised %	0.7	0.8	0.8	0.6
Permanent Exclusions				
Number	2	3	1	0
Rate per 1000 pupils	1.1	2.5	0.8	0.0
Socio Economic				
Free School Meals %	13	13	14	14
BME population %	23	22	24	25

3.3.4 Schools to be Refurbished and Extended – Crawshaw School

Crawshaw School is a thriving, oversubscribed, 11-18 school in Pudsey. Situated on the Leeds / Bradford border the school attracts students from the immediate local community as well as from West Leeds and surrounding areas towards the Bradford area. A map showing pupil distribution can be found in Appendix 3 (ii). In July 2005 the school became a designated Specialist Humanities College. Crawshaw School is situated in the West Leeds area of the city housed on a spacious and attractive hillside site a quarter of a mile from the centre of Pudsey which can be accessed from either the B647 Stanningley Bypass or from the Tong/Pudsey road B6154. The site is bounded by residential accommodation on all sides/directions with the most recent development being on the north side of the site.

The site area covers 92,227m² and currently has one vehicular access point to the west which comes off Robin Lane. Pedestrian access is also available at this point which includes a subway/underpass to protect and subdivide pedestrians from vehicles, a further pedestrian access points comes off Kent Road. The site includes a school owned sports hall that newly opened in 2004. As well as an all weather pitch added as part of the scheme and handed over for use in 2005.

Crawshaw School is part of the Pudsey Family of Schools which incorporates feeder primary schools, 2 other secondary schools (Grangefield and Priestthorpe), the West SILC and themselves. This unique group has forged strong links with each other, enabling genuine collaboration and sharing of good practice across the city. The designation of Humanities College Status further enhances the school's capacity to work with their partners as well as to widen their reach across West Leeds.

The school consists of 3 main blocks of varying ages and condition which are in the most part linked together. Block 1 (English, History, Science, Geography, Inclusion, canteen, school hall, gym, reception, various offices and toilets) dates from the 1960s, whilst Block 2 (ICT, Technology, Art, Business, Maths, Languages, RE, Music, Theatre, staff room, and various offices and toilets) and Block 3 (sports hall) have been built within the last 2 years. A site plan showing the relative location of each block can be found in Appendix (3iii).

The site is on a slope and some parts of Block 1 have been extended to 4 storeys so DDA access is currently a major problem. The internal configuration of Block 1 militates against DDA compliance, for example the stair cores are cramped and present significant control problems due to the lack of visibility. Absence of lifts significantly restricts access to the curriculum for disabled pupils. In addition there are narrow corridors with door frames that are too narrow for wheelchair access.

Circulation routes frequently involve changes in level, again there is no disabled provision in the form of platform lifts to overcome this. Existing decorative schemes have not been designed with the needs of the visually impaired in mind, nor is the signage. DDA compliance externally is generally better; however it can often require the use of a significantly longer route, and a current student who relies upon a wheelchair has not been allowed an electric chair because of many gradients being too steep even where ramps have been put in.



ICT provision is currently limited by the ability of the necessary infrastructure to be integrated into the existing buildings, and the school wants BSF investment to ensure it is able to take full benefit from the new ICT infrastructure planned as part of BSF. The proposals will need to provide the infrastructure required to support the new ICT platform proposed for BSF.

The basic structure of Block 1 appears to be structurally sound but contains a lot of asbestos (in the ceiling tiles and on the lagging around the pipes set in concrete under the floor). There are also problems with the drains which regularly block due to their age and diameter. The wiring in the block is also old and poorly planned, and the larger tower block leaks badly after rain – through the PVC cladding, the stone and the roof. (Both tower blocks have flat roofs.)

There is a significant back-log of maintenance issues, requiring expenditure to meet current expectations, let alone the enhanced expectations of the school's vision. The school has several suitability and condition issues. From the suitability standpoint the school is currently deficient in terms of canteen space, 6th Form study and social areas, and basic classroom size - many classrooms are below 54m² (particularly 2 Geography classrooms), and those that face southeast suffer from solar gain.

A number of corridors and stairways are too narrow for the amount of students at lesson change-over time, causing dangerous bottlenecks, and design limitations mean it is not possible to introduce one-way systems to alleviate this problem. Supervision is difficult because of the nature of the site layout, as it creates numerous nooks and crannies that allow bullying to take place. Lack of proper social and circulation space also contributes to discipline problems.

Some of the office space is too small because the usable areas have been reduced by in-room storage these also suffer from solar gain.

Following the last Ofsted inspection in January 2006, Crawshaw School was served a Notice to Improve. The school recognises that there is a lot yet to do, and have set challenging but realistic targets for future student attainment. The journey towards higher attainment and improved student outcomes has already started, with the focus on improving the quality of Teaching and Learning and Leadership and Management throughout the school.

In September 2006, following the resignation of the existing Headteacher, an Executive Headteacher was appointed on a temporary basis to assist and direct the school to achieve its goals on improved standards. It is expected that the appointment of a new Headteacher from Easter 2007 will be a contributory factor towards the schools overall journey to increased success.

The school's links with the key post-16 providers are strong. The school works closely with Grangefield and Priesthorpe Schools – the Pudsey Consortium. In response to recent developments within 14-19 curriculum the school has forged partnerships with post 16 providers, with a cohort of Key Stage 4 students following an innovative work related curriculum for a significant part of their week.

The school currently has a net capacity of 1180 and currently has 1173 pupils on role.

However pupil numbers in the secondary sector have now reached their peak and the decline experienced in recent years in our primary sector has started to have an effect. As a result it is proposed that the schools admission limit be reduced to fit in line with the projected level of future demand.

Crawshaw School is situated in the Pudsey Ward in the West of the City. The current unemployment rate at November 2006 is 1.6% which is lower than both the Leeds average of 2.9% and the national average of 5.5%. The outer west area is less deprived than the inner areas of Leeds. However when this area is compared to other outer areas of Leeds, it fares less well especially in terms of crime and unemployment.

Basic data: latest available in each area

Crawshaw School	Current	Planned		
Basic Data				
Admission Number				
11-16 NOR	1039	975		
Post 16 NOR	149	170		
SILC partnership	N/A	N/A		
Total NOR	1188	1145		
	2002/03	2003/04	2004/05	2005/06
KS3 Level 5				
English %	75.9	64.2	84	71
Maths %	77.8	75.0	81	80
Science %	72.9	73.0	71	71
Average Point Score	34.9	33.8	34.8	35.4
KS3 Level 6				
English %	37.9	25.5	30.6	39
Maths %	57.2	73.0	62.6	62
Science %	43.3	73.0	31.6	43
KS4				
5A*-C %	44	54	55	43.3
1A*-G %	92.0	93.6	94.4	95.2
Capped Point Score	265.2	277.7	283.3	269.6
KS5				
APS per pupil	226.4	229.1	249	462.0
APS per entry	63.9	76.8	78.3	198.8
Absence				
Attendance %	91.3	92.3	92	91.1
Unauthorised %	2.8	2.3	2.7	3.6
Permanent Exclusions				
Number	1	4	2	0
Rate per 1000 pupils	0.8	3.5	1.7	0.0
Socio Economic				
Free School Meals %	13	13	13	10
BME population %	4	4	4	4

Phase 3 Schools: Schools to be Refurbished and Extended

3.3.5 Corpus Christi Catholic College

Corpus Christi Catholic College is a thriving oversubscribed 11-16 Voluntary Aided school in the Temple Newsam ward, East side of the city. Three of the thirteen SOA's are amongst the 10% most deprived in the Country. The current unemployment level in the ward is 3.2%, this is slightly higher than the city average of 3% (Information taken from Office of National Statistics Jan 2007). Due to the strong values and ethos of the school, it attracts students from it's local community and the wider city of Leeds. This vibrant community in which the school is situated contains some of the most challenging pupils which the school has embraced. Inspectors from Ofsted commented upon the 'oasis of calm the school provides for its pupils' and the 'invisible safety net they have created'.

The school is situated in the East area of Leeds off Neville road which is accessed from the A63 Selby road, the site occupies 2.1 hectares. To the north and west lies a residential area, to the south and east Wyke beck runs along the school boundary and Corpus Christi Primary school resides to the South East aspect of the college these two schools are divided by the boundary fence. The site currently has one vehicular access point to the south which comes off Neville Road. Pedestrian access is also gained through this point although there is a separate pedestrian access to the north off Halton Moore Avenue.

The school consists of a 3 storey, 2 storey and a single storey block which constitutes as one building, all constructed at different times and therefore varying in condition.

The building has no access above the ground floor for pupils, adults or visitors who are unable to use the stairs, therefore access to major curriculum areas within this school is often limited. DDA compliance will prove very difficult due to the internal configuration of the school. For example the absence of a lift restricts the furnishings and fittings available above the ground floor, as manual handling regulations come into play.

The school comprises of classrooms on both sides of the building separated by a central corridor with two main staircases at either end. The staircases are cramped and present significant supervision problems due to the lack of visibility. The classrooms themselves vary in size causing significant problems when trying to allow 28-30 pupils a teacher and a support assistant to work comfortably, especially when storage space is also needed. There are no provisions for pupils to store bags and coats in these rooms.

The basic structure of the building appears to be structurally sound and offers opportunities for remodelling that would radically transform the building. To meet current expectations there is still a significant back-log of maintenance issues requiring expenditure, this sits outside the enhanced expectations of the school's vision. The school has several suitability and condition issues, from a suitability standpoint the school is currently deficient in terms of halls, resource areas, toilets (staff and pupils) and storage.

In 2001 the school became a designated Specialist Technology College, and subsequently re-designated in 2004. The designation of Technology College Status further enhances the schools capacity to work with local partners and feeder schools. Corpus Christi Catholic College has increasingly sought to develop links with local primary schools supporting subjects such as Maths, Science, Languages, ICT and Technology.

As with other schools in the area Corpus Christi Catholic College works closely with Notre Dame Sixth Form College who are regarded by staff and students alike as their 'natural sixth form'. In response to recent developments within 14-19 curriculum, the school has forged partnerships with post-16 providers offering Key Stage 4 students an innovative work related curriculum for a significant part of their week, including a Dance/Drama course at a Further Education College. For a number of years they have also forged strong links with colleges and local businesses in support of the extended Work Related provision, and are well regarded by those institutions and firms.

Currently the number of pupils in the school with special educational needs is above the national average, the school also offers a resourced base for students with severe learning disabilities and is currently funded for 4 students per year. This resource allows Corpus Christi Catholic College to demonstrate their commitment to Inclusion in its widest sense, and provides mainstream opportunities for pupils with learning difficulties.

The existing school has a net capacity of 900 and currently has 923 pupils on role.

Basic data: latest available in each area

Corpus Christi Catholic College	Current	Planned		
Basic Data				
Admission Number				
11-16 NOR	923	900		
Post 16 NOR	0	N/A		
SILC partnership	N/A	30		
Total NOR	923	930		
	2002/03	2003/04	2004/05	2005/06
KS3 Level 5				
English %	61.8	62.1	66.4	71
Maths %	65.7	63.3	67.4	76
Science %	61.8	54.8	59.3	70
Average Point Score	32.7	32.7	33.1	33.7
KS3 Level 6				
English %	24.2	27.1	30.2	27
Maths %	47.5	54.8	45.3	55
Science %	27.3	54.8	33.0	29
KS4				
5A*-C %	31	40	50	48.3
1A*-G %	89	95	93	94.4
Capped Point Score	235.9	258.1	252.0	254.1
KS5				
APS per pupil	N/A	N/A	N/A	N/A
APS per entry	N/A	N/A	N/A	N/A
Absence				
Attendance %	91.3	92.2	92.7	92.1
Unauthorised %	0.9	0.6	0.7	0.7
Permanent Exclusions				
Number	0	0	0	0
Rate per 1000 pupils	0	0	0	0
Socio Economic				
Free School Meals %	25	27	30	23
BME population %	3	4	5	6

3.3.6 Schools to be Refurbished and Extended – Parklands Girls High

Parklands Girls High is a thriving 11-18 girl's school located in the Seacroft and Killingbeck ward which forms part of the East Wedge of Leeds. Current unemployment rate is 5.6% which is significantly higher than the average of 3% in Leeds. (Information taken from Office of National Statistics Jan 2007). The levels of attainment for the pupils on entry are below average and the proportion of pupils identified as having special educational needs are double that of the national average.

Parklands Girls High School is situated in the north east area of Leeds, off South Parkway which is accessed from the A6120 ring road. The site occupies 5.5 hectares and is situated within open ground. To the north lies a residential area, to the south Parklands Primary School, and to the east and west of the schools lies recreational ground. The site currently has one vehicular access point to the north which comes off South Parkway. Pedestrian access is also gained through this point.

The school's population reflects the ethnically diverse communities within Leeds and attracts pupils from across the city. Parklands Girls High is the second most popular destination for Kashmiri and Pakistani girls in the city. In February 2004 an Ofsted report praised the school for their effective achievements in many areas of teaching and learning, in particular developing good relationships amongst the sixth form pupils and staff. It also highlighted the encouraging support given to vulnerable children. However, the school was criticised for the lack of sport provision, but since then the leadership team have been working hard to provide the best level of sport activities available.

The school consists of a range of buildings dating back to 1958. The main building is a 3 storey structure comprising of general teaching classrooms, admin offices and dining area. Over the last 6 years 3 more blocks have been added to the school, the latest addition being a technology, art and library block built in 2005.

The building is structurally sound considering it's age, however there are several condition issues. The roofs are subject to continual renovation, however they are at the end of their useful life and need replacing. The ceilings contain asbestos which needs removing and some walls are suffering from water ingress. The heating system is gas powered but the boilers are in very poor condition and need urgent attention.

The existing school currently has a net capacity of 918 and has 787 pupils on role

Basic data: latest available in each area

Parklands Girls High	Current	Planned		
Basic Data				
Admission Number				
11-16 NOR	696	750		
Post 16 NOR	91	130		
SILC partnership	N/A	N/A		
Total NOR	787	880		
	2002/03	2003/04	2004/05	2005/06
	3	4	5	6
KS3 Level 5				
English %	42.1	51.5	54.0	47
Maths %	42.9	47.4	50.0	41
Science %	34.1	35.3	44.0	37
Average Point Score	29.1	29.1	30.4	28.7
KS3 Level 6				
English %	11.1	6.0	14.4	13
Maths %	19.0	35.3	23.5	22
Science %	13.6	35.3	13.7	12
KS4				
5A*-C %	24	24	36	27
1A*-G %	88	93	94	92
Capped Point Score	210.9	213.5	229.8	207.6
KS5				
APS per pupil	146.8	206.3	161.8	196.0
APS per entry	61.5	76.7	63.6	72.6
Absence				
Attendance %	89.5	90.6	89.4	88.0
Unauthorised %	1.7	1.4	3.6	3.7
Permanent Exclusions				
Number	0	0	0	0
Rate per 1000 pupils	0	0	0	0
Socio Economic				
Free School Meals %	43	45	43	40
BME population %	29	28	29	29

3.3.7 Schools to be Refurbished and Extended – Mount St Mary's Catholic High

Mount St Mary's Catholic High is an 11-16, voluntary aided co-educational Catholic High School. Founded in 1853 as a mission school for poor Irish immigrants in Leeds, its evolution over the years has seen the school used as a convent boarding school, orphanage, direct grant girls' grammar school and girls' secondary modern. The school is located within a 5 minute walk from the city centre and stands at the top of the mount overlooking the east bank of the river Aire. Mount St Mary's Catholic High is a very popular and over subscribed school that attracts pupils from all areas of Leeds, but predominantly the inner city areas of East, South and West Leeds.

Mount St. Mary's Catholic High is situated in central Leeds off Ellerby Road the site occupies 1.2 hectares. To the north west resides residential flats to the east a modern housing estate. To the south east and south west open recreational ground. The site currently has one vehicular access point to the South of the site which comes off Ellerby road. Pedestrian access is also gained through this point

The school is situated in Burmantofts and Richmond Hill Ward, which forms part of the East Wedge of Leeds. Current unemployment rates are 8.4% which is considerably higher than the Leeds and national averages of 3% and 5.5% respectively. (Information taken from Office of National Statistics Jan 2007). As the statistics suggest the majority of the community consists of low income families with nearly a third of pupils coming from the most deprived 5% locations in the country and half from the most deprived 10%. The school has an increasing number of pupils from families new to this country who are economic migrants. Raising standards and aspirations for the largely disadvantaged pupils is the schools main priority, GCSE results have risen over the last 5 years enabling an increasing number of young people to continue on to higher education. The designation of Maths & ICT Specialist Status has further enhanced the school's capacity to raise standards. The school is committed to inclusion and have developed a range of strategies to support their more vulnerable pupils.

As with other schools in the area, Mount St. Mary's works very closely with Notre Dame Sixth Form College, who are regarded by staff and students alike as their 'natural sixth form'. In response to recent developments within 14-19 curriculum the school has forged partnerships with a range of post 16 providers, with an encouraging number of Key Stage 4 students following an innovative work related curriculum at level 1 for a significant part of their week.

The school consists of a diverse range of buildings which includes a Grade 2 listed Victorian building and a sports block built in the 1950's housing a gym and a redundant swimming pool that has considerable condition and suitability issues. The Victorian block contains most of the school's faculties including general teaching, administration and dining. The 1950s block is mostly used for sport, however it is also home to the Science Faculty. The Victorian block contains many level changes, the design and layout presents problems for the operation and running of the school. The steep stairs and narrow corridors make circulation, class changeovers and disabled access very difficult. Generally the

building is structurally sound however, the school does suffer from rainwater penetration and severe heat loss, as a result of poor single glazed windows.

Mount St Mary's Catholic High was inspected by Ofsted in November 2006 and was found to be a good school with some outstanding elements.

The school consists of a diverse range of buildings which includes a Grade 2 listed Victorian building and a sports block built in the 1950's, housing a gym and a redundant swimming pool. The Victorian block contains most of the school's faculties. The 1950s block is mostly used for sport, however it is also home to the Science Faculty.

The existing school has a net capacity of 900, the number of pupils on roll is currently 1234 this is due to the closure of St. Michaels Catholic College in July 2005. The bulge in pupil numbers are in years 8, 9, 10 and 11, extra accommodation in the form of temporary units and the continued use of St. Michaels College as an 'annexe' is currently being used. This provision will be reduced over time as the pupils pass through the school. It is anticipated that the 'annexe' will close in July 2008 as the number of pupils using this facility will have reduced to zero. The school will return to the projected figure of 900 pupils by September 2009.

Basic data: latest available in each area

Mount St Mary's Catholic High	Current	Planned		
Basic Data				
Admission Number				
11-16 NOR	1126	900		
Post 16 NOR	0	N/A		
SILC partnership	N/A	N/A		
Total NOR	1126	900		
	2002/03	2003/04	2004/05	2005/06
KS3 Level 5				
English %	65.2	75.1	71.0	78
Maths %	70.8	67.1	71.0	81
Science %	69.1	54.9	65.0	73
Average Point Score	33.0	32.9	33.2	34.4
KS3 Level 6				
English %	24.9	25.4	22.8	31
Maths %	40.6	54.9	51.7	56
Science %	23.6	54.9	27.4	34
KS4				
5A*-C %	52	50	56.6	47.1
1A*-G %	94.1	94.5	94	95
Capped Point Score	279.8	262.3	275.2	271.9
KS5				
APS per pupil	N/A	N/A	N/A	N/A
APS per entry	N/A	N/A	N/A	N/A
Absence				
Attendance %	91.5	91.9	92.3	90.5
Unauthorised %	0.4	0.8	0.6	1.0
Permanent Exclusions				
Number	1	3	2	0
Rate per 1000 pupils	1.1	3.3	2.2	0
Socio Economic				
Free School Meals %	23	23	21	23
BME population %	10	12	13	19

Schedule of appendices supporting this section of the OBC:**Appendix**

- 3(i) Summary Table – Scope of Works
- 3(ii) Pupil Distribution Map
- 3(iii) School Demographic Data

4.0 PROCUREMENT STRATEGY

Phase 1 of the BSF project was successfully closed on the 3rd April 2007 with the appointment of E4L as the Private Sector Partner (PSP) forming a Local Education Partnership (LEP) in conjunction with Leeds City Council and Education Leeds. The LEP will have the sole and exclusive right to construct and provide facilities management services (PFI schools only) for all of the schools that fall within Wave 1 of the Leeds BSF Programme, this includes the schools within phases 1, 2 and 3 of the current wave, plus all other capital works on the secondary estate with a value exceeding £100,000 subject to application of the New Project Approval Procedure (NPP).

This OBC is concerned with the delivery of Phases 2 and 3 of the Leeds BSF Programme, which will be procured using the New Project Procedure (NPP) set down in Schedules 3 and 3A of the Strategic Partnering Agreement. These schedules set out the procedure that the Council and the LEP must follow on all future projects that fall within the LEP's exclusivity provisions. Schedule 3 contains the procedure for delivering new build PFI and D&B schemes whilst Schedule 3A covers D&B refurbishments schemes.

