

Salford City Council

Building Schools for the Future

Outline Business Case (excluding information under commercial confidence)

Approved by Cabinet on 27th February 2007

partnerships for schools
building schools for the future

TABLE OF CONTENTS

1. EXECUTIVE SUMMARY	
1.1 Background	3
1.2 The Project	4
1.3 The scope and funding of the Local Education Partnership (LEA)	9
1.4 Information and Communications Technology (ICT) Services Contract	10
1.5 Scope of Soft Facilities Management (FM) services	10
1.6 Procurement Strategy and timeline	11
1.7 Value for money	12
1.8 Affordability	12
1.9 Readiness to deliver	14
1.10 Leading and Managing Change	15
2. BACKGROUND	
2.1 The Corporate Vision - Context of Salford City Council	16
2.2 The Education Vision	16
2.3 Key Estate Priorities	18
3. THE PROJECTS	
3.1 Introduction and key principles	19
3.2 The phased programme	19
3.3 The detailed rationale for the programme	21
3.4 The detailed programme - Sample Scheme schools	25
3.5 The detailed programme - Non Sample Schemes	27
3.6 ICT service provision	33
3.7 Extended services	38
4. VALUE FOR MONEY	
4.1 Summary of procurement route for each phase	40
4.2 PFI schools	41
4.3 The traditional design and build (D&B) projects	44
4.4 The ICT project	44
5. AFFORDABILITY	
5.1 The PFI projects	46
5.2 The traditionally procured projects	52
5.3 ICT affordability	55
5.4 The Council's investment in the programme	56
5.5 Other sources of funding	56
5.6 Accounting treatment	57
5.7 Conclusion	57
6. READINESS TO DELIVER	
6.1 Project Management	58
6.2 Risk management	60
6.3 Procurement process	61
6.4 Consultation and statutory approvals	64
6.5 Sponsor and school commitment	68
7. LEADING AND MANAGING CHANGE	
7.1 Introduction	73
7.2 Development of a Salford Change for Schools process	74
7.3 School and stakeholder involvement in the change process	75
7.4 Educational risk strategy	76
7.5 Maintaining standards during transition	76
7.6 Management of change within the Pupil Referral Service	78
7.7 Managing workforce development	78

1 EXECUTIVE SUMMARY

1.1 Background

In November 2004, the Department for Education and Skills (DfES) announced that Salford City Council's (the Council's) application to be included within Wave 3 of the Building Schools for the Future (BSF) programme had been successful. BSF is a major capital building programme which is intended to enable the re-building or substantial refurbishment of all secondary schools in England over the next 10-15 years.

The expectation is that we will achieve a step-change in secondary school provision, resulting in choice, diversity and significant improvements in achievement. At the heart of this transformation is the use of Information and Communication Technology (ICT) resulting in teaching and learning designed to meet the needs of children and young people whatever their ability or motivation.

The schools to be considered as part of the BSF Capital Programme are:

- Irlam & Cadishead Community High
- Walkden High
- Hope High
- Moorside High
- The Swinton High
- Wentworth High
- All Hallows RC High
- St Ambrose Barlow RC High
- St Patrick's RC High
- St George's RC High

In addition, the existing three Pupil Referral Units (PRUs) at Broadwalk, Grosvenor and Clifton are to be replaced by four new PRUs within the four new build schools proposed within the programme.

The remaining mainstream secondary and special schools have new buildings or are part of the earlier Private Finance Initiative (PFI) programme:

- The Albion High
- Beis Yaakov High
- Oakwood High
- New Park High
- Chatsworth High

Salford submitted its Education Vision to the DfES in July 2006. An updated copy of the Vision can be found on the Council's website at www.salford.gov.uk.

The second stage in the programme was the submission of the Strategic Business Case (SBC) which was endorsed by Council and agreed by Cabinet on 15th November, 2006 and submitted to Partnerships for Schools (Pfs) on 21st November, 2006. It set out the Council's Education Vision and an estates strategy based on pupil place projections and demand for school places across the BSF schools. The SBC also outlined how the project will be

delivered, what consultation had been undertaken, and is planned, to ensure that all key partners are involved in the development and delivery of the programme. A copy of the SBC can also be found on the Council's website at www.salford.gov.uk.

The submission of an Outline Business Case (OBC) is the next step in the BSF programme. The scope of the programme contained within the SBC has been very carefully reviewed, site survey work has been undertaken, planning policy and regeneration considerations factored in and schools and other key stakeholders engaged in detailed work. The final composition and phasing of the programme, as contained in this OBC, has been further informed by:

- the impact of the PFI programme to build new schools at Harrop Fold and Buile Hill and the requirement to review secondary school places across the whole secondary school estate, including the two new PFI schools
- the impact of this on managing the demand risk across the whole secondary estate
- the cost and affordability of the programme
- the outcome of the Inspiring Schools public consultation exercise and our engagement with schools
- a review of capacity requirement in order that surplus places are taken out at the right schools and to reduce extra-district drift
- further discussions aimed at maximising the transformational opportunities within the programme
- further developmental work done on the Academy
- further developmental work done on the configuration of the Pupil Referral Service.

The programme within this OBC provides the Council, PfS and potential bidders with the surety that Salford's BSF programme can be delivered, is affordable and, within the required limit of surplus places, will transform the learning opportunities and educational attainment of the City's young people.

1.2 The Project

1.2.1 The Control Option within SBC

The SBC contained a Control Option that set out proposals for each school within the secondary estate to be included in the BSF programme. It did not include consideration of the PFI schools that are due to be built at Harrop Fold and Buile Hill. It included a Sample Scheme made up of Walkden and Irlam & Cadishead Community High Schools, and the replacement of Hope High School with an Academy at Salford Quays, sponsored by the Oasis Trust.

1.2.2 Changes to the SBC Control Option

1.2.2.1 The inclusion of two new PFI schools

Throughout the development of the SBC, it was understood that the demand risk (surplus capacity) should be managed across the BSF schools only. After discussions between the Council and PfS, it was subsequently agreed by both parties that it would be more appropriate to manage the demand risk across the whole secondary estate. As a consequence of this, the projected surplus capacity across the whole estate of 14% was judged too high. A significant proportion of this relates to the PFI rebuilds of Harrop Fold and Buile Hill High Schools.

In order to minimise the demand risk retained by the Council on the PFIs, it was agreed as desirable to take out between 600 and 900 places of the programme envisaged in the SBC. The revised Control Option within this OBC takes out 750 places which reduces the surplus capacity to 8% across the whole estate, a level acceptable to PfS.

The reduction in capacity at Harrop Fold also potentially enables an enhanced level of co-location of other educational services to be achieved. This would also allow for the possibility of expansion at the school, at a future date, if demand rose sufficiently.

1.2.2.2 Impact on BSF secondary schools

The programme now proposes a rebuild as opposed to a refurbishment for Wentworth High School. The new community school in Swinton will replace both The Swinton and Moorside High Schools and will provide for 1,200 pupils. The reduction in pupil numbers from 1,500 to 1,200 was prompted by concerns expressed by parents during the public consultation exercise that a 1,500 place school was too big. Similarly, prompted by concerns expressed by parents during the consultation and in order to manage demand risk more effectively, we have reduced the capacity in the new build All Hallows school from 900 pupils to 750. All Hallows will be rebuilt on the Blodwell Street site at the heart of the Central Salford regeneration area. The new Swinton High, Walkden High, Wentworth High and All Hallows RC High Schools will now also each include a 20 place Pupil Referral Unit.

The Roman Catholic Diocese currently disagrees with the proposals affecting Roman Catholic schools, mainly in relation to the proposed closure of St George's RC High. The Diocese and the Council have explored various options in an attempt to find an acceptable solution. These are detailed in section 6.4.5. The Council firmly believes that both in terms of condition, suitability and value for money, St George's RC High should close, All Hallows RC High should be rebuilt on the Blodwell Street site and St Ambrose Barlow and St. Patrick's should be remodelled and refurbished.

The Minister of State for Schools and 14-19 learners, Mr Jim Knight, is fully aware of the issues with the Diocese and has been briefed regularly in the run up to the submission of the SBC in late November. The Council's understanding is that the DfES is content that the control option as submitted (which included the closure of St George's) met the transformational needs of the programme as envisaged by BSF, as well as the needs of all the young people of Salford.

In order to manage the demand risk across the whole secondary school estate, the Council and the Diocese are both required to reduce capacity. The overall requirement is to reduce net capacity by a total of 2,446 pupil places. The impact on the Roman Catholic sector is to reduce overall capacity to 2,550 pupil places as compared to the current capacity of 2,795 pupil places – limiting the reduction to 245 pupil places.

1.2.2.3 Wentworth High School

There are three clear reasons for aiming to achieve a new build at Wentworth. The main reason is to ensure the BSF project is able to achieve true transformational change and this reason is underpinned by the need to achieve a value for money solution as well as ensuring that Salford's BSF programme is as attractive as possible to the market.

Internally the school is cramped and overcrowded and lacks the correct sizes and provision of basic space. This presents the biggest challenge to a refurbishment approach, as the problem of the building is less to do with its condition than with its suitability and fitness for purpose. Since 1997 the Council has tried to support the school with some additional redevelopments but the main staircases and corridors, even within the more recently built

areas, are cramped and narrow at both ground and first floor level. This causes problems with pupil management and circulation and, in addition, there are very low ceilings to the majority of the ground floor due to extensive service ducting.

Some of the main science accommodation is too small and significant ventilation work is required to some classrooms.

The main assembly hall is used for overspill dining, and suffers from thoroughfare access. The dining room is too small and inadequate for the number of diners. There is no provision for drama with the original stage having been converted to other uses. The sports hall is half the required size, and restricts the schools ambition for sports specialist status. Storage is inadequate throughout. Access for services to the school weave through the pupil informal/social areas creating an unnecessary health and safety risk.

If we are to achieve true transformation for Wentworth and thereby enable a step change in standards and community confidence in the school, this is not achievable through a refurbishment approach. We need to be able to provide new opportunities for learning, and to enable the school to break out of the educational strait jacket of its current accommodation.

In terms of achieving value for money, it should be noted that there is a significant difference in the costs identified between the new build and refurbishment options. The reason is simply that Wentworth has been supported by the Council, particularly through infrastructure work undertaken a decade ago, so that some of the underpinning infrastructure is in reasonable condition. Regrettably, that infrastructure is underpinning an educational set of spaces which are not fit for purpose and which do not enable transformational learning to take place. The argument for selecting Wentworth as an additional new build are therefore educational ones first, and the intention is to create a value for money solution. To expend money on refurbishing the Wentworth building would not represent value for money in terms of the educational impact achieved as set against the required expenditure.