A significant amount of information has been collated and analysed prior to a new project being submitted to the LEP for development. This will include outline applications and design and access statements for each of the schools where applicable, stage 1 checks which include desk top, geotech, condition, asbestos and ecology surveys.

The New Project Procedure (NPP) is split into stage 1 and stage 2. Leeds have amended the standard form to ensure that this procedure can accommodate the thin LEP structure that the Council has developed with E4L and Partnerships for Schools.

Following receipt of the LEP's NPP submission at stage 1 and stage 2 the Council Project Team will carry out an evaluation of the LEP proposals to ensure that it meet the evaluation criteria including demonstration of value for money and the benchmark standards set out in the Authorities Requirements. Only upon achievement of these will the NPP proposals become an approved project which will allow it to move forward to stage 2 of the process.

Attached at Appendix 4(iii) are the evaluation criteria to be used to evaluate the Schedule 3 (PFI Schools) and Schedule 3a (D&B Schools) New Project Procedure Submission.

As indicated in the outline timetable below the NPP in respect of the Phase 2 schools commenced on the 29 January 2007.

The New Project Procedure will progress using the following timetable for Inner West Leeds.

Key Task	Target Date
Commence New Project Procedure (NPP) Stage 1	29 January 2007
LEP submits NPP Stage 1 Submission	20 June 2007
Evaluate Stage 1 Submission	21 June – 3 August 2007
Resubmission of Stage 1 Resubmission	10 – 13 September 2007
Evaluate Stage 1 Resubmission	13 September – 10 October 2007
Commence NPP Stage 2	22 October 2007
Detailed Planning Applications submitted for each school	21 November 2007
LEP submits NPP Stage 2 Submission	23 January 2008
Evaluate Stage 2 Submission	23 January 2008 – 25 February 2008
NPP Stage 2 Submission approved	25 February 2008
*Final contract negotiations with LEP complete	25 February 2008
Work commences on site	26 February 2008
Phase 2 School West Leeds Service Commencement	August 2009

The New Project Procedure will progress using the following timetable for Farnley Park High.

Key Task	Target Date
Commence New Project Procedure (NPP) Stage 1	29 January 2007
LEP submits NPP Stage 1 Submission	12 December 2007
Evaluate Stage 1 Submission	12 December 2007 – 31 January 2008
Commence NPP Stage 2	1 February 2008
Detailed Planning Applications submitted for each school	3 March 2008



LEP submits NPP Stage 2 Submission	31 July 2008
Evaluate Stage 2 Submission	1 – 29 August 2008
NPP Stage 2 Submission approved	29 August 2008
*Final contract negotiations with LEP complete	26 September 2008
Work commences on site	3 October 2008
Construction Complete	December 2009

The New Project Procedure will progress using the following timetable for Priesthorpe Sports College.

Key Task	Target Date
Commence New Project Procedure (NPP) Stage 1	29 January 2007
LEP submits NPP Stage 1 Submission	20 June 2007
Evaluate Stage 1 Submission	21 June – 3 August 2007
Resubmission of Stage 1 Submission	10 & 13 September 2007
Evaluate Stage 1 Resubmission	13 September – 10 October
Project Board Approval	11 October 2007
Commence NPP Stage 2	22 October 2007
Detailed Planning Applications submitted for each school	21 November 2007
LEP submits NPP Stage 2 Submission	14 April 2008
Evaluate Stage 2 Submission	14 April – 12 May
NPP Stage 2 Submission approved	12 May 2008
*Final contract negotiations with LEP complete	12 May – 6 June
Work commences on site	9 June 2008

Construction works complete	December 2009
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The New Project Procedure will Progress using the following timetable for Crawshaw

Key Task	Target Date
Commence New Project Procedure (NPP) Stage 1	29 January 2007
LEP submits NPP Stage 1 Submission	29 October 2007
Evaluate Stage 1 Submission	29 October – 26 November 2007
Commence NPP Stage 2	3 December 2007
Detailed Planning Application submitted	7 January 2008
LEP submits NPP Stage 2 Submission	28 April 2008
Evaluate Stage 2 Submissions	28 April – 19 May 2008
NPP Stage 2 Submission approved	26 May 2008
Final contract negotiations with LEP complete	June 2008
Work commences on site	July 2008
Construction work complete	December 2009

Phase 3 will progress on the basis of the following timetable

Key Task	Target Date
Preparation of City Council Requirements for phase 3	26 November 2007
Approval of application to notify LEP of New Project phase 3	5 December 2007

Commence New Project procedure for Phase 3	16 January 2008
LEP Submits stage 1 NPP submission	25 April 2008
Evaluate stage submission	26 April – 12 May 2008
Commence NPP stage 2	20 May 2008
Submit Detailed planning applications for each school (if required)	August 2008
LEP submits stage 2 submission	26 January 2009
NPP Stage 2 evaluation	27 January – 28 February 2009
Final Negotiations with LEP complete	28 February 2009
Work commences on site	1 March 2009
All Construction Complete	December 2010

4.1 Acceptance to the LEP Model

The City Council can confirm that all terms and conditions agreed with the successful bidder at phase 1 stage will be carried forward to the NPP.

4.2 Statement of Compliance with Full Standardised Approach

The Council through the phase 1 procurement has confirmed its acceptance of the standard procurement, contractual and commercial approach contained in the standardised documentation. For phase 1 this acceptance applies to the following elements:

- The output specification
- The Strategic Partnering Agreement
- The Shareholders Agreement
- The proposed PFI and D&B contracts
- The ICT contract

In respect of Phases 2 and 3 which will be procured under the New Project Approval Procedure the starting point for this will be the agreed output specification, Project Agreement/Payment Mechanism and D&B contract. However, the City Council is aware of the continuing development of the standardised documentation through the release of SOPC 4 and of the issues in relation to it raised by the 4Ps, and will consider the standardisation documentation as it then stands with its solicitors and other advisers in preparing the NPP documentation.

4.3 LEP Interaction

4.3.1 LEP Interaction with Other Procurement Agents and Frameworks

The LEP will work with the City Council and Education Leeds in relation to the development of phases 2 and 3 of the Leeds BSF programme and on the design and development across the entire programme. The LEP will be able to take advantage of its well-developed, tried and tested protocols for school liaison and participation in the design process.

The City Council has retained legal advisers, DLA Piper and financial advisers, PWC. Both are engaged under five year framework agreements, and BSF is the fifth PPP/PFI including BSF phase 1 on which both have worked with the City Council.

The City Council has also retained the services of EC Harris as technical advisor through a three year sole supplier framework. EC Harris was involved in BSF phase 1 from the appointment of preferred bidder.

As part of the phase 1 procurement the council considered the option of retaining the catering provision in-house at the PFI schools. This option has now been discounted with the expectation that all PFI schools will receive a full hard and soft FM services from the LEP. For the refurbished schools, the Council is again examining the options for future service delivery, but it is anticipated that the schools will have freedom of choice with regard to the provider of hard and soft services after the completion of the refurbishment, but that the LEP or its affiliates may compete for such of this work as the Council or the schools bring it to the market.

Funding amounting to £23.87m has been provided through BSF for ICT across the whole of the secondary estate in Leeds. The City Council, with the agreement of Partnerships for Schools, has undertaken to procure an ICT strategic partner through a separate stand alone contract. [This was awarded to Research Machines \(RM Education plc\) in May 2007 and the final business case was approved in the same month.](#) The result is a robust and innovative contract to ensure that schools in the programme will have access to professional development, strategic planning support, equipment and technical support services to ensure a fully ICT-enabled transformational learning environment. The LEP and the Strategic Partner will work together with the City Council throughout the design, works and service periods for all the schools to ensure full integration of ICT to satisfy the schools' and the Council's vision for technology in the learning environment.

4.3.2 Sampling Strategy

The six sample schemes for Wave 1 of BSF were procured through phase 1. Therefore a sampling strategy is not required for phases 2 and 3.

4.3.3 Integration of IT

The City Council is been mindful of the interface and integration risks that arise out of the City Council's approach to ICT in its BSF funded schools. In response to this the City Council has developed the specification for the ICT passive infrastructure specification within the PFI and design and build contract documentation and specification in order to complement and ensure delivery support for the wider vision for ICT in education delivered through its ICT Strategic Partner (SP) contract.

Engagement has commenced between the LEP and the SP in order to ensure that strong relationships exist. This relationship is being facilitated and managed by a dedicated and supported senior manager from Education Leeds (the Service Delivery and Transformation Manager). In respect of phase 2 the SP is already fully engaged in the design development process, attending appropriate design meetings and feeding into design development as required. The SP will bring both technical and a wider educational expertise to these meetings and will act as champion for schools and the Council as appropriate to ensure that transformation in teaching and learning will be supported by the new designs and through the long term delivery of education in the new buildings.

The management of the interfaces between the LEP and the SP will be supported via an ICT protocol which is an additional schedule in both the LEP and SP contracts. This schedule contains meeting and monitoring arrangements and sets out the responsibilities and arrangement the City Council expect the SP, LEP and PFI & D&B contractor to agree to enable effective integration of ICT into the new schools. The schedule will ensure that all parties are given the contractual comfort that others must engage in the processes set out, should there be an insufficient level of engagement from any party. It is not intended that the schedule replace sound ongoing project and relationship management on the ground.

The key points of the ICT protocol are:

- Effective design development through the review process;
- A detailed access plan which will be worked up through the review procedure which will enable safe access and deal with interface issues during installation of ICT equipment prior to service commencement; and
- Details of the insurance responsibilities of the parties, during both the works and services periods and the allocation of risk in relation to security issues, theft and malicious damage.

The contractual protocol schedule will be supported by an ongoing range of multi-agency meetings and detailed project management support from LEP, SP and Council resource. Phase 2 and 3 schools will, as phase 1 schools have, provide for a specific member of senior management team to be the key point of contact with the SP for their school and manage the relationship at a senior level to ensure both school and SP deliver on their requirements. Overall the SP contract will be managed from within Education Leeds and interface issues will be reported through the formal programme management process.

4.3.4 FM Services

The following FM services will be provided by the LEP through the special purpose vehicle (SPV) established for the PFI school at West Leeds.

- Administration of facilities management including help desk;
- Life cycle maintenance of buildings, fixtures, fittings, furniture and equipment;
- Routine repair and maintenance;
- Grounds maintenance;
- Security;
- Caretaking;
- Catering;
- Cleaning;
- Utilities; and
- Relevant insurances.

The LEP will not be responsible for the life cycle and maintenance of the D&B schools financed through conventional funding. The schools will be expected to appropriately resource this from their delegated budgets to maintain their schools to an acceptable standard. All D&B school have signed commitment letters which confirm this.

4.3.5 Achievement of Supply Chain Efficiencies

The LEP has as part of the BSF Phase 1 procurement committed to providing a range of Continuous Improvement Plan Savings on:

- Construction costs
- Mobilisation costs
- Operational SPV and LEP management costs
- Debt arrangement and agency fees
- Insurance broker fees

The Continuous Improvement Plan through general and additional improvements seeks to improve quality, cost and timeliness of services. Through a portfolio approach, financing, life cycle, management and bidding efficiencies will be maximised. The table below outlines the Key Financial Characteristics of the Continuous Improvement Plan:

Unconditionally Guaranteed Savings

Category	Description
Phase 2 Submission Costs	Phase 2 Up Front costs will be capped at £1,517,250. An inflationary adjustment for these costs will be agreed between E4L and the City Council.
New Leaf Submission Costs	New Leaf Up Front costs will be capped at £1,183,750. An inflationary adjustment for these costs will be agreed between E4L and the City Council.
Phase 3 Submission Costs	Phase 3 Up Front costs will be capped at £423,500. An inflationary adjustment for these costs will be agreed between E4L and the City Council.
Phase 2 and New Leaf FM	FM Mobilisation Costs will reduce from the £607,000 in Phase 1 SPV to (no more than) £250,000 for each of the Phase 2 PFI and



Category	Description
Mobilisation Costs	New Leaf schemes. An inflationary adjustment for these costs will be agreed between E4L and the City Council.
Operational SPV and LEP Management Costs	<p>LEP Annual costs of £150,000 per annum which are charged to the Phase 1 PFI scheme for ten years will be zero for all subsequent PFI schemes procured by the LEP during its 10 year SPA exclusivity period.</p> <p>SPV costs of £131,000 per annum for 25 years incurred by the Phase 1 PFI will reduce to (no more than) £20,000 per annum for the Phase 2 PFI and then will be zero for the New Leaf scheme. Any additional PFI schemes procured by the LEP will have SPV Management costs calculated on a marginal cost basis.</p>
Phase 2 PFI and New Leaf FM Costs	£65,000 (per annum) of FM cost savings (specifically relating to Security, Helpdesk, FM Manager, FM Assistant) will be achieved in each of the Phase 2 PFI financial model and the New Leaf financial model.
Phase 2 PFI and New Leaf Arrangement & Agency Fees	<p>For future LEP procured projects of up to £30 million of Senior Debt, Arrangement Fees will be reduced from 75bps (Phase 1 PFI) to 50bps. Furthermore for these LEP procured projects of up to £30 million of Senior Debt, the £10,000 per annum operations phase agency fees that were incurred in the Phase 1 PFI will be zero.</p> <p>For future LEP procured projects of between £30 million and £40 million of Senior Debt, Arrangement Fees will be reduced from 75bps (Phase 1 PFI) to 50bps. Furthermore for these LEP procured projects of between £30 million and £40 million of Senior Debt, the £10,000 per annum operations phase agency fees that were incurred in the Phase 1 PFI will be reduced to £5,000 per annum.</p> <p>For future LEP procured projects of between £40 million and £50 million of Senior Debt, Arrangement Fees will be reduced from 75bps (Phase 1 PFI) to 60bps. Furthermore for these LEP procured projects of between £40 million and £50 million of Senior Debt, the £10,000 per annum operations phase agency fees that were incurred in the Phase 1 PFI will be reduced to £5,000 per annum.</p> <p>Other funding terms will not move in a way that reduces these funding savings on the above schemes. These funding savings are dependent on SMBC acting as the Funder to E4L. Where another funder is selected by E4L for future projects of up to £50 million, E4L will be required to demonstrate to the Council overall financing savings at least equivalent to the above financing savings.</p>



Category	Description
Phase 2 and New Leaf Insurance Broker Fees	Insurance Broker fees during the operational period will reduce from £20,000 per annum for Phase 1 PFI to £5,000 per annum for each of the Phase 2 PFI and New Leaf Schemes.

Conditionally Guaranteed Savings

Insurance and Vandalism Risk Premium Share	The Public Sector will have a 50% share of any unspent insurance and vandalism risk premiums. The conditions to achieve these savings are that the insurance payments do not increase so that the Contingency needs to be expended on increased premium, and that there are sums of damage costs that are recovered by the SPV as Vandalism.
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Further to the above, the Partnering Services Specification Section 6 Value for Money and Continuous Improvement, outlines the requirement to achieve value for money through the benchmarking and market testing of the supply chain. The LEP will demonstrate Value for Money and savings through comparing its performance with local, regional and national benchmarks, this will enable the transparent pricing of new projects and provide demonstrable ongoing savings and economies.

4.3.6 LEP Exclusivity

The LEP has the sole and exclusive right subject to satisfactory performance to undertake Wave 1 of the Leeds BSF Programme, including all project that fall within Phases 1, 2 and 3. Exclusivity will apply to phases 2 and 3, subject to the application of the New Project Approval Procedure and subject to providing compliance with all necessary track record test and or performance standards . Exclusivity may also apply to wave 13 of the Leeds BSF Programme subject to the development of the relationship between the City Council and the LEP and the timing of Wave 13, which at present is likely to fall beyond the initial 10 year LEP contract period.

In addition the LEP will have the exclusive right, subject to the New Project Approval Procedure, (1) to Major Capital Projects, as defined in the SPA, being projects procured by the City Council having a capital value of over £100,000 where the project involves the construction of, or refurbishment, repair or extension to, schools under a PFI agreement, or design and build contract. This applies to projects within the secondary estate funded under the BSF Programme.

4.3.7 LEP involvement in development of the Outline Business Case.

The LEP have been involved in discussions around phases 2 and 3 of the project since late 2006. They have assisted the Council's project team in developing the control options for all of the phase 2 and 3 schools as well as inputting into completion of the PfS abnormalities template and developing and expanding on the Council's existing site appraisal to improve certainty and deliverability of the

individual projects. The LEP have provided an invaluable check and challenge role to the NPP Partnership Team.

The NPP Partnership team including the LEP and its supply chain meet on a weekly basis to discuss affordability, design and other project issues to progress the schemes being procured through the first New Project Procedure. The structure of the partnership team is set out in Appendix 4(i). As can be seen from the timetables included in section 4.0 of this Business case three of the four Phase 2 schools have become Stage 1 Approved Projects. The Stage 1 submission for the fourth Phase 2 school was received in December 2007 and is currently being evaluated by the internal team.

It is anticipated that the new School at West Leeds will reach financial close in February 2008 all parties of the NPP Partnership team are working hard to ensure that this date is maintained. The Final Business Case has been written for this school and is expected to be approved by the City Council's Executive Board on 23rd January 2008 and submitted to Partnerships for Schools shortly. The Final Business Case is predicated on the Project Financial Model (which is attached as an appendix to the FBC) submitted to the Council by the Leeds Local Education Partnership. The submitted Unitary Charge for the first full financial year amounts to £3.97m compared to the estimated full year Unitary Charge of £3.93m included in the Outline Business Case. Both the City Council's estimated Unitary Charge in the OBC and the actual Project Financial Model are predicated on a 5.8% interest SWAP rate and that only 40% of the Unitary Charge is at risk from annual inflation. The recent and anticipated further downward movement in interest rates (20 year SWAP rate is currently around 5%) will have the effect of reducing the cost of the Unitary Charge and thereby further enhancing Value for Money to the Public Sector. The close for Priesthorpe and Crawshaw is anticipated to follow in June/July 2008.

The Partnership team are now focussing their attentions on the procurement of the three phase 3 schools. Detailed design work has commenced on these schemes this work will form part of the LEP's stage 1 submission due in April 2008.

The NPP partnership team continue to develop their working relationships and have a single clear objective of jointly delivering transformational teaching and learning environments which fully meet stakeholder expectations and fall within the time, cost and quality parameters set by the Council.

The LEP fully support the submission of this OBC and a letter confirming their support can be found in Appendix 4(ii).

Schedule of appendices supporting this section of the OBC:

Appendix

- | | |
|--------|---|
| 4(i) | Structure of Partnership Team (revised) |
| 4(ii) | Confirmation of LEP support to submission of the OBC |
| 4(iii) | NPP Evaluation Criteria – Schedules 3 and 3a of the SPA |

5.0 GENERAL PROJECT SCOPE

5.1 Satisfying Strategic Objectives

The Phases 2 and 3 projects satisfy the strategic objectives as set out in the SBC.

The Admission Limits at most of the [seven](#) schools considered are to remain the same with Crawshaws being reduced in order to rationalise provision. However, the Admission Limit at Farnley Park High will be increased significantly. SEN partnership bases are included at four of the [seven](#) schools. Three of these, (Priesthorpe Sports Specialist College, the new school for Inner West Leeds and Corpus Christi Catholic College) will provide generic care and one (Farnley Park High) will provide high care.

The Schools' visions for becoming e-confident establishments and achieving the full potential of ICT can be found under Section 6.6, above. Flexible and adaptable accommodation will be a cornerstone of our design specifications, please see Section 5.3 below for more details.

5.2 Relevance of Phase 2 and 3 to recent and future educational developments

The BSF project is being utilised to full potential in Leeds enabling significant progress in a number of policy areas and strategic objectives.

Such as workforce reform, 14-19 agenda and inclusion.

In general non-teaching and ancillary space in schools is undersized for the current workforce. This project will enable this accommodation to be enlarged. The constraints of the existing structures inhibit the flexibility to locate accommodation appropriately across the schools buildings. New build, remodelling and refurbishment will allow more flexibility in the location / division of staff areas throughout the schools enabling more forward thinking staffing structures.

Staff recruitment and retention issues are a particular problem in our Inner City schools. New school buildings with modern and inspiring staff accommodation should help resolve these problems.

Our 14-19 Strategy states that:

'The major projects in Leeds to rebuild secondary schools through existing PFI schemes and BSF together with the significant capital investment taking place in the FE sector and Family Learning Centres, presents a tremendous opportunity for the coherent development of a world-class environment for the delivery of inclusive 14-19 learning in Leeds.