The work to determine which of the schools originally identified for refurbishment would benefit the most from such a refurbishment is included within Appendix 1B/2. The scoring was undertaken across a wide range of criteria (Disruption, Quality of Teaching Environment, Sufficiency of School Places, Operational Efficiency, Flexibility, Accessibility, Community Use, Environmental Sustainability, Delivery of ICT, Corporate Objectives) and involved a wide team of stakeholders drawn from across Children's Services. Wentworth scored the least (121), thereby identifying it as the school which would be least fit for purpose following a refurbishment. The scores for St Ambrose Barlow (134) and for St Patrick's (148) indicated that they would both be in a better situation to deliver educationally following a refurbishment programme.

Providing for a new build at Wentworth is also a central part of the drive to make Salford's BSF programme attractive to the market. The current SBC shows an equal split between new build and refurbishment on what is a relatively small overall programme. This is not an ideal scenario for a market that is becoming increasingly selective and does not generally favour refurbishment. A new build at Wentworth tips the balance over that crucial 50% of new build and makes the overall programme much more attractive. This thereby represents a win-win for all parties.

An additional new build at Wentworth would achieve a much better outcome for its local community, providing an opportunity for real, transformational change and would achieve a much better project for the market – all very much within the ethos of BSF.

1.2.2.4 The Academy at Salford Quays

In April 2006 the Council's Cabinet approved an Expression of Interest (EOI) to establish a second Academy within Salford at the entrance to Salford Quays as a replacement for Hope High School. The Oasis Trust was identified as the sponsor. The EOI was supported by the Hope High School Governing Body and accepted by the DfES in July 2006. The proposal to site an Academy with a media specialism and a focus on enterprise was written into Salford's successful bid to host the move of the BBC to mediacity:uk by 2011. It will provide a key opportunity for the young people of Ordsall and Salford to receive training that will equip them to compete for jobs at mediacity:uk.

It has not proved possible to align the timescales for the production of the OBC with the DfES Academies Programme and therefore the proposed Academy has been withdrawn from the Sample Scheme. It will still be delivered as quickly as possible via the Local Education Partnership (LEP) and it is anticipated that the Academy funding agreement will be signed off in June 2009 and that it will be introduced into the programme immediately after the appointment of a Preferred Bidder. The subsequent design and construction programme would then lead to an opening of the new school by February 2011, in line with the BBC's relocation to mediacity:uk. The Academy will open in its current buildings in September 2009.

1.2.2.5 Summary of changes between the SBC and the OBC

The table below summarises where changes have occurred to the Control Option featured in the SBC. The key changes and rationale for them are as follows:

Change	Rationale
Sample Scheme – Academy not included	Unable to align BSF process with signature of Academy funding agreement
Rebuild of Wentworth High as opposed to refurbishment	Overall funding envelope increased by use of capital receipts to allow for rebuild to maximise transformational opportunities
Pupil numbers reduced from 1,200 to 900 at Harrop Fold High (PFI)	To manage demand risk and in response to revised pupil number projections. To enhance the level of co-locations
Pupil numbers reduced from 900 to 750 at All Hallows RC High	In response to consultation findings, to manage demand risk and in response to revised pupil number projections
Pupil numbers reduced from 1,500 to 1,200 at new Swinton High School	In response to consultation findings, to manage demand risk and in response to revised pupil number projections
Provision of four 20 place Pupil Referral Units within Walkden, Swinton, Wentworth and All Hallows High Schools	To meet demand, integrate facilities and maximise co-location opportunities

1.2.3 The programme

The table below summarises the revised programme that is explained in detail within this OBC.

School	Proposal	Planned numbers on roll 11-16 yrs	6 th Form	PRU	Procurement method	Financial close	School opening date
PFI							
Harrop Fold	New build	900 ¹			PFI	November 2006	September 2008
Buile Hill	New build	900			PFI	November 2006	September 2008
BSF PHASE 1A							
Irlam & Cadishead Community High	Refurbishment, including 28% new build	900	✓ 150 places		Traditional	November 2008	January 2011
Walkden High	New build	1,500		✓	PFI	November 2008	September 2010
BSF PHASE 1B							
The Academy	Close Hope High and replace with new build	900	✓ 250 places		Traditional	June 2009	February 2011
BSF PHASE 2							
All Hallows RC High	New build	750 ²		✓	PFI	November 2009	September 2011
Wentworth High	New build ³	900		✓	PFI	November 2009	September 2011
New Swinton High School	Close Moorside High and The Swinton High and replace with new build	1,200 ⁴		✓	PFI	November 2009	September 2011
BSF PHASE 3							
St Ambrose Barlow RC High	Refurbishment, including 39% new build	900			Traditional	June 2010	September 2012
St Patrick's RC High	Refurbishment, including 29% new build	900			Traditional	June 2010	September 2012

Changes within revised Control Option

¹Capacity reduced by 300

²Capacity reduced by 150

³New build as opposed to refurbishment

⁴Capacity reduced by 300

1.3 The scope and funding of the Local Education Partnership (LEP)

1.3.1 The scope of the LEP

At SBC stage the Council agreed to use a standard, ten year Local Education Partnership (LEP) as the procurement vehicle for the BSF programme. The LEP will be a company limited by shares in which the Council, PfS and a private sector provider will be the three shareholders. The partnering services provided through the LEP will initially focus on the delivery of the BSF secondary estate but the partnership agreement will be broad enough to allow incorporation of other project types in the future. It may be possible to use the LEP for a wide ranging provision of services, beyond the normal scope of the range of BSF services which come to market.

Some additional services that the LEP could deliver include the following:

- the development of new build and refurbishment projects across the primary school estate
- the provision of ICT and Professional Development services across the whole school estate
- supporting wider regeneration initiatives across the city especially in PFI
- the development of replacement leisure facilities associated with the BSF estate
- a delivery vehicle for other BSF projects to be delivered with other neighbouring Councils which sit in later BSF waves.

1.3.2 The Council's investment in the LEP

The Council will be a 10% shareholder in the LEP alongside PfS (10% investment) and the chosen private sector partner (80% investment).

PfS have estimated that the LEP investment required by a Local Authority to fund the start up working capital requirement of the LEP in a typically sized BSF scheme will be in the range of £120,000 to £280,000. It is anticipated that this investment will be required in 2008/9 when the LEP agreement reaches contractual close.

1.3.3 The Council's investment in the PFI projects

Under the standard LEP, the shareholders are also required to invest in PFI projects established for the BSF scheme. This investment will be 51% of the shares in the PFI and 10% of the total equity investment (equity and subordinated debt).

The level and timing of these investments will depend on the number and size of the PFI schemes in the Salford BSF project. Initial estimates indicate that the overall equity investment required to be made by the Council for its share of the LEP PFI equity investment will be as follows:

	Required investment in the PFI £ million	Timing of payment
Phase 1	0.033	1st November, 2008
Phase 2	0.071	1st November, 2009

1.4 Information and Communications Technology (ICT) Services Contract

ICT services for all of the Council's secondary schools will be delivered through a managed service via the LEP. The service provided will be led by, and will support, the Education Vision and requirements of the Council and schools and be provided in an equitable manner. Details of the central role of ICT in the transformation of learning in Salford's schools can be found Salford BSF web site. The ICT partner may consult with existing service providers, including those within the Council, but there is no prior assumption that the ICT partner has to adopt any on-going partnering or service delivery arrangements. The Council will expect that all risk for ICT service delivery will be borne by the service provider.

The service provider will be expected to provide a mixed economy ICT solution and deliver a Learning Platform that can support all secondary learners, including those with special needs. The service provider will be expected to deliver an end to end ICT solution, incorporating all LAN and WAN and network provision. A mix and range of technology solutions will be needed, potentially including elements of thin client, Microsoft and Apple technologies. This will enable schools to utilise the most appropriate cost-effective technology for specific functions. For example, 'thin client' access to the Learning Platform only will be required for basic teaching space support, whilst high-specification machines may be needed to meet the needs of subject areas like graphic design. The precise composition of the technology mix for each school will be discussed with the service provider prior to contract completion.

The service provider will partner with Salford's educational team to deliver professional development work to support the transformational approach to learning that ICT provides for. It is envisaged that the service provider will take over many of the functions currently provided by the City Learning Centres within Salford and could also extend its area of activity into the support of the primary sector. A key element will be a partnering approach to professional development work at a new Learning and Teaching Innovation Centre.

1.5 Scope of Hard and Soft Facilities Management (FM) services

The services which could be provided by the private sector partner to the PFI schools within BSF are:

- repair and maintenance of buildings
- cleaning
- caretaking
- catering
- security
- help desk facilities
- portage
- utilities (excluding rates which will remain the responsibility of the school)
- grounds maintenance.

It is not intended that the LEP provider will supply any educational or other support services such as teaching or administration support for the school.

Non-PFI schools (that is schools which are either to be refurbished or procured through the Academy route) will have the choice of joining the LEP's facilities management service provision, or of negotiating service contracts with other service providers which must provide comparable standards to those provided to PFI schools to ensure that the long term service needs of the school are met.

Currently full hard and soft FM service delivery is provided by the PFI provider at the existing three PFI schools (Oakwood, New Park and Chatsworth) and will be provided at the two new PFI schools (Harrop Fold and Buile Hill).

It is extremely important to the Council that as far as possible all schools are able to receive equal benefits from the BSF programme. Planning meetings have been held with each of the three schools that will be refurbished (St Ambrose Barlow RC High, St Patrick's RC High, Irlam & Cadishead Community High) to agree in principle the need to procure hard and soft services which will maintain the refurbished schools to the same standard as those in the PFI part of the programme. The Council, in conjunction with the Schools' Forum, will use market engagement to assess the benefit and value for money of different approaches across the BSF programme.