All partners will develop their accommodation plans in an open and transparent manner and involve other 14-19 stakeholders from the initial planning stages. The opportunities presented by this new build programme to bring schools and other providers together to develop a number of Learning Campuses, initially in



the most deprived areas of the City based around skills sector themes will be supported. This will enable the creation of learning environments that will better meet the needs of young people and establish greater connectivity between education, skills, employment and regeneration.'

The Inclusion Strategy 'Investing in Inclusive Practice in Leeds' is an integral part of Education Leeds strategy. It takes account of the Children's Bill, links into Regional SEN Partnerships Strategic Plan and reflects and is consistent with a range of statutory local plans including 'Vision for Leeds' and the Corporate Plan.

It includes the key principle that:

- Pupils with special educational needs should be educated, wherever possible, in their local community school

In order to facilitate this Leeds has developed a strategy based on Specialist Inclusive Learning Centres and Partnerships.

The vision has developed to allow ten previous Special Schools to become six Specialist Inclusive Learning Centres (SILCs). There are five Centres (one in each wedge) with a Citywide SILC for pupils with Behavioural, Emotional and Social Difficulties (BESD). Consultation was undertaken between October and December 2003, which engaged a wide range of stakeholder including governing bodies, parents and the public.

The Leeds Schools Organisation Committee had previously approved these proposals.

One of the key features of the SILC development and the promotion of inclusive opportunities for children will be the development of partnership bases. These partnerships will fall into two types; a limited number for those pupils described as having high care needs including PMLD described as 'high care need partnerships' and partnerships for children with moderate to severe learning difficulties with more modest care needs in these are described as generic partnerships.

The general pattern will be that the secondary partnerships will cater for between 30 children across the 11-19 age range.

In a **Generic Partnership** children will access mainstream education alongside their mainstream peers as well as attending lessons where their individual needs will require them to be taught as a discreet group, either by a special school teacher or a mainstream subject specialism.

The **High Care Partnerships** will cater for children with more complex needs but will allow for inclusion at every available opportunity with mainstream peers.

Within the BSF programme, Education Leeds is proposing to develop three High Care Partnerships to be based at Temple Moor High School, Allerton Grange School and Farnley Park High. Five generic partnerships will be based at Rodillian High School, Allerton High School, Priesthorpe Sports Specialist College, Corpus Christi Catholic College and the opportunity for the development of a generic partnership with any proposals for West Leeds/Wortley.



5.3 Application of Principles and Policies

This project creates a unique opportunity to build learner centred secondary and post-16 education centres. It is the City Council's and Education Leeds intention to make use of the latest thinking in school and college design such as the exemplar designs published in the past, to ensure that the new schools are flexible and adaptable to respond to 21st Century expectations in styles of teaching and learning; technological developments and demands for community learning.

We feel that school buildings and facilities can and should be a vital local community resource, but that many are currently under used outside school hours. This project will provide new, welcoming, well-equipped schools, which will encourage local cultural, social and other groups to use the facilities, and thereby demonstrate significant benefits to many local people of all ages. The City Council is working with the LEP to maximise this aspect of the project.

The Council will seek guidance from the Commission for Architecture and the Built Environment (CABE) to ensure that the design and build of the new schools will be undertaken to the highest possible standards.

The City Council wishes to utilise the most up to date design specifications for the buildings. It will consider many of the recommendations made by the CABE. Some of these are outlined below. The Council's objective is to achieve the highest possible standards of building design that will create schools that provide inspiration for pupils, staff and parents over the long term, and encourage the highest possible standards of educational achievement.

On the 3 April 2007 the City Council reached financial close with the Environments for Learning Consortium (E4L) to develop Phase 1 of the Councils Wave 1 BSF programme. Through the LEP and subject to the New Projects Procedure, E4L has engaged a design team of the highest calibre, with a proven track record in design excellence in the Education sector, and schools in particular. The City Council wishes to encourage innovation in design and detailing and has assessed proposals accordingly.

Key Points for Good School Design

- Good clear organisation, a legible plan and full accessibility.
- Spaces that are well proportioned, efficient, fit for purpose and meet the needs of the curriculum.
- Circulation that is well organised and sufficiently generous.
- Good environmental conditions throughout, including appropriate levels of natural light and ventilation.
- Attractiveness in design, comparable to that found in other quality public buildings, to inspire pupils, staff and parents.
- Good use of the site and public presence as a civic building wherever possible to engender local pride.
- Attractive external spaces with a good relationship to internal spaces and offering appropriate security and a variety of different settings.

- A layout that encourages broad community access and use out of hours, where appropriate.
- Robust materials that are attractive, that will weather and wear well and are environmentally friendly.
- A Project Agreement that allows for flexible design and can facilitate changes in policy and technology.
- Efficient and environmentally friendly energy and water systems.
- Parking facilities for staff and visitors on site, designed to ensure safety for all users.

The Council and Education Leeds is familiar with the use of Design Quality Indicators (DQI) in assessing the design quality of bids. On its Combined Secondary Schools PFI Project, the three critical indicators of Functionality, Build Quality and Impact were used as the basis for evaluation. For scoring purposes they were expanded into 11 specific evaluation criteria covering the following:

Functionality:

Use
Access
Internal Space
Grounds

Build Quality:

Performance
Engineering
Construction

Impact:

Character and Innovation,
Form & Materials
Urban & Social Integration
Internal Environment

Within each of these headings were key elements to be identified through evaluation. The Council used a similar process using DQI for the BSF project.

BSF links closely with our corporate vision for the regeneration of Inner Leeds. New school buildings will refocus the schools as a community facilities and make a powerful impact in this area. Consideration of the Extended School's agenda, delivering joined up services as envisaged in the new Children's Services Directorate and 14-19 co-location planning have all shown that the footprint and layout of current school buildings rarely lend themselves to these new ways of working. In particular, having a number of professionals and other visitors on to the school sites places a new emphasis on car parking and vehicle access throughout the school day. The positioning of offices and small group spaces around the entrance to the schools as well as repositioning of reception, administration and cafe and canteen facilities have to be configured to meet these changes. The proposed work at these eight schools will enable these barriers to be overcome.

5.4 Commitment to raising standards

There is a significant relationship between the design of schools and the models of teaching and learning that they embrace. The BSF programme underpins the existing and developing strategies for school improvement to create flexible workforces and allowing new ways of inspiring, celebrating and supporting teaching and learning.

Existing teaching spaces are typically undersized and inappropriate in shape. Many are accessed through other teaching spaces and do not have access to necessary facilities i.e. science labs not located with prep rooms. Generally the siting of accommodation is inappropriate and obstructive to effective teaching i.e. curriculum areas which would benefit from interaction are not located near enough to each other to support this. Our proposals for the phase two and three schools will provide spaces within which new and creative teaching and learning practices can be developed. Innovative ways of delivering the curriculum are already evident in some existing schools, with modification of spaces to create media suites, the use of outdoor spaces to support learning and working with further education partners in creating combined music and media spaces etc. However in most cases, the existing school buildings do not provide the ideal opportunity to deliver the full potential of the national curriculum due to the unsuitability of the spaces.

5.5 Maintenance and Lifecycle Arrangements for non PFI works

BSF will only fund life cycle costs for projects supported by PFI credits as life cycle funding is an integral part of the PFI funding structure. Where investment is funded conventionally, Education Leeds and the schools themselves will need to fund all lifecycle and maintenance costs in the years following completion of the building works.

It is anticipated that good design (such as those available from the Exemplar designs) should assist in producing buildings on which lower maintenance costs are needed in the future. However we recognise the importance of providing adequate funding to ensure the maintenance of these assets and will apply the following arrangements to achieve this:

Each School will be responsible for meeting the full revenue cost of maintaining its buildings and services from its School Budget Share. The funding formula used to distribute the Individual Schools Budget to schools allocates funding to schools using a combination of factors in order to approximate the need for individual schools to spend. The total amount of funding allocated to schools through the sub formulae for premises related costs will be maintained at a level that is broadly equivalent to the actual expenditure in schools.

[The Finance Team of Education Leeds, under the direction of the Strategy Manager Finance, will monitor that schools use these funds as allocated.](#)

A copy of the D&B schools Governors letter confirming their commitment to maintain the school post BSF investment can be found in Appendix 9 (iii).

[Education Leeds have already commenced dialogue with Leeds City Council officers and councillors to develop a strategy for securing additional funds](#)



through the Corporate / Education Leeds Capital Programme which can be used to assist in meeting the maintenance and life cycle requirements of the BSF D&B schools. Consideration is also being given to the establishment of a sinking fund.

Schedule of appendices supporting this section of the OBC:

Appendix

9(iii) Governing Body Letters.

6.0 THE PROJECTS

6.1 Control Option Analysis and Feasibility

For each of the schools in phases 2 and 3 a control option detailing the scope of the work derived from the results of the option appraisal has been developed along with phasing diagrams. It is these control options that have been used to populate the Funding Allocation Model (FAM). This section looks at each of the control options in detail and provides further information on how the educational vision has effected the options developed. For all phase 2 and 3 schools the LEP have assisted the council and the schools in developing the proposed control option. This exercise has led to slight modification around the scope of works envisaged at each school to make best use of capital expenditure.

6.2 Phases 2 and 3 Control Options – Impact of Educational Vision on Design

6.2.1 New School Inner West Leeds for West Leeds and Wortley – Proposed Solution

Drawings showing the control option for this school can be found in Appendix 6 (iii). These have been developed in conjunction with E4L and representatives from West Leeds and Wortley High. This school will be a PFI funded 100% new build with alterations to the West Leeds CLC to ensure that this can operate as a free standing unit on completion of the new school. A condition of the planning application is that a new entrance for the school should be formed leading from Whingate Road.

The existing schools will remain in operation whilst the new school is being built therefore there is no requirements for temporary accommodation. Phasing diagrams indicating how this might work are also included in Appendix 6 (iv). The new build elements of the school will vary in height being between 1-3 storeys. This site is located in an exposed elevated position adjoining a busy railway line therefore the proposed courtyard design provides shelter and create a focus for the new school. An outline application has been approved for the development of this site, a copy of this can be found in Appendix 9 (ii)

On completion of the new school the Council intend to retain the Wortley School Site to manage a bulge in pupil numbers arising as a result of the amalgamation of West Leeds and Wortley which we anticipate will last till 2012. At the same time the site will be developed as a 14 – 19 vocational centre as part of the authorities Strategic Plan for 14 – 19 provision.

Educational Vision Impact on design

The amalgamation of two schools has very much driven the design brief and thus impacted on the accommodation schedule. One school has an existing Technology specialism and the other school has a pending bid for Arts specialism. A strong influence for the design of the new school is to bring together the relative strengths and specialisms of each and showcase these specialist areas bringing them to the forefront of the school's profile.

It is envisaged that the introduction of extensive ICT functionality will support both of these specialisms and enhance the methods of delivery through



extensive use of multi-media resources and equipment. There is an increase in the number of teaching spaces dedicated to ICT as a result of the wide usage of ICT in both existing schools and the links this has to the extended curriculum needs.

The BSF scheme will give the new school the opportunity to firmly embed the aim of achieving personalised learning for all into the layout of the new teaching accommodation. Both schools currently work hard to be fully inclusive schools, with innovative curriculum approaches, extensive support offered to students and the provision of specialist resources to meet a variety of learning, language and social needs.

Extra rooms for general teaching areas are part of the move towards the specialist teaching non- subject based learning areas provision at the new school which will enable flexible and adaptable use of space and remove teacher ownership of rooms. The building will be designed to achieve its place as a focal point for the community.

Increased use of public space for dining and socialising within the school is proposed within both the accommodation schedule and design brief. Therefore the main hall is increased in size and the introduction of two activity studios and a fitness suite will help achieve increased community usage and extended schools facilities.

The need to provide good general reception and entrance area is important in terms of users perceptions and will be addressed with the new school design. The current science provision is outdated the accommodation schedule envisages a new layout of less laboratories and introduction of science classrooms bringing the use of ICT into the subject as a main source of media for the future.

The introduction of the SEN generic base for pupils with autism is an ideal opportunity to improve inclusivity for all students and provide facilities within the buildings that have not been accessible in the past.

The SILC base on this school site will be expected to evolve by developing flexibility to meet the needs of children and young people in their locality as well as reflecting some city-wide specialisms for those children with complex low incidence needs in particular Autism, by working closely with other statutory and voluntary partners who are specialised in this area of need. The dedicated space allocated will allow other services such as speech therapy, nursing and physiotherapy to bring services closer to the children who require them thus reducing the time needed to attend off-site appointment which should help support school attendance issues as a result.

All large assembly spaces will be designed with a view to being used as multi purpose spaces that can accommodate varying activities from sports and active recreation to being converted into public performance spaces too. The larger hall is planned to be included to serve as a multi-use area for both full year group assemblies, parents meetings, staff briefings and teaching space for several classes together in some circumstances.

The larger well planned dining area and use of circulation for social areas should

improve the well being of the students and hoped that this will support healthy initiatives. The general improvements achieved with new build on circulation and absence of narrow corridors will aim to lead the way on achieving the main outcomes of the children's agenda including feeling safe.

It is envisaged that Technology teaching spaces will all be located together in a "barn – type" large space/zone of the school to exploit the specialism wherever possible with links to 14-19 agenda and increase in vocational type subjects to be offered in the future. It is proposed that the two resistant materials spaces share the same adjacent heat bay area due to it's infrequent usage.

To improve supervision the workspaces and offices dedicated for senior staff are to be dispersed amongst the accommodation rather than based in one central cluster as they are at present. Toilet facilities are required on both options as being clustered together in a large bank and individual facilities scattered throughout the building to ensure some provision in all areas of the school.

Whole Life Cost Model (WLCM)

The whole life costs model for the proposed is attached below at Appendix 8a(iv).

6.2.2 Farnley Park High – Proposed Solution

Drawings indicating the control option for this school can be found in Appendix 6 (iii). These have been developed in conjunction with the LEP and the school. This school will consist of 74% new build with 26% minor refurbishment. It is proposed that the new build elements of the school are built to the North of the site thus allowing the existing buildings to continue to operate with minimum disruption. This proposal will minimize the use of temporary accommodation as the new build element can be built sequentially and occupied as and when the existing buildings need to be demolished and or refurbished. Phasing diagrams indicating how this might work are also included in Appendix 6 (iv). The new build elements of the school will vary in height being between 1-3 storeys with the block closest the housing/primary school being single storey to minimize visual impact. The blocks have been orientated to make the best use of natural light and long distance views. This site is located within the greenbelt and also includes an area of protected playing pitches, the proposed solution moves the new development closer to the urban fringe and releases green space to the South of the building which will be turned in to a play pitch to off set the loss of protected playing pitches. An outline application has been approved for the development of this site, a copy of this can be found in Appendix 9 (ii)

Educational Vision Impact on design

One of the schools main suitability issues is that the existing school consists of a number of separate buildings only two of which have any physical connection leading to significant amount of external circulation. The proposed control option overcomes this issue by encompassing the building to remain into a single cohesive teaching unit with internal circulation options throughout.

The school's recently resubmitted bid for Maths and Computing specialism has influenced the design brief and thus impacted on the accommodation schedule. The main emphasis is on the desire to bring the location of these teaching



spaces and related areas together and bring them into the forefront of the school's profile to ensure more efficient delivery of the curriculum and specialist teaching.

The ICT investment from BSF will increase the ICT functionality which in turn will support this specialism to build on current pilot schemes within the school at present such as use of wireless technology.

The BSF scheme has given the school the opportunity to firmly embed the school's well established learning for all into the layout of the accommodation and premises. Extra rooms for Business and technology are part of the move towards the specialist teaching provision at Farnley Park High. The building design will reflect the schools location at the heart of a wider learning campus and therefore be a focal point for the community.

The aim to establish a schools within a school approach is reflected in both the accommodation schedule and design brief. The school want to create a transition unit to try and improve primary/secondary transition. This has been achieved in the control option by orientating the design to link with Lawn Park primary school.

Therefore teaching spaces are to be zoned into key stages of year groups rather than by specific subject areas. The proposed control option emphasizes the links with the Lawns Park primary school

The need to rationalise and improve the entrance is important and the progression towards flexible adaptable teaching spaces will be a key outcome. The current science provision is outdated and the new layout of less laboratories and introduction of science classrooms should bring the teaching methods of using ICT into the subject as a main source of media for the future.

The introduction of the SEN High Care Partnership base will build on the very strong links between the school and the current West SILC. The Partnership base accommodation will enable SEN students with highcare needs to be based within the main school site in addition the hydrotherapy pool and trampolining facilities will enable primary school high care pupils who will be based in the similar base at the local (next door) primary school Lawns Park to also have the advantage of having accessible amenities on their doorstep.

All large assembly spaces should be improved and it is planned that they will be remodelled into multi purpose spaces that can accommodate varying activities from sports and active recreation to being converted into public performance spaces too.

The larger well planned dining area and use of circulation for social areas should improve the well being of the students and support healthy initiatives.

The schools within a school concept should minimise the need for circulation spaces and wherever possible these need to be capable of being used as informal breakout spaces to enable the creation of the new learning areas such as the transitional base for year 7 students.

The school needs to strengthen it's provision of arts facilities and the

requirement of 2 drama studios provide this opportunity. The need for accessible areas for Learning resource area, changing rooms, gym art, music food technology and other public accessible spaces is requested to be made safe and secure for increased community use which will aid the work of the recently appointed extended schools co-ordinator. To improve supervision the workspaces and offices dedicated for senior staff are to be dispersed amongst the accommodation rather than based in one central cluster as they are at present.

Whole Life Cost Model (WLCM)

The whole life costs model for the proposed is attached below at Appendix 8b(iii).

6.2.3 Priesthorpe Sports Specialist College - Proposed Solution

Drawings showing the control option for this school can be found in Appendix 6 (iii). These have been developed in conjunction with the LEP and the school. This school will consist of a minimum of 8% new build with up to 92% being a combination of major/minor refurbishment. The major refurbishment will concentrate on the areas that have not received recent investment. The control option shows the new build elements being used to enhance the existing sports facilities to the rear of the school, this was especially important to the school because of its sports specialist status, the creation of a focal point for the main school entrance as this is not clearly visible upon arrival at the school and to enhance the existing teaching accommodation including science to create additional/larger classrooms and create a consistent façade to the school frontage. A condition of the planning application is that improvements are required to the existing school access road to widen it so two cars can safely pass and to provide parent drop off on site to alleviate the problem of parent drop off on Rockwood Road to the rear of the school.

Because of the limited amount of new build and the fact that the school is currently operating in excess of its current net capacity this proposal will require the use of temporary accommodation. Phasing diagrams indicating how this might work are also included in Appendix 6 (iv). The new build elements of the school will vary in height being between 1-2 storeys. This site is located within the greenbelt and also includes an area of protected playing pitches, the proposed solution minimizes the impact on the openness and character of the greenbelt through a range of small enhancements to the existing buildings rather than one large extension a proposition which is favoured by the planners. It also does not effect the available pitch area which is particularly critical to this school and Sport England. An outline application has been approved for the development of this site, a copy of this can be found in Appendix 9 (ii)

Educational Vision Impact on design

The school's sport specialism has very much driven the design brief and thus impacted on the accommodation schedule. The main emphasis is the desire to bring the location of the sports and PE related areas together to ensure more efficient delivery of the curriculum and specialist teaching.

The BSF scheme has given the school the opportunity to firmly embed the school's Sports College ethos into the layout of the accommodation and premises. Extra rooms for PSHCE are part of the specialist sports provision at



Priesthorpe Sports Specialist College as are the requirement of a dedicated PE classroom, PE staff workroom and the introduction of a fitness suite.

The need to rationalise and improve the entrance is important as is the progression towards flexible adaptable teaching spaces. The current science provision is outdated and the new layout of less laboratories and introduction of science classrooms should enable new teaching and learning styles.

The introduction of the SEN generic base is an ideal opportunity to improve inclusively for all students and provide facilities within the buildings that have not been accessible in the past.

All large assembly spaces should be improved and it is planned that they will be remodelled into multi purpose spaces that can accommodate varying activities from sports and active recreation to being converted into public performance spaces too. A lecture theatre has been included to serve as a multi-use area for both small year group assemblies, parents meetings, staff briefings and teaching space for several classes together.

The larger well planned dining area and use of circulation for social areas should improve the well being of the students and hoped that this will impact on the expectations of achieving healthy initiatives. The general improvements on circulation and reduction of narrow corridors will aim to lead the way on achieving the main outcomes of the children's agenda including feeling safe.

Improvements are required to the main entrance to create a clearer focal point for all users and to support increased community access to sports facilities.

Whole Life Cost Model (WLCM)

The whole life costs model for the proposed is attached below at Appendix 8b(iii).