1.6 Procurement Strategy and timeline

Addleshaw Goddard are currently advising the Council on the procurement and negotiation of the BSF programme. The Council will use the standard form contractual documents, subject to any derogations approved by PfS. The Council will also procure the managed ICT Contract via the LEP. The table below illustrates the procurement timetable:

DATE	MILESTONE
April 2007	The Council prepare PQQ & ITPD documents (OJEU – 5 weeks)
May 2007	PfS to review procurement documents (OJEU – 2 weeks)
May 2007	Expected date of issue of OJEU documents (OJEU – 0 weeks)
July 2007	Expected date of receipt of completed PQQs (OJEU + 6 weeks)
July 2007	Expected date of issue of ITPD documents (Sample Scheme of 2 – Walkden High and Irlam & Cadishead Community High) to long list of bidders (six) (OJEU + 9 weeks)
August 2007	Expected date of issue of ITCD documents (Sample Scheme of 2 schools within Phase 1a) to short list of bidders (three) (OJEU + 15 weeks)
December 2007	Receipt of Initial bids (OJEU + 53 weeks)
May 2008	Issue "Close Dialogue" letter (OJEU + 53 weeks)
May 2008	Deselect one (of three) bidders (OJEU + 53 weeks)
May 2008	Issue of ITSFB to final two bidders

	(OJEU + 53 weeks)
June 2008	Receipt of Final Bids (OJEU + 57 weeks)
July 2008	Appoint Preferred Bidder (OJEU + 63 weeks)
August 2008	Submission of Detailed Planning Application (OJEU + 65 weeks)
November 2008	Financial Close (OJEU + 78 weeks)
December 2008	Contingency to take the procurement period to the 19 month standard

In the past twelve months Salford has entered into a series of major regeneration programmes that will be delivered over the next ten to twenty years, amounting to over £2 billion of investment and which has generated considerable market interest in the City. We have tested market interest in the BSF programme and have received very positive feedback.

We reviewed carefully the schools which we should include within our sample scheme. We decided to proceed with one PFI and one D&B scheme within our sample. We felt that going to market with a PFI sample alone would not be good value as it would provide no benchmarking data against which we could assess our refurbishment schemes. Engagement with the market had confirmed that this approach is seen as sensible by the market as achieving a balance between certainty and cost.

In order to expedite the programme, the Council has decided to take the risk on Judicial Review post Contractual Close.

1.7 Value for money

The value for money appraisal detailed in Section 4 of the OBC has been carried out in accordance with the conventions set out in the following guidance:

- Appraisal and Evaluation in Central Government (known as the Treasury's Green Book)
- Value for Money Assessment Guidance, issued by HM Treasury
- Outline Business Case Guidance Note, issued by PfS.

The preferred option for the new build schools is PFI, with refurbishments being procured traditionally. The qualitative and quantitative analyses and sensitivity analysis undertaken strongly support the conclusion that the schools are best procured through PFI.

The Academy at Salford Quays is currently proposed to be a new build school. In line with national policy on Academies, it will be procured through traditional means.

For traditional build refurbished schools the Council will ensure that the cost solutions offered by bidders are at market rates through the use of benchmarking. This benchmarking will be undertaken by Council staff, supported by external technical advisors as required.

As regards the ICT partner the Council will ensure, throughout the procurement process, that the cost of the solutions offered by bidders are 'on market' through a rigorous benchmarking process.

1.8 Affordability

The section on Affordability has been deleted from this version of the OBC on the grounds of commercial confidentiality.

1.9 Readiness to deliver

Since the submission of the SBC, the BSF Delivery Team has further strengthened its ability to develop and deliver a successful and transformational project. Its staffing has grown and will comprise nine well qualified procurement and technical professionals for the start of the procurement activity. The team will be moving into new office accommodation within the Children's Services Directorate in March 2007 and has been resourced at the right level to meet the challenges ahead. The PFI and BSF Delivery Teams have been merged into one co-ordinated team, thereby providing strength in depth, as well as drawing upon past experience. The BSF Project Director will be managed by the Strategic Director of Customer and Support Services as a corporate initiative. The team will link to, and be supported by, a wider team drawn from key Children's Services areas such as School Improvement, Inclusion, Excellence in Cities, 14-19 and Extended Schools.

The governance and reporting structures have been modified to reflect the delivery of the programme on a clear alignment to the Council's corporate activities and to the wider regeneration agenda within Salford. A structure diagram can be found at Appendix 17.

A strong team of advisers is providing external support across the range of finance, legal, ICT, technical and procurement issues.

A robust procurement timetable has been developed in conjunction with advice from PfS and can be seen at Section 1.6 and Appendix 13.

An extensive programme of soft market testing for BSF has been undertaken, the results of which are very promising and have been fed into our programme and proposals.

1.10 Leading and managing change

Transformation is central to Salford's BSF programme and a clear plan and process have been developed to manage that transformation via a partnership between the Council, schools and wider stakeholders which will maintain standards and support school staff during the process.

The change management process focuses on individual schools and the Children's Services Directorate and includes:

- **refreshing school visions** – making sure that these are owned by stakeholders and reflect the key corporate and Directorate objectives within the SBC and OBC. More detailed work has been undertaken in relation to Sample Scheme schools at Walkden High and Irlam & Cadishead Community High, which are referred to within Section 7.2 and detailed in Appendix 2A
- **developing a change management action plan for each school** - providing a route map for individual schools
- **identifying a change challenger in each school** – making sure that the school is delivering its change programme to time and ensuring that any wider issues are addressed

- **putting in place a change management workstream in the programme, led by an educational advisor** – allowing reporting, monitoring and evaluation of change within and across schools
- **identifying and managing educational risk** and risks associated with stakeholder buy-in to the programme
- implementing **a comprehensive programme of continuing professional development**
- **focusing support on schools planned for closure**
- changes to the provision of **Pupil Referral Units** and support for **children with Special Educational Needs**

Further details of this process can be found in Section 7.2.