6.2.4 Crawshaw School – Proposed Solution

Drawings showing the control option for this school can be found in Appendix 6 (iii). These have been developed in conjunction with the LEP and Education Leeds. This school will consist of 2% new build, 41% major refurbishment, 57% no work. The major refurbishment work will concentrate on the areas that have not received recent investment. The control option shows limited amounts of new build elements being used to enhance the existing hall/dining and main school entrance, the creation of a focal point for the main school entrance as this is not clearly visible upon arrival at the school. No Planning application has been applied for at this school as the option to consider a limited amount of new build was only considered after the involvement of E4L.

Because of the limited amount of new build and the fact that the school is currently operating close to its current net capacity this proposal will require the use of temporary accommodation. Phasing diagrams indicating how this might work are also included in Appendix 6 (iv).

Educational Vision Impact on design

The school's humanities specialism has influenced the schools vision and thus impacted on the accommodation schedule. The main emphasis is on the desire



to bring the location of the humanities related subjects together in areas to ensure more efficient delivery of the curriculum and specialist teaching.

The BSF scheme will give the school the opportunity to firmly embed the school's specialising in people ethos into the layout of the accommodation and premises. Extra rooms for PSHCE are part of the specialist provision at Crawshaw School as are the requirement of a dedicated lecture theatre space.

The school became a Specialist Humanities College in July 2005. With the lead subjects comprising Drama, Geography and History, the school aims to build on achievement in these areas, as well as benefiting teaching and learning across the school. The school wants to reflect the aims and ethos of this designation in the revised school layout. A common base for the Humanities subjects would help to embed the links already made between individual subjects, and would support their aim to introduce innovative teaching and learning practices and access to ICT for all. As part of this they would like specialist training facilities for adults, with the potential to host conferences, training events and courses for teachers, support staff and members of the community.

The school want to make their facilities available for the benefit of the local community, providing opportunities for their feeder primary schools, adult education, and other groups. It is important that these facilities can be used during the day as well as after school and at weekends. Improvements are required to the main entrance to create a clearer focal point for all users.

All large assembly spaces should be improved and it is planned that they will be remodelled into multi purpose spaces that can accommodate varying activities from sports and active recreation to public performance spaces . It was anticipated that as part of this scheme the existing lecture theatre may be remodelled slightly and facilities improved to serve as a multi-use area for both small year group assemblies, parents meetings, staff briefings and teaching space for several classes together.

The move to provide a larger well planned dining area and use of circulation for social areas should improve the well being of students and support healthy eating initiatives

Whole Life Cost Model (WLCM)

The whole life costs model for the proposed is attached below at Appendix 8b(iii).

6.2.5 Corpus Christi Catholic College – Proposed Solution

Drawings indicating the control option for this school can be found in Appendix 6b (iii). These have been developed in conjunction with the LEP. the Councils Design Champion and colleagues from planning and Education Leeds.

This school will consist of a minimum of 19% new build with a maximum of 81% of major refurbishment. It is proposed that the new build elements of the school are used to provide the correct size sports hall, the accommodation required for the generic SILC and a link at first floor level to the rear of the school building to assist with pupil circulation. The new build elements of the school will vary in height being between 1-2.

The scope of work proposed at this school will require temporary accommodation whilst the refurbishment works are carried.

An outline application is currently being prepared for this school and will be submitted for approval in July 2007 ensuring that it is obtained for commencement of the new project procedure in December 2007. Consultation with Planning and Sport England is ongoing for all schools in phase 3.

Educational Vision Impact on design

The BSF scheme will enable significant remodeling to provide greater emphasis on faculty groupings and improve the circulation around the school. The main emphasis is to amalgamate teaching spaces and related areas to ensure more efficient delivery of the curriculum and specialist teaching.

The schools specialist technology status has further enhanced its capacity to work with local businesses and feeder schools. The BSF project will help to implement and improve ICT functionality through the use of wireless networks and the already established video conferencing which enables access to wider learning facilities.

Currently the schools sporting facilities are limited and pupils must use local sports pitches and a nearby sports centre. The existing gym within the school is in a poor state of repair and needs immediate attention in order to continue to develop this area of the curriculum. The construction of a new sports hall incorporated within the extended school site will address the needs of the school as well as the wider community.

The remodeling and positioning of SEN facilities will be central to the school and will include a partnership base. This serves to improve on the very strong links between the school and the current East SILC.

The school needs to improve its drama, science and staff work space. There is currently no drama studio, this facility needs to be located near to the music department to link the faculty groupings. The science provision needs remodeling and modernizing in order to provide sufficient lab prep rooms. There needs to be an increase in staff social space to allow for relaxation the provision of light refreshments and occasional dining space. Each faculty will have a staff work room with sufficient working space for staff and the faculty head.

Improvements towards the main school entrance will give Corpus Christi Catholic College a stronger identity and provide a focal point for all visitors to the school. Adjacent to the new sports centre will be new parking facilities to help cope with the high volume of traffic due to the proximity of Corpus Christi Primary School which currently has limited parking.

Access to some curriculum areas are limited due to the absence of lifts and narrow circulation routes. The remodeling will look to address some of these issues by improving access, circulation and the widening of narrow corridors.

Whole Life Cost Model (WLCM)

The whole life costs model for the proposed is attached below at Appendix



8b(iv).

6.2.6 Mount St. Mary's Catholic High – Proposed Solution

Drawings indicating the control option for this school can be found in Appendix 6 (iii).. These have been developed in conjunction with the LEP and the school. This school will consist of 7% new build, 89% major refurbishment, 4% receiving no work. It is proposed that the new build elements of the school are used to build a new sports hall and to form a defined entrance to 1960's block. Phasing diagrams indicating how this might work are also included in Appendix 6 (iv). The new build elements of the school will vary in height being between 1-2 storeys.

An outline application is currently being prepared for this school and will be submitted for approval in July 2007 ensuring that it is obtained for commencement of the new project procedure in December 2007. Consultation with Planning and Sport England is ongoing for all schools in phase 3.

Educational Vision Impact on design

The BSF scheme has given the school the opportunity to address some of the constraints posed by the physical structure of the existing building. The current layout encourages a significant amount of external circulation, the proposed option will address this issue through extensive refurbishment and some new build. The suitability survey and designation of specialist status has influenced the design brief to deliver an environment that helps to further enhance the schools capacity to raise standards and consolidate teaching areas. The grade 2 listed status of the building will be sympathetically developed to support the new layout of teaching areas.

The continued development of the schools ethos of inclusion will drive the need to improve circulation and accessibility. This will include the schools learning centre 'The Mount' which is currently offering a range of out of hours learning particularly in ICT. The aim is to extend these services in the future making 'The Mount' a focal point for the community.

The school encourages all it's pupils to participate in sport. Despite the current lack of indoor and outdoor facilities the school has field teams in football, rugby, netball, cricket, table tennis, athletics and cross country. The construction of a new sports hall will not only improve facilities and help meet the target of 4 hours of sport per week, it will also create a localized sports zone for pupils and provide good access for community use.

The redesignation of Maths and ICT specialist status has also influenced the design brief. It is hoped that these improved facilities will eventually provide specialist training facilities for adults across Leeds. The school will also benefit from increased ICT functionality including a wireless network which will enhance teaching and learning beyond the classroom.

The school needs to strengthen it's provision of art and drama. The creation of a dance and drama studio located near the upgraded and improved art zone will address this particular issue. The studio will also have good access to the stage and hall area for performance activities. The current science facilities need to be



updated and remodeled to help achieve a flexible approach to teaching and learning with the innovative use of large circulation space as breakout areas.

Whole Life Cost Model (WLCM)

The whole life costs model for the proposed is attached below at Appendix 8b(iv).

6.2.7 Parklands Girls High – Proposed Solution

Drawings indicating the control option for this school can be found in Appendix 6b (iii). These have been developed in conjunction with the LEP, Councils Design Champion and colleagues from planning and Education Leeds.

This school will consist of a minimum of 18% new build, 37% major refurbishment, 23% minor works and 22% unaffected. It is proposed that the new build elements of the school are used to provide a new entrance for the school which acts as a focal point and to provide a sports hall which is the correct size. The new build elements of the school will vary in height being between 1-2.

The scope of work proposed at this school will require temporary accommodation whilst the refurbishment works are carried.

An outline application is currently being prepared for this school and will be submitted for approval in July 2007 ensuring that it is obtained for commencement of the new project procedure in December 2007. Consultation with Planning and Sport England is ongoing for all schools in phase 3.

Educational Vision Impact on design

The school is currently working towards achieving specialist status combining Humanities and Visual Arts, this aim has directed the design brief and accommodation schedule. The BSF project will include some new build to improve teaching spaces and related areas therefore ensuring the effective delivery of the curriculum.

Currently the school's sporting facilities are limited. The teaching area within the gymnasium is inadequate and below area guidelines, this is due to much of the floor space being used as storage for PE equipment. The remodeling of the sports area will provide the necessary space for storage and allow full use of the gymnasium area. The construction of a MUGA will enable the continued development of this area of the curriculum and will also extend its use to the wider community.

The school currently has many undersized teaching rooms with little or no storage. The lack of cloakroom space has meant some teaching rooms have been used to house lockers, the science provisions are dated and there is no drama studio. The BSF project will facilitate the construction of a new teaching block to the rear of the school and enable the remodeling and expansion of the main building to comply with area guidelines for classroom sizes and storage. Many classrooms that are currently not on the network will benefit from the BSF project by the provision of high quality ICT across the school which will increase ICT functionality. This includes a wireless network enabling enhanced teaching



and the ability to access the curriculum online.

The remodeling will raise the profile of faculties within the school allowing each subject area to create an attractive learning experience. SEN provision and behavioral support will be an integral part of the schools design, where the resource base will be centrally located and will be accessible for all including students with mobility issues.

Improvements towards the main school entrance will give Parklands Girls High School a stronger identity and provide a focal point for all visitors to the main entrance which will be accessible and welcoming. An upgraded car parking area and improved cycle storage will be separate from the pedestrian and social area. The hard surface play area to the side of the school will be resurfaced and used as open social space away from any vehicles.

Supervision of the pupils in and around the school is particularly difficult due to the layout of the site. Access to some curriculum areas are limited due to the absence of lifts and narrow circulation routes. The remodeling will look to address some of these issues by improving access, circulation and the widening of narrow corridors.

Whole Life Cost Model (WLCM)

The whole life costs model for the proposed is attached below at Appendix 8b(iv).

6.3 Sample Schemes – Development of the Reference Project(s)

This section is not used as the sample schemes were procured as part of the BSF Phase 1 procurement

6.4 Proposed solution

This options appraisal exercise has been founded upon the extensive feasibility work already undertaken by the Council prior to submitting their Expression of Interest for inclusion in Wave 1 of the BSF programme. This work was then revisited in August 2004 in light of the DfES letter of 4th August 2004. The revised options appraisal looked in more detail at the possibility of retaining and refurbishing larger areas than previously identified. This further iteration of the options appraisal looked at the location, site, condition and suitability of buildings that dated from the 1990's to assess whether retention and refurbishment was an option. As part of the development of the control options for the OBC the option appraisal was revisited again to ensure that the outcomes remained whole based on the experience from phase 1 and the current accommodation requirements of the schools. Each of the options set out below was considered for the schools and then tested against a set of qualitative evaluation criteria which have been developed to ensure that the objectives of the project, Council and BSF programme objectives are being met.

The criteria considered were:

- Transformational impact;
- Raises attainment
- Improves inclusion

- Improves access including DDA
- Matches stakeholder expectations
- Improves condition
- Improves suitability
- Creates flexibility
- Minimises disruption during construction
- Environmental sustainability, including environmental impact on school journey times
- Improves staff retention and recruitment
- Deliverability
- Improves security
- Facilitates development of extended schools and community use
- Contributes to corporate vision

The team undertaking the option appraisal considered that not all of the evaluation criteria should have equal weightings therefore each criteria was weighted based on its relative importance.

The following building options were considered for each of the schools within phases 2 and 3

1. Complete new build (unless where specified)
2. New build with some minor refurbishment
3. New build with some minor and major refurbishment
4. Retain, refurbish and extend where necessary

These options were scored against the value criteria using the following scoring method:

- 1 = Does not meet the criteria
- 2 = Does not meet the criteria in most areas
- 3 = Partially meets the criteria
- 4 = Meets criteria fully in most areas
- 5 = Fully meets the criteria

It was not possible to evaluate all four options for every school, as at some schools, it was evident there were only three options, and in extreme cases only two. This depended on the circumstances of the individual schools, but where possible, refurbishment options were investigated to the full to fall in line with the revised funding allocation model.

In September 2004, revised funding guidance was provided by Partnerships For Schools with broadly, an overall apportionment of works of 50% new build; 35% major refurbishment and 15% minor refurbishment. Whilst Leeds has planned its investment in line with the criteria, there are concerns whether this would achieve value for money solutions for certain of the schools included within Wave 1. In the light of this, Leeds has revisited the prioritisation of schools, and the level of recent capital investment in each school to determine which schools were more suited to a refurbishment option.

The result of this review is that Phase 2 now consists of one new build school, this is an amalgamation of two existing schools and three schools to be refurbished, with a mix of major and minor refurbishment and some new build

extension to bring the schools in line with BB98 standards.

Similarly, Phase 3 consists of four schools to be refurbished, with a mix of major and minor refurbishment and some new build extension.

Significant work has taken place in conjunction with Headteachers with support and guidance from the Council's Technical Advisor to produce detailed accommodation schedules, which reflect the spaces required by the schools and the Council.

The Whole Life Cost models for the respective schools preferred option are attached in Appendix 8.

The results for each school are summarised in the narrative and tables in the following sections.

6.4.1 New Build School – Inner West Leeds

Set out in the table below are the options that were appraised for the amalgamation of West Leeds and Wortley High School bearing in mind the condition and suitability issues set out in section 3.3.1 above. A site layout plan indicating the relative position of each block can be found in Appendix 6 (v).

The following options have been developed all of these are based on locating the school on the West Leeds site:

Option	Solution
1	Proposed Option: New Build. This would address the condition, suitability, pupil management issues and lengthy transit times that the existing school suffers fully and would meet BB98 and BSF aspirations allowing for transformational change. It will also facilitate amalgamation and provide a fresh start for the new school.
2	Retain 1999 Dining/Teaching block and 1994 Teaching wing and Sports Hall and Changing, rebuild remainder. This retains the more accessible of the recent additions. This would reduce the amount of temporary accommodation and disruption to the school, although it won't eliminate the need for this. The retention of these buildings would drive the location of the new school and may inhibit amalgamation.
3	Retain 1999 Dining/Teaching block, 1994 Teaching wing, 1997 teaching accommodation and Sports Hall and Changing, rebuild remainder. This will involve considerable disruption to the school and require considerable temporary accommodation during construction. The retention of these buildings will drive the location of the new build significantly, and reduce access to playing fields. It would go some way to meeting BB98 and BSF aspirations, but it may be that full accessibility and inclusion may not be possible. It will inhibit amalgamation and will be difficult to promote to stakeholders.
4	Retain all buildings and refurbish. This would not address the suitability issues at the existing school and is likely to make the amalgamation impossible.

Summary of Option Analysis for West Leeds High and amalgamation of Wortley					
Criteria	Weighting	Option 1	Option 2	Option 3	Option 4
		Preferred Option: Full new build	Retain 1999 Dining/Teaching block and 1994 Teaching wing and Sports Hall and Changing, rebuild remainder	Retain 1999 Dining/Teaching block, 1994 Teaching wing, 1997 teaching accommodation and Sports Hall and Changing, rebuild remainder	Retain all buildings and refurbish
Transformation Impact	10	5	4	3	2
		50	40	30	20
Raises Attainment	10	5	4	3	3
		50	40	30	30
Improves Inclusion	10	5	3	2	1
		50	40	20	10
Improves access including DDA	10	5	2	1	1
		50	20	10	10
Matches Stakeholder Expectations	6	5	3	3	2
		30	18	18	12
Improves Condition	8	5	3	3	2
		40	24	24	16
Improves Suitability	8	5	3	2	1
		40	24	16	8
Improves Sufficiency	6	5	3	3	2
		30	18	18	12
Creates Flexibility	8	5	3	2	1
		40	24	16	8
Minimises Disruption during Construction	5	5	4	2	2
		25	20	10	10
Environmental Sustainability	6	5	3	3	2
		30	18	18	12
Improves Staff Retention and Recruitment	6	5	3	2	1
		30	18	12	6
Deliverability	5	5	4	2	2
		25	20	10	10
Improves Education Efficiency - journey times	7	5	3	2	1
		35	21	14	7
Improves Security	5	5	4	2	2
		25	20	10	10
Facilitates Development of Extended Schools and Community Use	7	5	3	2	1
		35	21	14	7
Contribution to Corporate Vision	5	5	3	2	1
		25	15	10	5
Total score		610	401	280	195
NPV (£m)		£28,418,346	£24,405,524	£23,802,995	£22,239,248
Value Ratio		£46,587	£60,861	£85,010	£114,047
Rank		1	2	3	4



Summary of Preferred Option

The outline proposal is for a new school to be constructed on the existing West Leeds school site as a PFI project with additional accommodation being provided in the form of a generic partnership base which caters for children with autism. The Specialist Inclusive Learning Centre base within the school will continue to promote a network of inclusive learning practice amongst mainstream, partnership and resourced school staff on that site and in the West Leeds area. The SILC approach is designed to develop specialised programmes for pupils with complex emotional behavioural, emotional and social difficulties in partnership within the mainstream school. The SILC base on this school site will be expected to evolve by developing flexibility to meet the needs of children and young people in their locality as well as reflecting some city-wide specialisms for those children with complex low incidence needs in particular Autism, by working closely with other statutory and voluntary partners who are specialised in this area of need.

The existing West Leeds High school buildings will be demolished at the appropriate stage of the building work. Options for the Wortley High school site are still being considered by the Council anticipates that the Wortley site will be utilized for other purposes after the school amalgamation is completed. The CLC buildings at both existing sites however will be retained. The West Leeds site was selected due to it being the larger and most level of the two sites.

The preferred option will enable the school to act as a central community focus in the local area, establishing a learning community in conjunction with a range of key partners including health professionals, the police and other educational partners. The investment will enable the school to complement work already being undertaken with the existing City Learning Centre (CLC) to broaden community opportunities for learning.

The size of the existing site will allow the existing West Leeds school to function whilst the new school is under construction. Wortley High School will continue to function as normal until its closure in the Summer of 2009 as there will be no construction on this site.

6.4.2 Schools to be Refurbished and Extended – Farnley Park High

Set out in the table below are the options that were appraised for Farnley Park High bearing in mind the condition and suitability issues set out in 3.3.2 above. A site layout plan indicating the relative position of each block can be found in Appendix 6 (v).

Option	Solution
1	<p>Complete New Build</p> <p>This would unite the school and reduce the existing footprint, whilst addressing the major condition and suitability issues as well as meeting BB98 and BSF aspirations in terms of inclusion and accessibility. The BSF funding for new build prevents this from being a viable option.</p>
2	<p>Proposed Option: Retain and refurbish blocks 1 & 4 the main teaching and technology blocks, rebuild the remainder of the school.</p> <p>The two newer buildings are in reasonable condition, although the teaching block suffers from some undersized classrooms. Some work would have to be carried out to ensure DDA compliance bearing mind the location of the SILC for children with profound and multiple learning difficulties (PMLD) . This option provides the best value solution for meeting BB98 and BSF aspirations allowing the remodelled school to become a single cohesive unit and at the same time addressing the condition and suitability issues.</p>
3	<p>Retain and refurbish blocks 1,2 & 4 the main teaching, technology and Science block rebuild the remainder of the school.</p> <p>The Science block has one narrow staircase serving the block, which is on 3 storeys, and some of the labs are undersized. Although the structural frame is sound considerable work would have to be done to bring this up to standard and it will need to be accepted that inclusion and accessibility may not be achieved. The school in this configuration will remain detached and the location of the existing buildings will drive any proposed design.</p>
4	<p>Retain and refurbish existing buildings and extend as necessary.</p> <p>This option will not address suitability issues fully, and accessibility and inclusion will not be achieved It would not meet BSF aspirations in terms of transformational change.</p>

Summary of Option Analysis for Farnley Park High					
Criteria	Weighting	Option 1	Option 2	Option 3	Option 4
		Complete New Build	Proposed Option: Retain and refurbish blocks 1 & 4 the main teaching and technology blocks, rebuild the remainder of the school.	Retain and refurbish blocks 1,2 & 4 the main teaching, technology and Science block rebuild the remainder of the school.	Full refurbishment and extension, where necessary
Transformation Impact	10	5	3	3	1
		50	30	30	10
Raises Attainment	10	5	3	3	2
		50	30	30	20
Improves Inclusion	10	5	4	2	2
		50	40	20	20
Improves access including DDA	10	5	4	1	2
		50	40	10	20
Matches Stakeholder Expectations	6	5	3	2	1
		30	18	12	6
Improves Condition	8	5	4	2	2
		40	32	16	16
Improves Suitability	8	5	4	2	2
		40	32	16	16
Improves Sufficiency	6	5	4	3	2
		30	24	18	12
Creates Flexibility	8	5	4	3	1
		40	32	24	8
Minimises Disruption during Construction	5	5	4	2	1
		25	20	10	5
Environmental Sustainability	6	5	3	3	2
		30	18	18	12
Improves Staff Retention and Recruitment	6	5	3	2	2
		30	18	12	12
Deliverability	5	5	4	3	2
		25	20	15	10
Improves Education Efficiency - journey times	7	5	3	2	1
		35	21	14	7
Improves Security	5	5	4	3	2
		25	20	15	10
Facilitates Development of Extended Schools and Community Use	7	5	3	2	3
		35	21	14	21
Contribution to Corporate Vision	5	5	3	3	2
		25	15	15	10
Total score		610	418	289	215
Capex (£m)		£25,969,819	£21,662,148	£21,048,786	£20,022,573
Value Ratio		£43,573	£51,823	£72,833	£93,128
Rank		1*	2	3	4

*Note: Although a new build school is likely to provide a better value for money solution. The Council are unable, at this time, to provide the shortfall in funding to achieve a complete new build



solution, therefore this option has been discounted from further consideration.

Summary of Preferred Option

The preferred option for Farnley Park High is option 2 which retains the best of the existing buildings whilst maximizing the new build spend on the elements which exhibit the worst condition and suitability issues.

Farnley Park High will be a conventional project involving a minor refurbishment of the main school and technology block with the new build and replacement of the science, dining and sports/drama accommodation as well as provision of the high care partnership base Of 30 places for children with profound and multiple learning difficulties.

This option will still enable the school to solve its condition and suitability problems as well as embody many of the principal objectives of the BSF programme. The proposed option will allow the remodeled school to come together as a single unit stopping the need for children to circulate externally as well as enable it to act as a community focal point , as well as building on the already established learning community projects in conjunction with a range of key partners including health professionals, the police and other educational partners.

The new build elements of the school where ever possible will be constructed prior to the demolition of the existing blocks this will ensure that the limited temporary accommodation required is kept to a minimum thereby reducing disruption to the school whilst the works are being carried out.

6.4.3 Schools to be Refurbished and Extended–Priesthorpe Sports and Specialist College

Set out in the table below are the options that were appraised for Priesthorpe Sports and Specialist College bearing in mind the condition and suitability issues set out in section 3.3.3 above. A site layout plan indicating the relative position of each block can be found in Appendix 6 (v).

The following options have been developed:

Option	Solution
1	<p>Retain and refurbish Sports Hall and 2000 block, rebuild the remainder of the school.</p> <p>This will enable the worst of the condition and suitability issues to be addressed via a new build solution for those parts. Some work will need to be carried out to ensure the 2000 block is fully accessible, but the wide corridors and staircases that typify this building will allow for this. The sports hall is of a good size but would need considerable refurbishment to bring it up to standard. BB98 and BSF aspirations could be wholly met with this option.</p>
2	<p>Retain and refurbish Sports Hall, 2000 block and 2004 block, rebuild the remainder of the school.</p> <p>The retention of the 2004 block although in good condition would very much drive the location of the replacement school which is not ideal. The 2000 block and 2004 are at opposite ends of the school, so a phased development would be a possibility requiring use of temporary accommodation. It would mean that direct access to the school playing fields would be prevented and disruption would be high.</p>
3	<p>Proposed Option: Retain and refurbish all (where necessary) existing buildings, demolish mobiles and extend where necessary.</p> <p>The limited areas of demolition and new build will address the most severe suitability and condition issues. Whilst the refurbished and remodelled areas provide a best value solution to address the BSF aspirations. Temporary accommodation will be required to facilitate this solution however creative use of the elements of new build for decant along phasing plans that maximise the work content during the academic holidays will minimise the spend on this element,</p>

Summary of Options Appraisal for Priesthorpe Sports and Specialist College				
Criteria	Weighting	Option 1	Option 2	Option 3
		Retain and refurbish Sports Hall and 2000 block, rebuild the remainder of the school	Retain and refurbish Sports Hall, 2000 block and 2004 block, rebuild the remainder of the school	Proposed Option: Retain and refurbish all existing buildings, demolish mobiles and extend where necessary
Transformation Impact	10	4	4	3
		40	40	30
Raises Attainment	10	4	4	3
		40	40	30
Improves Inclusion	10	3	3	3
		30	30	30
Improves access including DDA	10	3	2	2
		30	20	20
Matches Stakeholder Expectations	6	4	3	2
		24	18	12
Improves Condition	8	3	3	3
		24	24	24
Improves Suitability	8	4	3	2
		32	24	16
Improves Sufficiency	6	4	3	2
		24	18	12
Creates Flexibility	8	4	3	2
		32	24	16
Minimises Disruption during Construction	5	4	4	3
		20	20	15
Environmental Sustainability	6	4	3	2
		24	18	12
Improves Staff Retention and Recruitment	6	4	3	2
		24	18	12
Deliverability	5	4	4	3
		20	20	15
Improves Education Efficiency - journey times	7	4	3	2
		28	21	14
Improves Security	5	5	4	3
		25	20	15
Facilitates Development of Extended Schools and Community Use	7	4	3	3
		28	21	21
Contribution to Corporate Vision	5	4	3	2
		20	15	10
Total score		465	401	304
Capex (£m)		£20,658, 971	£19, 805, 184	£14, 937,388
Value Ratio		£44,427	£49,389	£49,136
Rank		1	3	2



Summary of Preferred Option

The preferred option for Priesthorpe Sports and Specialist College would be a complete new build, however due to changes in the level of funding described in the previous section and the review of Phase 2 schools that subsequently took place to fit the proposals for this wave within the available affordability envelope mean that , option 3 has since been selected to achieve the objectives of the BSF programme.

Priesthorpe Sports and Specialist College will be a conventionally funded project involving a major refurbishment of the main school with the new build and replacement of the single storey drama block and additional accommodation being provided for a generic partnership base. The level of refurbishment within the buildings varies depending on the condition and suitability. This is likely to be a phased operation. Temporary accommodation will be required when the main part of the school undergoes major refurbishment (this includes the main hall and dining facilities).

The preferred option will create a visible front entrance and enable the school to enhance their sports facilities and raise their profile as a specialist sports college in the local community and continue to act as a central community focus in the local area, establishing a learning community in conjunction with a range of key partners including health professionals, the police and other educational partners. The school already has strong links with the community and extensive community use.

6.4.4 Schools to be Extended and Refurbished–Crawshaw School

Set out in the table below are the options that were appraised for Crawshaw School bearing in mind the condition and suitability issues set out in section 3.3.4 above.

The following options have been developed:

Option	Solution
1	<p>A full new build.</p> <p>This option was not deemed appropriate due to the recent investment involving the replacement of a major component of the school following fire damage.</p>
2	<p>Retention and Refurbishment of the new block and the sports hall, replacement of the remainder of the buildings.</p> <p>This option primarily addresses the condition and suitability of the older blocks by providing new build. This option would enable inclusion and accessibility, and would meet BB98 and BSF aspirations.</p>
3	<p>Proposed Option: Retain and Refurbish all existing buildings, demolishing mobiles and extending where necessary.</p> <p>The limited areas of demolition and new build will address the most severe condition and suitability issues in the remaining existing buildings. Whilst the refurbished and remodelled areas will provide a best value solution for addressing the schools BSF aspirations.</p> <p>Temporary accommodation will be required to facilitate this option however through creative use of the elements of new build for decant along with phasing plans that maximise the works during the academic holidays will minimise the spend on this element.</p>

Summary of Option Analysis for Crawshaw School				
Criteria	Weighting	Option 1	Option 2	Option 3
		Full new build.	Retention and Refurbishment of the new block and the sports hall, replacement of the remainder of the buildings.	Proposed Option: Retain and Refurbish all existing buildings, demolishing mobiles and extending where necessary.
Transformation Impact	10	5	3	2
		50	30	20
Raises Attainment	10	5	3	2
		50	30	20
Improves Inclusion	10	5	4	3
		50	40	30
Improves access including DDA	10	5	4	3
		50	40	30
Matches Stakeholder Expectations	6	5	3	2
		30	18	12
Improves Condition	8	5	4	3
		40	32	24
Improves Suitability	8	5	4	3
		40	32	24
Improves Sufficiency	6	5	3	2
		30	18	12
Creates Flexibility	8	5	3	2
		40	24	16
Minimises Disruption during Construction	5	5	2	2
		25	10	10
Environmental Sustainability	6	5	3	2
		30	18	12
Improves Staff Retention and Recruitment	6	5	3	2
		30	18	12
Deliverability	5	5	4	3
		25	20	15
Improves Education Efficiency - journey times	7	5	3	2
		35	21	14
Improves Security	5	5	4	4
		25	20	20
Facilitates Development of Extended Schools and Community Use	7	5	3	3
		35	21	21
Contribution to Corporate Vision	5	5	3	2
		25	15	10
Total score		610	407	302
Capex (£m)		£19,401,760	£10,201,479	£7,567,205
Value Ratio		31,806	25,065	25,057
Rank		3	2	1



Summary of Preferred Option

The preferred option for Crawshaw School would be a complete new build, however due to changes in the level of funding available for new build and the subsequent review of the scope of the Phase 2 schools that subsequently took place to fit the proposals for this wave within the affordability envelope, option 3 has since been selected to achieve the objectives of the BSF programme.

Crawshaw School will be a conventional project involving refurbishment of part of the main school Building. Much of the school has been replaced since the fire and as result is in good condition. The BSF investment will be used to transform the traditional areas of the school into 21st century learning spaces. The level of refurbishment within the buildings varies depending on the condition and suitability. This is likely to be a phased operation which will require temporary accommodation.

This option will create a clear entrance to the school and enhance their humanities facilities which should assist the school in raising their profile as a specialist college and enable the school to act as a central community focus in the local area, establishing a learning community in conjunction with a range of key partners including health professionals, the police and other educational partners. The investment will refocus elements of the building to allow access to adult learners during the school day, encouraging lifelong learning.

To accommodate pupils during the construction and refurbishment programme temporary accommodation and or new build could be utilized as decant accommodation reducing the need for traditional temporary accommodation required for the duration of the contract.

Phase 3 Schools

6.4.5 Schools to be Extended and Refurbished - Corpus Christi Catholic College

Corpus Christi Catholic College was constructed in 1968, with extensions added in 1990's and 2002. The building is compact and is generally in good condition. The existing site is very tight, there is little room for extension and a new build would have to be constructed away from the present site.

The following options have been developed:

Option	Solution
1	Complete New build; This would address the issues of the school, and would allow for transformational change. The existing site does not allow for a new build. For this option to succeed an alternative site is required. No such site has been identified as of yet.
2	This option was not feasible.
3	This option was not feasible.
4	<p>Proposed Option: Retain and refurbish all existing buildings and extend where necessary; The limited areas of demolition and new build will address the most severe condition and suitability issues in the remaining existing buildings. Whilst the refurbished and remodelled areas will provide a best value solution for addressing the schools BSF aspirations.</p> <p>Temporary accommodation will be required to facilitate this option however through creative use of the elements of new build for decant along with phasing plans that maximise the works during the academic holidays will minimise the spend on this element.</p>

Summary of Option Analysis for Corpus Christi Catholic College					
Criteria	Weighting	Option 1	Option 2	Option 3	Option 4
		Full new build			Proposed Option:- Retain and refurbish all existing buildings and extend where necessary
Transformation Impact	10	5			3
		50			30
Raises Attainment	10	5			4
		50			40
Improves Inclusion	10	5			2
		50			20
Improves access including DDA	10	5			2
		50			20
Matches Stakeholder Expectations	6	5			3
		30			30
Improves Condition	8	5			3
		30			24
Improves Suitability	8	5			3
		40			24
Improves Sufficiency	6	5			3
		30			24
Creates Flexibility	8	5			3
		40			24
Minimises Disruption during Construction	5	5			1
		25			5
Environmental Sustainability	6	5			3
		30			15
Improves Staff Retention and Recruitment	6	5			3
		30			18
Deliverability	5	5			2
		25			10
Improves Education Efficiency - journey times	7	5			3
		35			21
Improves Security	5	5			3
		25			15
Facilitates Development of Extended Schools and Community Use	7	5			3
		35			21
Contribution to Corporate Vision	5	5			3
		25			15
Total score		600			356
Capex (£m)		24,285,763			14,199,745
Value Ratio		40,476			39,887
Rank		2			1



Summary of Preferred Option

The school currently has a capacity of 900 pupils and currently 930 are enrolled. The OBC proposes to formalise the capacity of 900 pupils and the admission number will be set at 180.

The preferred option for Corpus Christi Catholic College which offers best value for money as well as achieving the BSF programme objectives is Option 4 which comprises major refurbishment with an element of new build.

Corpus Christi Catholic College will be a conventional project involving refurbishment of part of the main school building. The level of refurbishment within the buildings varies depending on the condition and suitability. This is likely to be a phased operation.

The preferred option will enable the school to act as a learning environment for the wider community encouraging lifelong learning, and operate in conjunction with a range of key partners which will include health professionals, the police and other educational institutes.

6.4.6 Schools to be Extended and Refurbished - Parkland Girls

Parklands Girls High was constructed in 1956 as a systems built 3 storey block and since then has been extended using temporary accommodation. A new temporary block (volumetric art and technology block) has been built and this is currently being extended. The main school is typified by narrow corridors and staircase, and small undersized classrooms.

A number of options have been considered and details of these are set out below:-

Option	Solution
1	New Build ; This addresses all the suitability, sufficiency and condition issues that the school has. It would further remove the need for temporary accommodation and would allow for transformational change. This option would meet BSF aspirations and BB98.
2	This option was not feasible.
3	Retain volumetric art and technology wing (under construction) ; This option allows for the retention of the new block, which has a 30-year life span, whilst rebuilding the old block. The position of the volumetric block could drive the position of the new school.
4	Proposed Option: Retain all existing buildings (inc volumetric.) Refurbish and extend as necessary ; The limited areas of demolition and new build will address the most severe condition and suitability issues in the remaining existing buildings. Whilst the refurbished and remodelled areas will provide a best value solution for addressing the schools BSF aspirations. Temporary accommodation will be required to facilitate this option however through creative use of the elements of new build for decant along with phasing plans that maximise the works during the academic holidays will minimise the spend on this element.



Summary of Option Analysis for Parklands Girls High School					
Criteria	Weighting	Option 1	Option 2	Option 3	Option 4
		Full new build		Retain volumetric art and technology wing (under construction) and build new	Proposed option:- Retain all existing buildings (inc volumetric) and extend as necessary
Transformation Impact	10	5		4	3
		50		40	30
Raises Attainment	10	5		4	3
		50		40	30
Improves Inclusion	10	5		3	2
		50		30	20
Improves access including DDA	10	5		3	2
		50		30	10
Matches Stakeholder Expectations	6	5		3	2
		30		30	12
Improves Condition	8	5		4	3
		30		32	24
Improves Suitability	8	5		3	2
		40		24	12
Improves Sufficiency	6	5		4	3
		30		32	18
Creates Flexibility	8	5		4	3
		40		32	24
Minimises Disruption during Construction	5	5		2	2
		25		10	10
Environmental Sustainability	6	5		4	3
		30		24	18
Improves Staff Retention and Recruitment	6	5		4	3
		30		24	18
Deliverability	5	5		2	2
		25		10	10
Improves Education Efficiency - journey times	7	5		2	2
		35		14	14
Improves Security	5	5		2	2
		25		10	10
Facilitates Development of Extended Schools and Community Use	7	5		3	2
		35		21	14
Contribution to Corporate Vision	5	5		3	2
		25		15	15
Total score		600		418	289
Capex (£m)		17,685,279		14,577,079	9,746,573
Value Ratio		29475.46		34873.39	33725.17
Rank		3		2	1



Summary of Preferred Option

The option which offers best value for money in terms of meeting BSf aspirations is Option 4 for Parklands Girls High which comprises a mix of new build and refurbishments.

Parklands Girls High will be a conventionally funded project involving a major refurbishment and remodel of the old parts of the building. The level of refurbishment within the buildings varies depending on the condition and suitability, this is likely to be a phased operation. Because of the limited new build, the existing school will be able to function whilst the new build areas are under construction. Temporary accommodation may be required when the main part of the school undergoes the refurbishment.

The preferred option will enable the school to act as a learning environment for the wider community encouraging lifelong learning, and operate in conjunction with a range of key partners which will include health professionals, the police and other educational institutes.

6.4.7 Schools to be Extended and Refurbished - Mount St Mary's Catholic High

Mount St Mary's Catholic High occupies a split-level and constrained site, and consists of 2 main buildings with add-ons throughout the year. The main school building is listed and dates from 1858. The second block was constructed in the 1960's, houses a gym and redundant swimming pool and has considerable condition and suitability issues. The layout of the main block is confusing and has narrow staircases and corridors, and small classrooms. Accessibility is very difficult and there are numerous level changes.

A number of options have been considered details of which are set out below: -

Option	Solution
1	Complete New build; There are difficulties around the siting of the new build, as the current site has inadequate space. The option would be to rebuild on a nearby greenbelt site, but no suitable site has yet been found
2	This option was not feasible.
3	Refurbish old building and rebuild remainder; The listed building would be refurbished to bring it up to standard.
4	Proposed Option: Retain all existing buildings and extend as necessary; The limited areas of demolition and new build will address the most severe condition and suitability issues in the remaining existing buildings. Whilst the refurbished and remodelled areas will provide a best value solution for addressing the schools BSF aspirations. Temporary accommodation will be required to facilitate this option however through creative use of the elements of new build for decant along with phasing plans that maximise the works during the academic holidays will minimise the spend on this element.



Summary of Option Analysis for Mount St Mary's Catholic High School					
Criteria	Weighting	Option 1	Option 2	Option 3	Option 4
		Full new build		Refurbish old building and rebuild remainder	Retain all existing buildings and extend as necessary
Transformation Impact	10	5		3	2
		50		30	20
Raises Attainment	10	5		3	3
		50		30	30
Improves Inclusion	10	5		2	2
		50		20	20
Improves access including DDA	10	5		1	1
		50		10	10
Matches Stakeholder Expectations	6	5		2	2
		30		12	12
Improves Condition	8	5		2	2
		30		16	16
Improves Suitability	8	5		2	2
		40		16	16
Improves Sufficiency	6	5		3	2
		30		18	12
Creates Flexibility	8	5		3	3
		40		24	24
Minimises Disruption during Construction	5	5		2	1
		25		10	5
Environmental Sustainability	6	5		3	3
		30		18	18
Improves Staff Retention and Recruitment	6	5		2	2
		30		12	12
Deliverability	5	5		3	2
		25		15	10
Improves Education Efficiency - journey times	7	5		2	2
		35		14	14
Improves Security	5	5		3	3
		25		15	15
Facilitates Development of Extended Schools and Community Use	7	5		2	2
		35		14	14
Contribution to Corporate Vision	5	5		3	2
		25		15	10
Total score		600		289	258
Capex (£m)		19,548,553		15,781,273	14,022,469
Value Ratio		32580.92		54606.48	54350.65
Rank		*1		3	2

*Note: Although a new build school is likely to provide a better value for money solution. The council are unable at this time to provide the shortfall in funding to provide a complete new build solution therefore this option has been discounted from further consideration.



Summary of Preferred Option

The preferred option for Mount St Mary's Catholic High is option 4 which retains all the existing buildings and extends as necessary.

Mount St Mary's Catholic High will be a conventionally funded project involving refurbishment and remodelling of the existing school on its current location. To accommodate pupils during the construction and refurbishment programme temporary accommodation may be needed for the duration of the contract and areas of the school will use this accommodation as the phased construction programme progresses.

The preferred option will enable the school to act as a learning environment for the wider community encouraging lifelong learning, and operate in conjunction with a range of key partners which will include health professionals, the police and other educational institutes.

6.5 Progress with Planning Applications

Planning applications have been submitted and approved for all phase 2 schools except Crawshaw School. Copies of the outline planning conditions can be found in Appendix 9(ii). The original proposals for this school did not propose an element of new build however after working with the LEP it is felt that this is a more appropriate solution and will assist with reducing the amount of temporary accommodation. Discussions have been held with planning colleagues to ascertain the acceptability of the limited new build at Crawshaw School. The planning project manager has indicated that this should not be a problem.

Work has also commenced on the preparation of the outline applications for the phase 3 schools. Consultation with planning colleagues has been ongoing for a number of months. It is anticipated that the applications for all four schools will be submitted in July 2007.