2 BACKGROUND

2.1 The Corporate Vision – context of Salford City Council

The educational and corporate vision for Salford that was described in our SBC remains valid. The key strategic objectives within the SBC also remain current and are worked through within this OBC.

The regeneration of Salford continues apace and several key developments since our SBC submission link closely to the BSF programme, as follows:

- the confirmation that the BBC will relocate five of their key departments from London to Salford Quays in 2011 within the new mediacity:uk will take the regeneration of Salford Quays to the next level. The Academy at Salford Quays will link closely to mediacity:uk and will also ensure that the residents of the Ordsall area will link to, and benefit from, the area's regeneration
- an Area Action Plan is being prepared for the Pendleton area to secure the development of a sustainable community. Options for improved educational facilities are being considered alongside housing and planning gains. A Private Finance Initiative valued at £102 million was agreed in December 2006 to transform the area's housing offer. The replacement school for All Hallows RC High in Pendleton will support and add value to the regeneration plans
- a Regeneration Framework is under development for Salford West and the BSF programme will feature in the Regeneration Framework alongside key economic and social interventions to ensure neighbourhoods across Salford West remain sustainable
- the LIFT programme to establish six health and social care centres across Salford is now well underway. Proposed centres in Swinton, Walkden and Pendleton will include co-located Council and Salford Primary Care Trust services and will complement BSF schools and co-located provision.

2.2 The Education Vision

Salford's Education Vision was captured and developed within the SBC. The key underpinning principles of the Vision will allow us to:

- transform secondary education in our schools and promote higher standards and achievement in line with the KPIs within the SBC (page 27/28)
- invest in our schools in a way that will both make the buildings fit for learning in the 21st century and provide choice and a greater range of local services on site
- transform learning and teaching through a city-wide e-enabled, e-learning strategy
- ensure an inclusive approach in all of our schools
- promote diversity in the provision of schools through supporting the development and furthering of specialist schools, collaboration between schools, federations and governance arrangements that promote system-wide reform and management
- promote the development, where possible, of extended and/or co-located provision
- create 21st century learning environments that are designed to meet the needs of teachers and learners

- promote system leadership as a means of addressing curriculum reform and underperformance.

During the development of the OBC, we have refreshed and realigned the both the Council's vision and the individual school visions to ensure that they support each other and achieve the maximum level of transformation across Salford's schools. Key drivers have been:

- consultation with parents, schools, organisations and community stakeholders conducted by Ipsos/MORI and the Council
- consultation undertaken by the Council's Children's Champion with young people on their vision of schools of the future
- the projected demand for school places across the entire secondary school estate
- consideration of SEN and PRU provision across the City and the decision to co-locate PRUs in the four new build High schools
- schools', colleges' and work-based learning providers' plans for the 14-19 Specialist Diplomas, linked to schools' intended Specialist Status
- the statutory consultation on the establishment of an Academy to replace Hope High School.

Immediately following the submission of SBC a programme of work began with each BSF School to review their vision. School Improvement staff work with each Head Teacher and Senior Leadership Teams. By using identical frameworks, for all the vision documents, we have been able to produce an authority-wide vision and a set of individual schools visions which support each other but which allows considerable individuality between the schools to respond to the needs which they experience in their own contexts. In addition, ICT advisors worked with individual schools to refine their ICT vision and to ensure that these are supported by the ICT Output Specification which was developed in close parallel. Head Teachers from the sample schools, a special school and one other BSF school, also participated in a workshop with our ICT advisors to bring this together.

Following the information that we could receive ICT funding for all our High Schools a further round of visioning took place with non-BSF schools. Each school has now produced its own vision, but those regarding the non-BSF schools are as yet less developed and more ICT focused. Further revision of these will continue in the period up to procurement. Each school vision is included in Appendix 2A and Appendix 2B; summary visions for non-BSF schools' ICT provision are included in Appendix 2C.

These will add value to the outcomes for children and young people contained within the key performance indicators set out in the SBC. The positive impact on the life chances of Salford's communities and the regeneration of the City will specifically deliver:

- greater diversity of provision, fair access and choice
- co-located services for children, young people and their families
- personalised learning through collaboration
- cluster learning units to support children at risk of exclusion
- transformed teaching and learning through use of ICT.

2.3 Key Estate Priorities

The objectives for the BSF estate remain as described within our SBC. The programme is described at Section 3.2.1 in a summary table.

The table highlights where changes have occurred to the Control Option featured in the SBC. The key changes and rationale for them is as follows:

Change	Rationale
Sample Scheme – Academy not included	Unable to align BSF process with signature of Academy funding agreement
Rebuild of Wentworth High as opposed to refurbishment	Overall funding envelope increased by use of capital receipts to allow for rebuild to maximise transformational opportunities
Pupil numbers reduced from 1,200 to 900 at Harrop Fold High (PFI)	To manage demand risk and in response to revised pupil number projections. To enhance the level of co-locations
Pupil numbers reduced from 900 to 750 at All Hallows RC High	In response to consultation findings, to manage demand risk and in response to revised pupil number projections
Pupil numbers reduced from 1,500 to 1,200 at new Swinton High School	In response to consultation findings, to manage demand risk and in response to revised pupil number projections
Provision of four 20 place Pupil Referral Units within Walkden, Swinton, Wentworth and All Hallows High Schools	To meet demand , integrate facilities and maximise co-location opportunities

3 THE PROJECTS

3.1 Introduction and key principles

This chapter of the OBC illustrates our BSF programme and the rationale behind it. At programme level it explains the impact of the Education Vision, the options appraisal and the technical and design considerations in relation to each school. It also explains our ICT strategy and how our programme will support the delivery of extended schools and the co-location of services. The programme is based on discussions with our external technical advisors, and our experience in delivering PFI schools' programmes and major refurbishments.