6.6 Strategic Partner for ICT

ICT is seen as an integral component for achieving transformation for teaching and learning in Leeds. The development of 0-19 personalised learning programmes for individuals lies at the heart of the transformation process being developed in Leeds. Both the DfES and PfS expect BSF Authorities to ensure planned investment not only delivers new teaching spaces but also provides a step change in the approach taken to embedding ICT in all aspects of education. The ICT vision and strategy is articulated in the Strategic Business Case and is available in the vRoom.

In order to deliver the ICT vision the City Council with Education Leeds has procured a separate Strategic Partner to work with the City Council, Education Leeds and the LEP to develop ICT in the BSF Schools. In relation to the Leeds BSF Programme, the Strategic Partner will support the City Council through the bid and implementation phases to ensure proposals are robust and well executed. The benefits of this approach are as follows:

- it enables the City Council and Education Leeds effectively to scope the vision for ICT leading to the procurement of a specialist private sector



- partner which will, interface with the LEP, deliver the ICT vision;
- project development and strategic consultancy services can be provided to help develop the ICT provision in BSF schools and across the estate using the expertise of a single ICT Strategic Partner;
 - a single partner focusing solely on modelling and maintaining ICT provides a strong voice in relation to technological innovation;
 - an understanding of the changing needs within the Leeds ICT vision can be developed through long term partnership working and commitment to ICT transformation;
 - through separation from the main BSF procurement more flexibility and scope is allowed to develop creative solutions to using ICT transformationally across the whole education community in Leeds;
 - the Strategic Partner will complement and enhance the existing and proven Education Leeds role as the strategic education service provider in Leeds. Education Leeds has a history of successfully engaging with external partners to meet its aspirations.

The LEP will be responsible for the passive design solutions only to ensure the effective integration of ICT with school buildings. It was originally envisaged that the LEP would also be responsible for the procurement and maintenance of the hardware. A decision was taken in August 2006 in consultation with Partnerships for Schools to transfer this responsibility to the ICT Strategic Partner.

A strong interface between all partners will be key to the success of the transformational agenda and delivering this programme on time. It is anticipated this interface will be established through the ITN/preferred bidder process and that the LEP and its supply chain will fully interface with the City Council's Strategic Partner to ensure the design and build solutions through both PFI and Design and Build refurbishment are able to deliver the flexible and transformational impact sought. Research Machines was appointed as the Council's preferred bidder in November 2006 with achievement of Commercial and Financial close in June 2007.

6.7 Surveys

The council prior to engaging with the Local Education Partnership (LEP) procured Asbestos type 2, condition, geotechnical and ecology surveys in respect of each of the phase 2 and 3 schools. Since commencing the new project procedure in respect of the phase 2 schools the LEP have carried out M&E and acoustics surveys and are currently undertaking Asbestos type 3, condition, geotechnical, CCTV drainage over the current six week holiday period. Further surveys will be carried out by the LEP after the Phase 3 schools have entered the New Project Procedure, this is currently programmed for early 2008.

Schedule of appendices supporting this section of the OBC:

Appendix

6(i)	School Visions
6(ii)	Not used
6(iii)	Control Options Drawings
6(iv)	Phasing Diagrams
6(v)	Block Plans

7.0 VALUE FOR MONEY ASSESSMENT

7.1 Process of selecting the VFM procurement route

7.1.1 A summary of the preferred solutions

The detailed option analysis over the four options, complete new build; new build with some minor refurbishment; new build with some minor and major refurbishment; retain, refurbish and extend, for each of the schools is set out in detail in section 6 of this Business Case. This analysis includes a full qualitative and quantitative assessment of the viable solutions within the scope of the funding parameters.

As a result of this assessment, the preferred solutions for each of the schools included within this Outline Business Case are summarised below:

SCHOOL	PROCUREMENT SOLUTION	SUMMARY
Farnley Park High	Conventional	Full new build with minor refurbishment.
Inner West Leeds (amalgamation of Wortley and West Leeds High)	PFI	Full new build.
Priesthorpe Sports and Specialist College	Conventional	Retain and refurbish and extend.
Crawshaw School	Conventional	Retain and refurbish and extend.
Corpus Christi Catholic College	Conventional	Retain and refurbish and extend.
Intake High Arts College	Conventional	Retain and refurbish and extend.
Parkland Girls	Conventional	Retain and refurbish and extend.
Mount St Mary's Catholic High	Conventional	Retain and refurbish and extend.

7.1.2 Assessment of the best procurement route

In considering the most appropriate procurement route for each element of Phases 2 and 3, an assessment has been undertaken at two levels.

The first assessment undertaken was to determine whether PFI is an appropriate procurement route for Phase 2 and 3 as a whole. This is covered through a qualitative evaluation (see below).

The second assessment (covered in this section) was for the City Council to assess for each school individually if the proposed school is suitable for PFI.

PFI contracts will be suitable where significant risk transfer offers good value for money to the public sector. Where refurbishment of existing buildings is concerned, although there is some precedent nationally for placing availability and performance risk with the private sector contractor, it is not always clear that this demonstrates good value for money to the public sector, particularly

relating to the risk of latent defects and asbestos. For rebuild and replacement projects however, the contractor, has responsibility for design and construction, is in a position to price efficiently for lifecycle, continuous maintenance and for facilities management.

In the light of this assessment, the City Council is of the view that value for money will be maximised where only those schools which it is proposed are predominantly new build are procured within a PFI contract. As a consequence to this view, the Council proposes that one new build school (Inner West Leeds School), where new build is in excess of 85% should be procured through PFI. The proportion of new build in the other three schools within Phase 2 (Farnley Park High 74%, Priesthorpe Sports and Specialist College 8% and Crawshaw School 2%) is less and the Council considers that, for the reasons summarised above, conventional procurement will offer better value for money. Similarly for Phase 3 the proportion of new build in the four schools (Corpus Christi Catholic College 19%, Parkland Girls 18% and Mount St Mary's Catholic High 7%) the Council considers that conventional procurement will offer better value for money.

7.2 The Phase 2 PFI Project

7.2.1 Qualitative Assessment

A qualitative assessment has been undertaken by the Council to consider if PFI is applicable to the Leeds BSF Project as a whole, considered to be a Stage 2 Assessment under HM Treasury VFM methodology. It has been assumed by the Council that PfS has undertaken the Stage 1 Programme Level Assessment.

The qualitative assessment is attached to this OBC as Appendix 7a. The conclusion of this scheme level assessment is that PFI is appropriate for Leeds BSF as a whole. This means that the individual school assessment above can be acted upon and Inner West Leeds School, suitable for PFI will be procured as a PFI contract, subject to the quantitative assessment set out below.

7.2.2 Quantitative Assessment

The assessment of value for money is based on, and has been undertaken using the HM Treasury Guidelines (revised November 2006). The Council has utilised the HM Treasury VFM spreadsheet format provided by PfS, and this is attached as Appendix 7b (i).

The City Council has input the values contained within the Shadow Bid Model (Appendix 8a (ii)), into HM Treasury spreadsheet.

Under HM Treasury guidelines, there is no formal Public Sector Comparator (PSC); the PSC is effectively calculated within HM Treasury spreadsheet based upon inputs derived from the Shadow Bid Model.

The key inputs used to derive the PSC in HM Treasury Model, in real terms at the start of the Project (i.e. prior to indexation) are as follows:

- Capital expenditure (from Shadow Bid Model) - £29.103m
- Lifecycle costs per annum (from Shadow Bid Model) - £193k



- Operating costs per annum (from Shadow Bid Model) - £688k

7.2.3 Optimism Bias

Pre- Final Business Case (FBC) Optimism Bias

The Council has commissioned its technical advisers to carry out an assessment of the likely optimism bias adjustment required on capital costs, using the methodology set out in HM Treasury Green Book. Based upon this guidance, the Council takes the view that the proposed Project fits more closely with the "standard construction" sub-heading.

A summary of the pre-FBC Optimism Bias assessment is set out below, with the full assessment included in Appendix 7b (ii):

Categorisation	Standard Construction	
	Capital Costs	Works Duration
Upper Bound	24%	4%
Mitigation Factor	36.2%	35.5%
Assessment	15.31%	2.58%
Total Adjustment	17.89%	

The values from this analysis have been included in the pre-financial close optimism bias cells for capital expenditure. The optimism bias for lifecycle and operating costs has been based on the PfS guidance.

Post Final Business Case (FBC) Optimism Bias

In assessing the post-FBC optimism bias adjustment required, the Council's technical advisers have considered the likelihood and impact of various risks in relation to their impact after Financial Close as risks that would be borne by the Council if the procurement at Financial Close was handed back to the Council to procure conventionally rather than through a PFI contract. A detailed risk quantification spreadsheet supporting this level of Optimism Bias is included as Appendix 7b (iii).

A summary of the assessment is set out below:

	Risk Percentage
Design and construction	16.3%
Ongoing asset maintenance	3.0%
Operating costs	17.3%

The values from this analysis have been included in the post financial close optimism bias cells in the HM Treasury Spreadsheet.

7.2.4 Summary NPV and Sensitivity Testing

After this data has been input to HM Treasury Model, the resultant output shows that at the upper end of the Treasury Spreadsheets Pre-Tax Equity IRR Range (18%), the project offers value for money through the PFI route with a margin of 6.54%

HM Treasury guidance also recommends that the VFM figure be tested against a series of sensitivities to understand the impact of variables in both the assumptions used, and the calculations performed by HM Treasury Model.

In each case the percentage sensitivity has either been added / deducted to the PSC costs in HM Treasury Spreadsheet whilst maintaining the PFI costs at the same level. In all cases these sensitivities demonstrate that the Project offers value for money.

A summary of the results from the key sensitivities analyses, commencing with the Base Case are set out below.

Sensitivity	Value for Money margin
Base Case with 18% IRR	6.54%
Lifecycle cost sensitivities at 18% IRR:	
Minus 5%	6.33%
Plus 5%	6.83%
Operating cost sensitivities at 18% IRR:	
Minus 5%	5.36%
Plus 5%	7.70%
Combined lifecycle and operating cost sensitivities at 18% IRR:	
Minus 5%	5.15%
Plus 5%	7.98%
Break-even Point at 18% IRR:	
Capital cost break-even point	- 10%
Unitary charge break-even point	+ 7%

The break-even analysis indicates that the capital cost would have to fall by 10% for the PSC to demonstrate that PFI would not offer better value for money over conventional procurement and that the Unitary Charge could increase by 7% and procurement through PFI will still offer better value for money than conventional procurement.

The sensitivity analysis in the table, above, is predicated on an assumption that annual operational costs will increase by 2.5% per annum. Further sensitivity modelling assuming that annual operational costs rise at 3.5% has been undertaken and the results are set out in the table below.

The results of an increase in the opex inflation from 2.5% to 3.5%, with the Pre-Tax IRR of 18% are that the value for money margin increases from 6.54% to 12.77%.

Sensitivity	Value for Money margin
Base Case with 18% IRR	12.77%
Lifecycle cost sensitivities at 18% IRR:	
Minus 5%	12.60%
Plus 5%	13.04%
Operating cost sensitivities at 18% IRR:	
Minus 5%	11.65%
Plus 5%	13.86%
Combined lifecycle and operating cost sensitivities at 18% IRR:	
Minus 5%	11.48%
Plus 5%	14.12%
Break-even Point at 18% IRR:	
Capital cost break-even point	- 19%
Unitary charge break-even point	+ 15%

The break-even analysis, at the higher annual inflation rate of 3.5%, indicates that the capital cost would have to fall by 19% for the PSC to demonstrate that PFI would not offer better value for money over conventional procurement and that the Unitary Charge could increase by 15% and procurement through PFI will still offer better value for money than conventional procurement.

7.3 The Conventional Design and Build Projects

7.3.1 VFM Assessment

The main form of VFM assessment for the design and build schools has been completed through an options appraisal exercise of different build solutions in Section 7. This process has ensured that the building solution chosen is value for money. In regard to ensuring value for money in procurement, for reasons explained above, the Authority considers that other than Inner West Leeds, value for money will be achieved for the seven schools with substantial refurbishment through conventional procurement.

As stated in the PfS guidance, for conventional D&B contracts, authorities will not have to follow the HM Treasury guidance on VFM which is undertaken for PFI projects.

Throughout the procurement process authorities are expected to ensure that the cost of solutions offered by bidders are 'on market' and confirm this as part of the FBC. Leeds has put in place mechanisms to assess VFM during the procurement stages of the Project, primarily through benchmarking and market testing the LEP's proposals through the SPA New Project Procedure. [Attached at 7d \(i\) is the SPA Schedule 4a in respect of Market Testing for the D&B Schools.](#)

7.4 ICT Project(s)

ICT funding has been obtained and approved for all schools that form part of BSF Wave 1 through the Leeds City Council Strategic Partner Final Business Case which was submitted and approved in May 2007.

7.5 Accounting Treatment

Regulations under the Local Government Act 2003 require that, based on proper practice, if an authority determines that the liabilities arising from the PFI transaction do not require the Authority to recognise a fixed asset in the Balance Sheet, then it is not a qualifying liability and is therefore excluded from the definition of a credit agreement. The Local Authority Code of Practice defines proper practice as Financial Reporting Standard 5 (FRS 5) – “Reporting the substance of transactions - Application Note F” and the Statement of Standard Accounting Practice 21 (SSAP 21) “Accounting for leases and hire purchase contracts”.

An initial review of the relative property risks associated with the proposed PFI Contract for the New West Leeds High Schools has been undertaken and advice has been received from the City Council’s External Financial Adviser, PwC (attached as Appendix 7c (i), and this is expected to lead to the assessment by the Director of Corporate Services that, based on the information and advice provided to him, and in accordance with proper practices, no liabilities will arise which will result in the City Council being required to recognise a fixed asset in any balance sheet required to be prepared by the Authority in accordance with such proper practices for the financial year in which the agreement will be entered for the purposes of Regulation 3 of the Local Authorities (Capital Finance and Accounting) (England) Regulations 2003.

The advice received by the City Council from PwC has been reviewed by the City Council’s External Auditor, KPMG, and their view is attached as Appendix 7c (ii). KPMG have commented:

“On the basis of the review of PwC’s accounting advice and subject to any further information that may come to our attention during the course of the audit, we are not minded to challenge the accounting view, that an off balance sheet treatment for the Council may be achievable, as expressed in PwC’s accounting advice dated 8th February 2007.”

Schedule of appendices supporting this section of the OBC:

Appendix

7a	Leeds BSF OBC Stage 2 VfM Qualitative Assessment
7b (i)	Stage 2 PFI Quantitative Evaluation Model
7b (1)	Stage 2 PFI Quantitative Evaluation Model with 3.5% opex
	West Leeds PFI Quantitative Pre FBC Optimism Bias
7b (ii)	West Leeds PFI Risk Transfer - Post FBC Optimism Bias
7b (iii)	Updates to PfS Assumptions for Value for Money Quantitative
7b (iv)	Model
	Unitary Charge Model Project Specific Assumptions
7b (v)	
7c (i)	Letter of Accounting Advice on Initial Accounting View from PwC



7c (ii)	External Audit (KPMG) View on the Initial Accounting View
7d(i)	Schedule 4a Strategic Partnering Agreement (Market Testing)

8.0 FINANCE – AFFORDABILITY

8.1 Introduction / Summary

Members of the Council's Executive Board will consider and it is anticipated will approve this Outline Business Case at their meeting on 22nd August 2007. This includes the Council's understanding and commitment to both the revenue and capital funding implications set out below. A copy of the report to Executive Board confirming approval of this Business Case will be forwarded to Partnerships for Schools at the earliest opportunity.

The City Council has successfully reached financial close on four operational schools PFI Projects and also reached financial close on Phase 1 of its BSF Wave 1 Programme on 3rd April 2007. Elected Members of the Council, and members of the Education PFI / BSF Projects Board are fully aware of the affordability structure of a PFI transaction and that the costs can be borne within the City Council's Revenue Budget. The affordability of the Project is likewise assured by the City Council on the basis of the level of PFI Credits (£42.243m) committed for this Project by the Department for Skills and Partnerships for Schools.

The revenue and affordability implications of the PFI element of the Project is the product of the Unitary Charge payable to the SPV; the revenue support received by Central Government and the relevant portions of the of the New West Leeds School budget currently delegated to the existing West Leeds and Wortley High Schools, but which will be surrendered under terms set out in the Governors' Agreement.

The City Council has undertaken its affordability analysis for the New West Leeds PFI School by first calculating funding available from Central Government in the form of PFI Revenue Support Grant and from the revenue budget to be surrendered by the Governors of the new school, and applying those funding streams to the PFI Unitary Charge. For the New West Leeds High School, procured through PFI, an annual sinking fund contribution of £354,000 at April 2009 prices, indexed at 2.5% per annum, and assuming a prudent rate of 3.5% interest on the sinking fund balance.

For the [six](#) schools to be refurbished through conventional Design and Build, the total capital cost is estimated to amount to [£85.774m](#), supported by a combination of Capital Grant and supported amounting to [£76.903m](#), the City Council's net contribution being [£8.871m](#).

Affordability will be assessed on an ongoing basis through the New Projects Procedures set out in the Strategic Partnering Agreement between the City Council and the Local Education Partner (the LEP).

8.2 Private Finance Initiative – New West Leeds High School

8.2.1 Potential PFI Charges

A Whole Life Cost Model (WLCM) has been prepared by E. C. Harris, the City Council's Technical Adviser, which is included as Appendix 8a (iv). The WLCM

has been developed for all eight schools in Phases 2 and 3. Construction costs are indexed to construction start dates and with a location factor for Leeds of 1.02 as agreed with Partnerships for Schools.

The construction costs included within the WLCM form the basis of the Capital cost inputs into the Shadow Bid Project Financial Model for the New West High School and for the seven schools to be refurbished through conventional Design and Build, inclusion within the City Council's Capital Programme.

To demonstrate the funding requirement, the WLCM is formatted to correspond with PfS Guidance for BSF Projects and the PfS Funding Allocation Model, which is attached as Appendix 8b (ii). The WLCM also include categories of cost outside of the Funding Guidance, but which the City Council has decided to fund:

Abnormal costs over the 17% PfS funding ceiling (line 24) and Additional Authority costs within the school site, such as decant and fire prevention sprinklers (line 25).

The City Council will also incur other costs, such as Highway safety measures, but these costs, set out in the table in the section relating to Design and Build schools, are not included within the WLCM. The City Council considers that the inclusion of these costs is essential in the affordability. These additional capital costs have been included either within the calculation of the Unitary Charge for New West Leeds or within the City Council's Capital Programme for the seven conventionally funded schools.

With regard to the calculation of the Unitary Charge for New West Leeds, the City Council has chosen to base the ongoing lifecycle and operational costs for the school by benchmarking back to the equivalent costs in the Environments for Learning Project Financial Model for the PFI element of Phase 1, which reached Financial Close on 3rd April 2007.

The City Council has also made a number of cost and financing assumptions. These are included within the PFI Pricing Document, attached as Appendix 8a (iii). The key financing assumptions are based upon the Continuous Improvements applied to future projects set out in Schedule 15 of the Strategic Partnering Agreement (attached as Appendix 8a (v)).

These include:

£1.5m bid costs for Phase 2;

£0.4m bid costs for Phase 3;

FM mobilisation costs of £0.25m;

LEP Phase 2 Project Management Fee of £0.3m;

LEP Phase 3 Project Management Fee of £0.25m and

Annual insurance of £62,500 benchmarked against the annual insurance costs included within the Environments for Learning Phase 1 Project Financial Model.

An interest SWAP rate, before margins, of 5.8%. The rate in mid-June 2007 is around 5.4% and the buffer of 40 basis points is to provide for the risk of adverse movement in interest rates between approval of the OBC and Financial Close.

Blended Project, post tax nominal IRR of 14%, consistent with the IRR in the PFI element of Phase 1.

The Unitary Charge, in cash terms, is estimated at £3.930m in the first full year of operations for the New West Leeds High School in 2010/11

8.2.2 PFI Credits

The level of PFI Credits for the New Inner West Leeds High School has been derived from the PfS Funding Allocation Model. This Model sets out the level of capital spending eligible for Central Government support. For this Project the eligible capital sums relate to the build costs of £24,465,483 in cell Z136 and £1,610,128 ICT infrastructure costs in cell Z165 of the School Input Sheet of the Model for New West Leeds. A multiplier of 1.62 is applied to the total of the eligible capital spending (£26,075,611), producing the level of PFI Credit support of £42.243m.

The table below summarises the overall funding position for the PFI element of Phase 2:

PFI Project Cash Flows	£000
Headline Nominal Unitary Charge in the first full year of operations (2010/11)	3,930
Total Unitary Charge over the life of the Contract	112,315
Financed from:	
PFI Revenue Support Grant at FBC (£42.243m PFI Credits)	(81,680)
School Governor Contributions	(17,010)
Total Interest Earned on Sinking Fund Balances	(1,050)
	(99,740)
Total City Council Revenue Contributions	(12,575)
Total Funding Sources	(112,315)
Net Present Value of Unitary Charge Cash Flows (discounted at 6.0875% nominal; 3.5% real)	53,902

The full annual estimated cash flows over the life of the Contract are set in the Affordability Statement, attached as Appendix 8a (i)

The PFI Revenue Support Grant has been calculated using the Communities and Local Government (CLG) PFI RSG Annuity Model. The revenue stream arising from the PFI Credit funding is shown in Appendix 8a (vi) amounts to £3.278m per annum.

8.2.3 Current Budgets

School Governor Agreements of the four previous schools PFI Projects and the four PFI schools in Phase 1 provide for School Governor contributions for services included within the PFI Contract and previously provided by the City Council or other contractors. Governor contributions are based upon the budgets devolved to them under Section 52 of the School Standards and Framework Act (1998) for 2006/07, adjusted to take account of the New West Leeds High School requirements, amounting to £0.506m in the first full year of operations, 2010/11, set out in Appendix 8a (vii)

8.2.4 Additional Contribution Required

The annual estimated Affordability cash flow statement, attached as Appendix 8a (i) shows the annual "affordability gap" required to be financed by the City

Council. In line with the practice on current operational PFI contracts signed by the City Council, the Council will commit to make annual payments into a sinking fund during the service period of the Contract, from August 2009 (service commencement) to 31st July 2034 (service completion). These payments, amounting to £0.354m per annum, will be indexed at 2.5% per annum, and assuming a prudent 3.5% interest on sinking fund balances, equivalent to £256 per pupil, which is in line with PfS expectations. The City Council has established this method of funding affordability gaps on all of its previous PFI Projects and believes that this is a prudent and deliverable approach to funding the gap between costs and other sources of funding.

The estimated affordability position will be reported to the City Council's Executive Board on 22nd August and it is anticipated that the Executive Board will approve the contribution at this level. A full copy of the report, and minutes of the meeting of Executive Board will be forwarded to PfS at the earliest opportunity.

8.2.5 Sensitivity Analysis

There has been recent volatility in interest rate movements and there is a risk that such movements can have an adverse affect on the affordability of a project. The Final Business Case will be developed utilising the interest SWAP rates prevailing at a time much closer to Financial Close and if there are any adverse movements in interest rates, these will be factored in to the Final Business Case and any consequential increase in the affordability of the Project will be recommended for approval by the City Council's Executive Board when it meets in early in 2008, prior to the planned Financial Close in February 2008.

Even though the Outline Business Case is predicated on an interest SWAP rate higher than current rates, should the interest SWAP rate increase by a further 20 basis points to 6%, then the headline nominal Unitary Charge in the first full year of operations (2010/11) would increase from £3.930m to £3.984m, an increase of £54,000. Should this be the rate at the time when the Project reaches Financial Close, Members of the Executive Board will be recommended to increase the affordability threshold accordingly. As Phase 1 of the City Council's Wave 1 BSF Programme was reaching Financial Close in early April 2007, there was an upward movement in interest rate trends and Members of the City Council's Executive Board agreed an increase in the affordability threshold for the PFI element of Phase 1 accordingly.

8.3 Conventionally Funded Design and Build Projects

The three schools within Phase 2 and the three schools comprising Phase 3 will be refurbished under conventional Design and Build. The total indexed capital expenditure, set out in the WLCMs and associated capital cost build ups (attached as Appendices 8b (iii) and 8b (iv)) amounts to £82.136m. In addition to this cost, the City Council will be incurring an estimated £1.634m of additional authority work outside of the school site on Highways safety measures etc and has also allowed a contingency of £2.004m, bringing the total investment provided within the Council's Capital Programme for the seven schools in Phases 2 and 3 to £85.774m. The table below summarises the WLCM and funding allocations, estimated authority works and the funding support derived from the PfS Funding Allocation Model.

	Whole Life Cost Model	Additional Authority Works	BSF Funding Allocation	Balance met by the City Council
	£000	£000	£000	£000
Phase 2				
Farnley Park	21,662	345	(20,748)	1,259
Crawshaw	7,568	204	(7,454)	318
Priesthorpe	14,938	152	(13,294)	1,796
Phase 3				
Corpus Christi	14,199	365	(13,264)	1,300
Parklands	9,746	226	(8,124)	1,848
Mount St. Marys	14,023	342	(14,019)	346
Contingency		2,004		2,004
Total	82,136	3,638	(76,903)	8,871

8.3.1 PfS Funding Allocation

The PfS funding allocation will be received by the City Council in the form of £25m of Supported Borrowing and £65.663 of Specific Capital Grant.

8.3.2 Leeds City Council Contribution

The total capital cost of the Design and Build Schools in Phases 2 and 3 amounts to £85.774m, offset by £76.903m of a combination of Supported Borrowing and Specific Capital Grant, a funding shortfall of £8.871m, which will be met from the City Council's Capital Programme.

8.4 City Council Investment in the LEP

The City Council's investment in the LEP was covered in Phase 1 of the Council's Wave 1 BSF Programme. In addition to subscribing equity, the City Council also made a Working Capital Loan to the LEP.

The City Council is currently working with the LEP under the New Projects Procedure.

8.5 ICT Projects

The ICT element of the City Council's Wave 1 BSF Programme has been procured as a separate contract and the City Council has recently reached Financial Close with Research Machines, its Strategic Partner for ICT.

Schedule of appendices supporting this section of the OBC:

Appendix

- 8a (i) West Leeds PFI – Affordability Cash Flows over the life of the Contract
- 8a (ii) West Leeds Shadow Bid Financial Model (including
- 8a (iii) Continuous).
West Leeds PFI Pricing Document
- 8a (iv) West Leeds Whole Life Cost Model
- 8a (v) Schedule 15 of the Strategic Partnering Agreement –



Continuous Improvement

- 8a (vi) CLG PFI Revenue Support Grant Annuity Model
- 8a (vii) West Leeds School Governor contributions
- 8b (viii) Phases 2 and 3 Design and Build Capital cost summary
- 8b (ii) Final Partnerships for Schools Funding Allocation Model
- 8b (iii) Phase 2 Design and Build – Whole Life Cost Model
- 8b (iv) Phase 3 Design and Build – Whole Life Cost Model

9.0 READINESS TO DELIVER

9.1 Project Management

9.1.1 Management Arrangements

A four-tier programme management structure has been developed to ensure clear accountability for the delivery of each aspect of the programme. The Leeds Building Schools for the Future Governance manual which includes the Project Team structure is attached as Appendix 9 (i).

9.1.2 Executive Board

Under the Leeds City Council's Constitution, the Council's Executive Board is the decision making body within the Council.

To facilitate the delivery of the programme the Executive Board has granted some delegated powers to the Programme Sponsor as described below. However, formal approvals are required from the Executive Board for the following:

- The Corporate objectives for the programme;
- The resources required for programme development, procurement and delivery;
- The procurement model to be used (specifically whether the LEP model proposed by PfS will be adopted);
- The final scope and phasing of the programme;
- The overall resource allocation for the programme;
- Approval for the submission of the Strategic Outline Business Case to the DfES;
- Submission of the Final Business Case to the DfES.

9.1.3 PPP Projects Co-ordination Board

The City Council's Executive Board has delegated significant decision making to the officer led PPP Projects Co-ordination Board. This Board will provide overall PPP / PFI portfolio management across the City Council, and delegated to take decisions on cross-cutting Council wide PPP issues e.g. TUPE, risk allocation, project management arrangements etc. The membership of the PPP / PFI Project Co-ordination Board is comprised as follows:

Portfolio Owner- Deputy Chief Executive (Chair)
 Director Legal and Democratic Services
 Director Development
 Director Corporate Services

The quorum to be 3 of the above.

In addition, attendance by Project Sponsors, the Head of Public Private Partnerships Unit, the Chief Executive of Education Leeds and the Directors of relevant Service Departments by invitation.

9.1.4 Programme Management – Project Board

Programme management requires a temporary organisation – a Project Board – to deliver a predefined outcome. The Project Board will take delegated decisions on project specific issues. The Project Boards will be comprised as follows:

Portfolio Owner - Deputy Chief Executive (Chair)
 Programme Director – Head of Public Private Partnerships Unit
 Project Sponsor – Service Directorate
 Representative of Legal and Democratic Services
 Representative - Finance
 Representative Development

In addition an Education Leeds representative will attend for Education Projects and for BSF Partnerships for Schools will be invited.

The Project Board will provide overall direction and management of the project. The Project Board represents the business user and supplier interests of the project and has authority to make delegated decisions. These include:

- Approval of Project Specific Issues (excluding project scope)
- Approval of evaluation criteria for the New Project Procedure (NPP)
- Approval of the content and issue of the NPP Stage 1 documentation
- Approval to negotiate with the LEP on its NPP response
- Approval of the outcomes of the Stage 1 NPP submission evaluation
- Approval of the content and issue of the NPP Stage 2 documentation
- Approval of the outcomes of the Stage 2 NPP submission evaluation

9.1.5 Project Team

The Project Team will be responsible for:

- ❑ Establishing the project objectives for each phase;
- ❑ Managing project risks;
- ❑ Ensuring that projects are adequately resourced;
- ❑ Managing project development including:
 - Managing feasibility studies and options appraisals;
 - Developing and refining the Education Vision (with support from working parties as required);
- ❑ Developing and refining the project scope;
- ❑ Updating the Strategic Business Case;
- ❑ Managing development of the Outline Business Cases for individual projects or phases of the programme;
- ❑ Organising Gateway Reviews and implementing recommendations as required by the Programme Board;
- ❑ Development of the procurement strategy;
- ❑ Managing the procurement including:

- Developing the NPP documentation, proposed evaluation criteria and process;
 - Developing benchmarking procedures for future procurement;
 - Administering the NPP process;
 - Evaluating the NPP submission and seeking clarifications as necessary;
 - Preparing a NPP stage 1 & 2 evaluation report with a recommendation in respect of the LEP's NPP submission and if it should be approved to move to the next stage of procurement;
 - Developing negotiation strategy for approval by the Board;
 - Implementing the negotiation strategy;
 - Finalising the contract documentation for project[s]
 - Preparing the Final Business Case;
 - Organising Gateway Reviews as required.
- General project management
- Managing project risk;
 - Development and implementation of controls for cost, time and quality of the project;
 - Providing regular progress reports to the Programme Board;
 - Procuring and managing advisers;
 - Interface with the Stakeholder Board;
 - Liaising with PfS and DfES;
 - Developing and updating the resource plan for the projects;
 - Managing overall project management costs including in house resources, advisers and others;
 - Ensuring that project teams have adequate resource and are discharging their functions.

The team will be led by the Project Director (Education Leeds) who will be supported by a dedicated Executive Project Manager appointed by the Councils Public Private Partnerships Unit. The membership of the team will include Education Leeds Project Managers for Development and Implementation, the Project Co-ordinators, Technical Specialists, Project Administrative Support and external advisors where appropriate.

9.1.6 Education Leeds Executive Team

The Education Leeds executive Team is the senior management team of the company and is chaired by the Chief Executive Education Leeds. The membership is composed of the three Deputy Chief Executives. The Executive Team will receive monthly reports on progress of the Programme.

9.1.7 Project Team Structure

Organisation Structure

The organisation structure that Education Leeds and the City Council propose to deliver BSF is presented below.

The proposed structure to take forward the Wave 1 Building Schools for the Future Programme in Leeds envisages an expansion of the existing BSF team, building upon the strength and experience of the team to date and utilising expertise that already exists within Education Leeds through the delivery of

recent PFI projects. The Education Leeds BSF team will be complemented by a strong support team from the City Council's Public Private Partnerships Unit. The main objectives of the team are:

- a) to facilitate the delivery of Educational transformation within the City;
- b) to deliver Phases 1,2 and 3 of Wave 1 of the Leeds BSF Programme;
- c) to identify and develop, with other Council departments, schools, external agencies and other stakeholders, opportunities to enhance the funding available under BSF to provide extended services, supporting the development of Children's' Services.

The anticipated workstreams to be undertaken are illustrated below, as is the overall governance structure for the Programme.

Project Director

A Senior Manager taking on the responsibilities of the Project Director and strategic lead for the Wave 1 BSF Programme will lead the team. The post holder will be responsible for the overall co-ordination of the Programme and will ensure that the educational vision and transformational agenda are met through the development of the Programme. The post holder will also have responsibility for ensuring the BSF Project is delivered effectively and on time throughout the various stages of the process. The post holder will also provide the strategic educational input into the identified workstreams, project management, change management, legal, financial, design ICT and service development, that are integral to the success of the Project. It is also envisaged that the post holder will support the wider strategic development of Children's' Services in Leeds in relation to service development opportunities in the schools included within the Wave 1 Programme.

Programme Manager – Implementation

The post holder will be responsible for the development of the contractual and service issues relating to both the PFI Projects and conventionally funded Projects within the Programme. The main areas of responsibility will be to ensure that contract documentation reflects the needs of the schools and Education Leeds; to support contract negotiations with external advisers and other Council officers and to develop, in conjunction with the Council, the contractual remit of the Local Education Partnership. The post holder will have line management responsibilities for the Contract Compliance Manager and the Contract Operation and Liaison Officer.

Programme Manager – Development

The post holder will act as the Education lead within the design process for the schools in Phase 1 of the Programme. The post holder will ensure that the educational strategies, vision and transformational agenda are appropriately reflected in the bidders' designs. The post holder will also take responsibility for co-ordinating the development of projects within Phases 2 and 3 and to explore the full potential of the extended school opportunities and external funding streams. The post holder will hold line management responsibilities for the Project Co-ordinators and the Project Assistant.

Project Co-ordinator

The Project Co-ordinator will be responsible for co-ordinating the facilitating of and quality assurance of all the processes relating to individual school projects



within the BSF Programme. They will act as the designated point of contact for Headteachers and Chairs of Governors ensuring that all stakeholders are regularly appraised of progress and are consulted as issues arise.

The post holders will co-ordinate both the educational input and school liaison for:

- Output specification;
- Accommodation schedules;
- Client Organisation Plan;
- Design and layout;
- Stakeholder communication;
- Construction process.

Executive Project Manager (PPPU)

This post has the authority and responsibility to run phase 2 and 3 of the project on a day to day basis and in so doing will lead and co-ordinate the procurement of phase 2 and 3 to time, cost and quality targets. This role will lead the Project Management team and will be assisted by a Project Officer and Project Assistant. Responsibilities will include the co-ordination through the Project Team of all procurement workstreams, working with each workstream lead manager, and especially ensuring the Educational client requirements are achieved through the procurement process. The post also has responsibility for the preparation and maintenance of a task orientated project plan, risk management, management of the preparation of key contract documentation, leading on bidder clarification, negotiations and evaluations throughout the procurement process which will lead to the successful completion of the New Project Procedure.

Working with the Project Director the post is responsible for reporting progress to the BSF Project Board and ensuring that stakeholder consultation and involvement is accomplished throughout.

Executive Legal Manager (PPPU)

This post has specific responsibility for leading on the preparation and negotiation of all aspects of legal agreements and other agreements required to deliver phases 2 and 3. These will include the Agreement, for PFI - the Project Agreement and all schedules, Governor's Agreements and all property related issues, for non-PFI - the Design and Build contracts and all property related issues. The post has responsibility for the direction and oversight of the Council's External Legal Advisers, DLA Piper. The post will be assisted by a Project Solicitor.

Executive Finance Manager (PPPU)

This post has specific responsibility for the oversight and review of all the financial aspects of the project including financial modelling, modelling review, costing, and value for money and affordability issues. The post has responsibility and oversight of the Council's External Financial Advisers, PricewaterhouseCoopers (PwC). The post is assisted by a Project Accountant.

Executive Technical Manager (PPPU)

Within the Design workstream this post works alongside the Programme Manager - Development and with the Project Co-ordinators and the schools to develop the detailed design outputs required to meet the aims and objectives of



the Education Client, including the preparation of the design specific aspects of the contract documentation.

In addition this post will have responsibility for dealing with all the necessary Council and other Statutory processes (e.g. Planning, Highways, Footpaths/Right of Ways, Leisure, Sport England) to ensure the smooth development through to approval stage of each of the sites.

The whole design workstream will work alongside the Leeds Architecture and Design Initiative (LADI) and with the CABE enabler to ensure the schools in phases 2 and 3 are designed to the highest required standard.

This post will also oversee the contractual aspects relating to testing and commissioning, hand-over, snagging and defects monitoring and will work closely with the Services workstream leader.

The post will be assisted by a Technical Manager and a Contract Compliance officer.

Technical Manager (Facilities Management)

Within the Services workstream this post works alongside the Programme Manager - Implementation and with the Project co-ordinators and the schools to develop the general facilities management requirements to be delivered through the service standards and frequencies in those schools to be constructed through the PFI. Use of schools, extended school use and the contractual availability of the buildings out of school hours will also fall to this workstream.

In addition the post, linking to the role of the Executive Manager (Technical), has responsibility for the development of the PFI performance mechanism and payment mechanism structure. This will include the agreement of reporting mechanisms and help desk operational requirements.

The role will include leading on TUPE issues and any associated matters such as service tenancies and conditions of service.

Contract Compliance Manager

The Contract Compliance Manager will be responsible for overseeing the implementation of the contract ensuring that the contractor is working in compliance with the terms of the contract. The post holder will be responsible for managing contractual reviews on behalf of the Project Director.

Contract Operations and Liaison Officers

These post holders will provide support to the Contract Compliance Managers and undertake day to day liaison between the schools and the contractor in relation to contract monitoring and management.

Project Assistant

The post holder will provide general support to the Project Management team as well as the Project Co-ordinators and the Programme Manager at Education Leeds in ensuring that project management methodologies are used, assisting in the preparation of documents, maintaining an audit trail for the project and communications with the LEP and stakeholders. The Project Assistant also provides secretariat support to the Education Project Board.

Administrative Assistant

This post holder will provide general administrative assistance to the Project Management team.

Service Delivery and Transformation Manager (ICT)

This role is to facilitate educational transformation through the Building Schools for the Future (BSF) and other school building programmes and to secure cost effective and innovative service solutions for the delivery of ICT within BSF schools and the wider school estate. The post holder will be responsible for the development, in conjunction with colleagues, of a preferred solution for the efficient and effective delivery of ICT elements of the BSF/PFI and general education capital programmes. Ensuring that the building design process incorporates all elements required to deliver transformation and to maximise the potential of technology. Developing and managing the contractual elements relating to ICT in the Local Education Partnership and with the ICT Strategic Partner for Leeds and to ensure that schools and colleagues engage and make the most of the opportunities presented for transformation. Working with BSF and other schools in developing the approach to technology to ensure step changes in teaching and learning and contribute to the transformational agenda. Evaluating and specifying the risk and opportunities associated in developing the relationship with a private sector partner for ICT provision and other third party providers.

ICT Strategic Partner

This role is to provide a Managed Service to BSF schools broken down into the following categories: Strategic services to provide overall support for Authority and Education Leeds ICT strategies for the benefit of all school. Also this category includes the ICT design solutions for the BSF schools and also the development of a Leeds model for the use of learning environments based upon sound pedagogy, and which integrates and extends the work already happening in Leeds schools. The next category covers the Operational services which include the Service Desk (which provides first level support for all ICT issues for BSF schools), and the management of a catalogue to provide schools and the Authority with a recommended minimum standard for hardware and software items. The final category covers Continuing professional development services. Here the role is to publish a professional development programme which seamlessly integrates with, and complements the Authority's own identified training programme, the National Strategies programme, Schools' priorities and the work of the CLCs. It is also to ensure access is available to basic ICT skills training for all staff in Schools, including core ICT competency and training in MIS systems, curriculum software and others as appropriate. They will ensure that teaching staff have access to a number of identified ICT mentors who are good classroom practitioners and resource developers.

Colleagues within the City Council who will provide professional, procurement and project support will support the Education Leeds Team.

Chris Edwards (Chief Executive – Education Leeds) will be the Programme Sponsor and Mark Burgess (Design Team Leader – Leeds City Council) will be the Council's Design Champion.

In addition, resources from Leeds Architecture and Design Initiative (LADI) will provide technical design advice throughout the bidder process. LADI is currently working alongside our CABE representative on BSF Phase1 and our Leeds Combined Secondary Schools Project.

9.1.8 Stakeholder Group (BSF Steering and Strategy Group)

The Stakeholder Group provides a forum to represent wider stakeholder interests associated with the Programme. The Group will be chaired by the Deputy Director of Education Leeds and will interface with the BSF Project Board.