The key principles influencing the phasing of our programme are :

- to protect standards and sustain the momentum of improvement in the quality of learning, teaching and the curriculum during and beyond the period of transition
- to deliver in a single procurement in three phases
- to create appropriate market interest
- to minimise disruption in and around existing schools
- to keep schools operational during the build process
- to avoid the use of temporary accommodation or multiple decanting
- to prevent a fall in staff morale
- to facilitate the management of the overall programme within the resources available
- to engender a readiness in schools for change and the capacity to deal with the process of change
- to develop a balanced approach to school specialisms and their special character/facilities
- to avoid blight and perceived competition for places by completing neighbouring schools together
- to build in sufficient time to assemble sites for new schools, including the possibility of Compulsory Purchase Orders
- to build in sufficient time to secure the necessary statutory approvals via the planning system and the successor to the School Organisation Committee.

3.2 The phased programme

The proposed phasing of the programme is illustrated in the following table.

3.2.1 The programme

School	Proposal	Planned numbers on roll 11-16 yrs	6 th Form	PRU	Procurement method	Financial close	School opening date
PFI							
Harrop Fold	New build	900 ¹			PFI	November 2006	September 2008
Buile Hill	New build	900			PFI	November 2006	September 2008
BSF PHASE 1A							
Irlam & Cadishead Community High	Refurbishment, including 28% new build	900	✓ 150 places		Traditional	November 2008	January 2011
Walkden High	New build	1,500		✓	PFI	November 2008	September 2010
BSF PHASE 1B							
The Academy	Close Hope High and replace with new build	900	✓ 250 places		Traditional	June 2009	February 2011
BSF PHASE 2							
All Hallows RC High	New build	750 ²		✓	PFI	November 2009	September 2011
Wentworth High	New build ³	900		✓	PFI	November 2009	September 2011
New Swinton High School	Close Moorside High and The Swinton High and replace with new build	1,200 ⁴		✓	PFI	November 2009	September 2011
BSF PHASE 3							
St Ambrose Barlow RC High	Refurbishment, including 39% new build	900			Traditional	June 2010	September 2012
St Patrick's RC High	Refurbishment, including 29% new build	900			Traditional	June 2010	September 2012

Changes within revised Control Option

¹Capacity reduced by 300

²Capacity reduced by 150

³New build as opposed to refurbishment

⁴Capacity reduced by 300

3.2.2 The summary rationale

The programme for Phases 1a and 1b are based upon an agreement with PfS that the Academy should not be introduced until Preferred Bidder stage.

Phase 2 has the three PFI schools within it and lends itself to delivery as one entity. There are some key timing issues around Phase 2 which we have taken into consideration:

- the first is around the Blodwell Street site which will be the site of the new All Hallows RC High. This is not an existing school site, and sits within a larger regeneration scheme. Part of the site has been cleared, but part is still occupied by existing users, and the time line for land assembly and consents does not allow for an earlier Financial Close than November 2009
- the second issue concerns the closure of Swinton and Moorside High Schools and the opening of a new school on a single site. This closure can be achieved due to the rapidly falling rolls in the two schools, but the number of pupils currently within the two schools is higher than the capacity of the proposed new school. Completion of the new building in September 2011 allows time to optimise the closure as pupil numbers decline and to minimise any temporary accommodation or disruption to learning
- we are mindful of our two school PFI scheme which is currently under construction, with both schools due to open in September 2008. We have two technical teams within the BSF structure. One is currently focusing on the PFI work, and one on BSF Phases 1a and 1b. As soon as is practicable, the PFI team will be switched to work on BSF Phase 2, ensuring that the existing project is not jeopardised by accelerating the other. The timing of BSF Phase 3 will enable the technical team to complete Phases 1a and 1b and then switch to deliver the final phase.

3.3 The detailed rationale for the programme

3.3.1 Option analysis & feasibility

The Council undertook a strategic options appraisal to inform the content of the programme and to ensure that the proposed high level development options align with our Vision.

The schools included within the strategic options appraisal are consistent with the original Expression of Interest submitted to the DfES. The assessment procedure developed for the schools consisted of the identification of the redevelopment option that achieves the maximum level of transformation and represents the best value for money. The analysis considered both an assessment against a set of qualitative criteria and the financial cost of each option.

The structure of the options appraisal process was as follows:

- initial sift of options – assess each option for each school against the Education Vision. Options that failed to meet the minimum requirements of the Vision were eliminated
- generate qualitative scores – each remaining option for each school was assessed qualitatively against a set of criteria
- Cost Benefit Scoring – the qualitative scores and costs for each option together drive the cost-benefit score for an option. In order to meet the programme's overall funding

allocation, this approach to the choice of preferred options has been developed to balance the Vision against available funding.