The membership of the group is as follows:

- Deputy Chief Executive - Education Leeds (Chair)
- Strategic Manager - BSF Education Leeds
- Senior Officers– School Improvement/Planning/SEN/Extended Schools/Change Management/ICT/School Organisation
- Chief Learning/Education Officer (LCC)
- School representatives - Headteachers (2)
- Governor representative
- Representatives of Colleges/LSC (FE/HE)
- Leisure services representative
- Social services representative
- Health Trust representative
- Regeneration representative
- Corporate Asset Management
- Learning and Skills Council

9.1.9 Appointment and Control of Consultants

As is noted in the organisation chart, the Programme and Project Teams have support from the following external expert Advisors:

- DLA Piper - Legal Advice;
- Price Waterhouse Coopers - Financial Advice;
- EC Harris LLP Technical Advice;
- PTS – ICT Consultant.

9.2 Consultation and Statutory Approvals

A dedicated planning officer has been appointed to work with the Project Team providing planning advice during the design process and acting as the contact officer for all enquiries relating to planning and highways control. This will follow the practice already in place within current PFI projects. The planning applications for the Phase 2 schools were considered by the Council's Plan Panel on the 25th January 2007 and copies of the approvals are contained in Appendix 9(ii). PfS representatives have confirmed that planning applications for the Phase 3 schools do not need to be in place prior to the submission of the OBC.

The new school at Inner West Leeds is an amalgamation of the existing West Leeds and Wortley High. This was approved by the School Organisation Committee on 23 May 2006 and a copy of this is included in Appendix 9 (iii)

Within Phase two of the Programme we are proposing to adjust a number of



admission numbers to reflect the demographic trends within the City and to better match supply and demand. These adjustments will be incorporated in the annual consultation process on admissions arrangements.

There were around 8,700 Year 7 children in Leeds schools in January 2003 with an 11-16 population of about 42,400. Based on the numbers of children who are already in Leeds primary schools the Year 7 intake in seven years time will be 7,400 with an 11-16 population of around 38,000.

Future pupil projections suggest that the West Central Leeds Area could be served through the provision of two secondary schools rather than three. The basis of the proposal was due to the future demographic position in the West Leeds area. With levels of Year 7 pupils projected to decline, there was a concern that numbers would not be evenly distributed between West Leeds and Wortley High Schools, which lay only 410m apart.

It was therefore proposed to formally close both West Leeds and Wortley High Schools and establish a new amalgamated school on the West Leeds site building a new school with an intake of 240. As part of the package, Farnley Park High had been identified for expansion in order to further support the reorganisation of education provision in the area. The intake at Farnley Park High would also need increasing to 210. Projections for 2009 are 459, which this arrangement would support.

Consultation with the Governing Bodies at both schools took place at every stage of the following statutory timetable for the amalgamation of West Leeds and Wortley High Schools

July 2004	Prepare report for EL Board
September (14) 2005	Report to Education Leeds Board
October (21) 2005	Report to Executive Board of Leeds City Council requesting permission to consult on proposal
Oct – early Dec 2005	Public Consultation – 6 weeks
January 2006	Report to Executive Board of Leeds City Council, summarising consultation and seeking permission to publish statutory notice
January 2006	Publish notices – six week Statutory Representation Period
February (17) 2006	Report to Executive Board of Leeds City Council, for information only/decision
February 2006	Submission to School Organisation Committee
April 2006	Decision by School Organisation Committee

Initial consultation has been undertaken with Sport England on the broad concept of each of the eight projects that make up Phases 2 and 3. Initial discussions have also taken place with Business in the Community, Yorkshire Forward, the City Councils Learning and Leisure Department and the Aire Valley Regeneration team.

The City Councils Social Services Department has been fully involved to date and discussions have been held with the Primary Care Trusts. The Councils Asset

Management Group is actively engaged with BSF and has identified a number of corporate assets that may offer the opportunity for relocation and development within the BSF programme.

9.3 Sponsor and School Commitment

One of the main priorities of the Communication Strategy is to engage with Elected Members, to keep them informed on the progress, scope and costs of the project and to seek their approval for the City Council to enter into the Contract. The Project Director will hold regular Member briefings with the lead Member with responsibility for Education and other senior politicians and Members of Parliament. Meetings will also be held with Elected Council Ward Members in whose areas the BSF developments will take place. Elected members will also be copied into written updates. Member enquiries will be promptly and effectively addressed throughout the procurement in accordance with the City Council's and Education Leeds Communications Strategy.

Elected Members of the City Council have supported the aims and objectives of the City Council's involvement in the Government's Building Schools for the Future Programme as set out in the Strategic Business Case, and, for Phase 1 of the City Council's Wave 1 Programme. This was evidenced by the City Council's Executive Board giving approval to the submission of the Outline Business Case for Phases 2 and 3 in August 2007.

During NPP2 Stage which runs in parallel with the official detailed planning process, Elected Members will be kept apprised and consulted on the plans to be submitted through Ward Member briefings and attendance at the City Council's Area Committees by members of the Project team and the LEP.

The internal management structures within the City Council ensure that all reports to Executive Board are considered and supported by the City Council's Corporate Management Team. The Management Team comprises all the Senior Directors within the City Council:

- The Council's Chief Executive
- The Council's Deputy Chief Executive
- The Chief Executive of Education Leeds
- Director of Corporate Services
- Director of City Services
- Director of Children's Services
- Director of Adult Services
- Director of Learning and Leisure
- Director of Neighbourhoods and Housing

This Corporate Management Team ensured that the Project was supported and resourced within both the City Council and Education Leeds.

The Project Director and BSF Development Manager are employed in Education Leeds and many of the officers within the Council Departments will take on an active role, both as members of Project Teams or assisting on an ad-hoc basis on particular issues. In particular technical officers working in the Development Department will work with the Project Team on design, planning, highways and



other technical matters. Officers in the Legal and Democratic Services will provide procurement and property advice and assistance, whilst officers in the Corporate Services, City Services Departments and Education Leeds will advise on insurance, employment, pensions, taxation and accounting issues.

School's management, staff and governors will be involved in issues regarding their schools throughout the process. The building designs and output specifications will be developed in consultation with School management and staff, and each school has been encouraged to provide an internal project co-ordinator to facilitate the exchange of relevant information. The internal project co-ordinator will be involved throughout the process, facilitated by Education Leeds, who will be pivotal in ensuring effective communication and consultation with stakeholders in the schools at all stages of the procurement. Education Leeds, and Head Teachers and schools will undertake an integral role in the specification and design of their schools and will work closely with council and LEP through the NPP Bid stages of the procurement.

Letters of support and commitment from the four schools in Phase 2 and for schools in Phase 3 are attached in Appendix 9 (iii)

A resolution from the Governing Body for the Inner West Leeds PFI is provided in Appendix 9 (iii)

9.3.1 Communication Priorities for the BSF Project

- raising awareness within Education Leeds as to the nature and aims of the BSF project;
- raising awareness within the City Council as to the nature and aims of the BSF project;
- to engage with all schools (Heads and Governors) within Wave 1 regarding timetable, scope of project and educational vision;
- to engage with external partners and to inform them of the content of the BSF project, the timescales and anticipated outcomes;
- to keep elected Members informed of progress, costs and scope of the project;
- to engage effectively with DfES, Partnerships for Schools, Capita and 4Ps providing timely and appropriate information in order to progress the project;
- to engage all stakeholders in the BSF project.

9.3.2 Communication Aims and Objectives for the BSF Project

The key aims and objectives are:

- to communicate information effectively to the main stakeholders, elected Members, Headteachers and Governors;
- to ensure that the information to be communicated is accessible, relevant, accurate, consistent and delivered at the appropriate time;
- to ensure that key messages are understood;
- to encourage a process of two-way communication;
- to ensure that information communicated is meaningful to different groups

of stakeholders;

- to provide opportunities for key stakeholders to contribute to the process providing genuine opportunities to make their voices heard and to enable proper account to be taken of those views;
- to strike a balance between informal and formal communication.

Our BSF Proposals have been the subject of extensive consultation with a wide range of stakeholders including all schools, colleges, Headteachers and principals. Consultation has also been undertaken with Governors, Diocesan Authorities, professional associations, Councillors and MP's, Community Involvement Teams, Faith Groups, Council Departments, Leeds Careers Service, Training Providers, Learning and Skills Councils, Leeds Learning Partnership and Business Partners. Senior officers from Education Leeds have attended meetings with elected Members, including the majority party group, the LSC, Diocesan Board, the Leeds Learning Partnership, secondary Headteachers and the governing bodies and Headteachers of the schools most directly affected by Phases 2 and 3 of the Programme.

The Council has given strong public backing to the proposals. The LSC and diocesan Boards have expressed their support for the proposals.

The strategy and the BSF proposals have been developed at the highest level within Education Leeds with the full involvement of the Chief Executive and Deputy Chief Executive of Education Leeds and the Chief Executive and Deputy Chief Executive of Leeds City Council.

The school management, staff and governors will be involved in the Project throughout the process. The building design and output specification will be prepared in consultation with school management and staff, and each school involved will be encouraged to provide an internal project co-ordinator to facilitate the exchange of all relevant information. The Internal Project Co-ordinator will be involved throughout the Project and supported by members of the project team. Education Leeds is committed to providing the necessary resources to ensure that communication and consultation is such that the schools are fully involved at all stages in the Project. In addition, there is a nominated Secondary Headteacher representative on the BSF Strategy Group. The School Governors and parents will receive information on all elements of the project via their respective schools. Staff of Education Leeds will support this process.

The Communication and Consultation strategy document, which addresses all aspects and Stakeholder involvement, prepared by Education Leeds, was approved by Leeds City Council in July 2004.

During the development of the proposals for the schools, discussions have been held with the Headteachers and Chairs of Governors of the schools.

Local communities regularly use all the schools. The Output Specification will specify that each school will have community facilities and will be available for out of school hours activities.

Consultation with Parents and Local Communities

Public consultation will be undertaken through meetings held in all schools to inform parents and local community of the proposals for each school and their aims and objectives. Schools will be encouraged to involve children and young people in considering design solutions. Education Leeds will be holding design festivals to gather feedback on key aspects of school design, such as toilets, dining, circulation and fite. Involvement with the local communities will begin at an early stage and will continue at appropriate stages throughout the NPP process. Education Leeds have already initiated public meetings to consider the outline planning permission and further public meetings will be held to provide details and update on scheme progress. A further public consultation event will happen prior to submission of the detailed planning application of each of the schools.

Consultation with Staff

Specific consultation with staff will be undertaken in parallel with the local communities. The Education Leeds Project Coordinator along with the BSF coordinator within each school will meet with staff to involve them throughout the process, from the development of the Output Specification and accommodation schedules through to plans on room layouts, transformational teaching, ICT usage and location etc. This process will continue during the construction phase

Consultation with Pupils

The involvement of pupils will be managed by the schools, either through the medium of Schools Councils or a wider basis to raise the awareness of the pupils and to capture their aspirations. The LEP will be required to submit "School Brochures" reflecting their NPP submission in such a way to allow pupils to see, review and comment.

Further meetings are planned through the NPP stages. This will continue during construction and the LEP will keep all stakeholders in the schools informed on issues, such as health and safety. All of the schools propose to utilise the construction and development process as a learning process for the pupils. The BSF Phases 2 & 3 Communication plan is attached at Appendix 9 (vi).

9.4 Commitment to ICT Transformation

ICT

Our vision for ICT is that it will:

- Empower personal and social development, learning and creativity in children and young people, in learning organisations and the community; preparing all learners for the future.
- Drive forward personalised and life-long learning and transform the quality of learning and teaching.
- Provide innovative and creative learning environments which are tuned to local needs, enhance cross-cultural communication and which inspire people to create positive futures for themselves and their communities, local,



national and global.

- Be based upon secure, flexible robust and sustainable infrastructures.
- Enable access to ICT for everyone, at all times and in all places.
- Engage parents and carers and the wider community in pupils' education.

In this vision we see children and young people, teachers, support staff, parents, carers, governors and the wider community as learners who will be able to use schools as the hub for their access to Information and Communication Technology.

Central to achieving this vision is the need to provide ICT infrastructures and resources, which promote:

Learning

Gather resources, access knowledge, manage and plan their work, recording, communicating, presenting and assessing learning, specialisation and personalisation.

Enhanced thinking

Supporting and stimulating thinking and creativity; for example, planning systematically to achieve goals, undertaking critical thinking and making choices.

Collaborative working

Collect and share ideas, model concepts and thought processes, and coaching each other

Community cohesion

Shared ownership through participation and democratisation

This will be achieved through:

- Systems which are designed to motivate and energise learners.
- Continuous access to digital technology.
- Mixed networks that will support connection between learners, teachers, and learning support and information environments.
- Personal access to peripheral technology, such as printers, cameras and scanners, from key managed learning locations in the school.
- Learners' own secure workspaces being accessible from anywhere in school and beyond.
- Learners understanding the concept of ICT capability, whilst continuously developing their ICT capability.
- Schools providing careful induction and training for learners with special emphasis placed on transition activities with feeder primary schools.
- Managed open-access environments, which allow student, staff and community use.
- Having durable hardware with back-up systems to ensure that no learner is left without access.
- Investment in adaptive technology to ensure that all special educational needs are accommodated.
- Every learner in school having access to secure powered storage for their personal digital equipment.

- Collaboration between schools in developing administrative systems, which effectively utilise and support personal digital technology.
- Training for teachers and support staff in the use of personal digital technology in enhancing personal and professional effectiveness.
- Training for teachers and support staff in the effective use of interactive presentational technology that facilitates excellence in learning and teaching.
- Supporting local and regional professional networks in utilising the power of electronic networking.
- Connectivity between personal digital technology and specialist hardware located in specialist areas and to partner locations off-site.
- All staff and children and young people using compatible digital technology.
- Schools collaborating in the identification, testing and quality assurance of individualised programmes.
- Training for teachers and learning support staff on the effective management of individualised learning.
- Schools being supported to develop and implement action plans focussed on the extended schools agenda.
- Schools being supported to develop productive relationships with local industry, businesses and services.
- Collaboration in the development of attractive, clear and accessible information environments.
- ICT-based individual learning plans.

For more specialised learning, a learner's personal ICT hardware will connect to appropriate hardware on and off the school site. This would include, for example, access to data logging and control hardware in science and PE, computer-aided design and manufacturing in technology and keyboards in music. Offsite locations would include hardware in partner institutions such as colleges, universities and places of work.

Learners will use managed information environments. These interactive programs will provide feedback on progress and will assist learners in identifying the next steps for their learning. In this way the technology will make a significant contribution to the reform of the workforce, alleviating the assessment load and allowing teachers and mentors to focus on higher level analysis of learners' needs, including guidance, counseling, coaching and group learning.

Information environments will develop in response to the needs and aspirations of learners, their teachers and mentors and the wider community. These information environments will both reflect and nurture the concept of a 'learning village', supporting community cohesion and vitality, and linked safely into regional, national and international environments. There will be strong links to local and regional businesses, training providers and further and higher education. From the perspective of the learner, their school's information environment will form a hub from which they can investigate, explore and interact with the wider world, constructing, as they go, new ideas about possible futures for themselves and their communities.

Our strategy for ICT in BSF will make a profound contribution to the transformation of learning and teaching in Leeds. A contribution that is focused

on unified systems for empowering learners as individuals, as members of teams, learning networks and communities. In this way the ICT strategy will promote and extend the Education Leeds vision for good, improving and inclusive schools.

9.5 Interaction with existing Contracts

The interface between the LEP and existing contracts of the City Council is limited.

The City Council does not at this stage propose to interface between the LEP and the existing four Schools PFI Contracts in Leeds. However, it may be that through market testing, consolidation of ownership or voluntary arrangements amongst the providers that at some future time such interfaces will develop.

Education Leeds

Education Leeds currently has a five-year contract with Leeds City Council to provide all Education Support Services relating to children of statutory school age in Leeds. This was last renewed in 2005.

ICT - Enterprise Solutions

All schools currently contract with the ICT Council Strategic Partner for Leeds, Enterprise Solutions PLC. A new contract with Enterprise was signed in April 2004 for a five-year framework agreement. The schools contract individually for a wide range of services including software and hardware support; purchase and procurement; consultancy and development planning for ICT. Enterprise Solutions are key partners in the delivery of the Education Leeds ICT Strategy. Consideration will be given to appropriate action under the ICT framework agreement with Enterprise Solutions Limited in the light of the outcome on the options for future ICT provision.

Other Contracts

There are no current contracts with third parties for building maintenance, soft services or professional services which are affected by, or which require termination as a result of the Leeds BSF Programme.

9.6 Project Cost

Under the governance structure of Leeds City Council the responsibility for approving and monitoring the cost of procurement related to the BSF Phases 2 and 3 lie with the Education Project Board.

The budgets versus actual spend are monitored on a monthly basis through the check point reports prepared for project board. [The latest Procurement Budget reports for Phases 2 & 3 are attached at Appendix 9\(vi\).](#)

The Council and Education confirm they are able to meet the full cost of procurement for BSF Phases 2 and 3.

10 LEADING AND MANAGING CHANGE

Leading and managing change is central to the successful implementation of the BSF programme and ensuring that the key priorities of Education Leeds and its schools are effectively supported and developed.

Throughout the development of the BSF programme to date there has been a high level of stakeholders involvement and the Report of the first Gateway Review indicated as exemplars of good practise the following:

- Active cross party Member support and participation, providing systems and credibility to the project.
- Wide-ranging stakeholder consultation and communication, which has generated awareness and a desire for successful delivery.

At each stage of the process we have ensured that all Council departments have been kept informed and have had the opportunity to contribute to the scope and development of the programme. This has been through a variety of workshops, briefings and formal reporting structures to the Corporate Management Team (CMT), the Corporate Asset Management Group (AMG) and Strategic Partnerships Board (e.g. the Childrens and Young Persons Strategic Partnership.)

As the Gateway Review indicated there is active cross party Member support for the Project and Members have been kept fully informed through regular briefings, and reports to the Cabinet and the City Councils Executive Board.

A BSF Stakeholder and Strategy Group has been established which brings together both internal and external stakeholders. This group meets on a monthly basis. The remit of the group will be re-assessed following submission of the Strategic Business Case and initial Outline Business Case.

Each school in second and third phases of the programme has a dedicated Project Co-ordinator from the Education Leeds BSF team working with it. The Project Co-ordinator has been responsible for ensuring that stakeholders have been included in discussions and consultation has been undertaken with a wide variety of stakeholders as the attached consultation matrix indicates.

Leadership and management of change is a key priority within the EDP and work is currently being undertaken at a corporate level to explore further the issues around governance, leadership and management of multi-service schools and to consider how common and consistent approaches can be established.

Education Leeds has a dedicated team, the Organisational Change Team, which supports the effective implementation of proposals for organisational change within schools. Using its framework and toolkit, the team will work with and provide support to individual schools in developing transitional action plans, which will identify a comprehensive range of appropriate actions to reduce any short-term risks to young people attainment and progress in learning during periods of change. The team will also support school leadership teams and governing bodies, as well as other Education Leeds teams, in establishing a consistent and coherent approach for successful delivery of organisational change.

Approach to Risk Management

The City Council's Risk Management Plan ensures that the management of risk is integral to the planning and management of any successful project. Carrying out planned and systematic risk assessments are key elements in achieving a successful project. The level of risk can be mitigated by identifying those aspects of the project where the impact and probability of risk are highest and by the early implementation of appropriate action. The BSF Risk Management Plan, developed in accordance with the City Council's Corporate Guidance, describes how the Project Team defines, monitors and controls risks throughout the Project. The BSF Risk Management Plan set the three main stages in the Project where risks occur:

- The procurement process;
- Construction and
- Service delivery.

To crystallise, monitor and manage risk, the City Council has, and will continue to maintain, a detailed Project Risk Log for Phases 2 and 3 of this BSF programme, and this is attached at Appendix 10 (i). The Risk Log assesses risks that have cost, quality, time and reputation implications. The Risk Log sets out:

- The description of the risk;
- The potential affects on the City Council;
- The potential affects on the Contractor;
- Plans to mitigate the risk;
- The relative strengths of the existing controls and
- An assessment of the probability of the risk occurring.

The City Council's Corporate Governance procedures require that a summary of the Risk Log is an integral part of the monthly progress report to the Education PFI / BSF Project Board.

Project Commercial Risks between the City Council and the Contractor.

The apportionment of risk between the PFI Contractor and the City Council is essential to achieving good value for money for the Public Sector. The Council will retain the risks relating to educational demand and supply, and academic attainment. The City Council will transfer a high proportion of the property risks to the PFI Contractor. The Building Schools for the Future (BSF) Programme will bring about a significant change in Secondary School provision in Leeds. The City Council currently has three operational grouped schools PFI projects and is aware of the risks associated with major schools PFI Project. The main risks can be categorised over the following headings:

Educational risks;

Building risks;

Building maintenance and operational risks;

Legal and financial risks