Prior to the options appraisal, the Council undertook feasibility studies for each school to determine the most economically advantageous whole-life cost of each option. A net present value (NPV) was calculated for each option based on a 27 year period (2 years construction, 25 years operation) at the current HM Treasury's discount rate. Redevelopment options considered for each of the schools were:

- Option 1 – Do nothing
- Option 2 – Do minimum (backlog maintenance and extensions to meet BB98)
- Option 3 – Rebuild, refurbish and reuse existing accommodation where possible
- Option 4 – New build and demolition of existing accommodation.

In determining the best value for money option for each school the following information was used in addition to a detailed knowledge of the BSF estate:

- a description of the redevelopment options for each school
- Net Present Values of each option and a description of how the capital costs were derived
- site plans and photographs.

The evaluation criteria applied were:

- disruption
- quality of teaching environment
- flexibility
- accessibility
- community use
- environmental sustainability
- do the proposals deliver sufficient school places
- operational efficiency
- delivery of ICT
- corporate objectives.

The do nothing and do minimum options for each of the schools were eliminated in an initial sift as they failed to deliver the Education Vision.

In undertaking the qualitative assessment, the Council concluded that the priority drivers were disruption, quality of learning environment, flexibility, accessibility, community use and sustainability. The prioritisation of these criteria reflects the high aspirations of the Council, and in particular the need to deliver transformational change to raise community aspirations and further improve and sustain attainment levels.

A summary of the costed options summary is included within Appendix 1B – Cost Analysis. It consistently shows the preferred option for each school as new build. This outcome does, however, present affordability issues, and in order to maintain a cost level which both meets the Educational Vision, and remains within the funding allocation to the programme, a mix of refurbishment and new-build options is proposed.

3.3.2 Survey and planning work

Throughout the BSF process to date, the Council has pursued detailed investigations of a range of sites within the context of city-wide and local policies and plans. The cumulative evidence and information gathered has enabled us to reach a preferred option for each school. All drawings and illustrations of relationships are featured at Appendix 1C.

In order to maximise the certainty of affordability at OBC stage and to fully understand associated risks, the Council has commissioned an extensive range of surveys on each of the proposed development sites. Due to the timescales in finalising a Control Option these differ in quantity and level but the minimum level for all sites includes:

- full asset management surveys for condition, suitability and sufficiency for all existing buildings and sites
- asbestos surveys (Level 2) with a cost for removal
- full Structural Surveys for all schools
- Disability Discrimination Act audits
- full desktop surveys and legal searches
- desktop environmental checks
- desktop Geotechnical surveys
- Phase I – preliminary physical ground investigation report/Geotechnical surveys
- Desktop and walkover ecology surveys
- analysis of planning Issues
- title diligence
- utilities searches.

In addition, the Council commissioned further detailed site investigations for the Sample Scheme schools and the Academy to support the outline planning applications. For a full list of the site investigations for each site please see Appendix 1C/2.

The results of these surveys have been used to inform the projected abnormal costs and underpin a detailed Abnormals report, which can be found in Appendix 1C/1. The report has been submitted to PfS in advance of the OBC and formed the basis of detailed discussions about the affordability and scope of the project. Although this work will help to minimise the risk to the Council, it is important that further work is undertaken in greater detail and that all work is fully warranted and made available to bidders at ITPD stage.

In developing the preferred options full consideration was given to the Council's policies and the Unitary Development Plan (UDP). The details of any site planning and policy issues for individual sites are identified in Appendix 1C/3. In addition, an analysis of the net loss of playing fields has been considered in line with Section 77 of the SSFA(1998) and Sport England requirements. The analysis can be found at Section 6.4.6 and Appendix 1C/4.

3.3.3 Work on Design

The Council recognises that good design in public buildings is a priority for Government, including within the BSF programme. We are committed to a high level of design quality especially where good design enhances teaching and learning opportunities and contributes to sustainability. We will deliver a very good BREEAM score for our new schools and new build components of refurbished schools. A work stream around design issues has been established within the BSF Delivery Team's work plan and key associated milestones have been established. Progress has been made on a range of fronts.

Key appointments

- the Council has procured architects to assist with preliminary design work via its strategic partner, Urban Vision
- our corporate design champion will be Councillor Derek Antrobus, the Lead Member for Planning within the Council
- we have appointed a CABE Enabler, Clive Birch, held two sessions with him and mapped out his involvement at key stages
- we have also appointed an experienced DQI facilitator - Philip Norris from White Green Young.
- we have identified the need to appoint a Client Design Advisor in April 2007 and we have agreed the process with our CABE Enabler.

Design work with schools and young people

- a meeting of secondary Headteachers in November 2006 received a presentation from our CABE enabler on how to deliver quality design within the BSF programme and how the DQI process supports this. This session successfully raised awareness and enthused Headteachers about the possibilities in relation to both new school design and refurbishment
- school pupils have been consulted on the design of future schools by the Council's Children's Champion
- members of the BSF Delivery Team and Headteachers and staff from BSF schools have undertaken visits to exemplar schools/Academies in Liverpool, Nottingham and Darlington and taken part in a delegation to the School of the Future in Philadelphia, USA
- both Sample Scheme schools - Walkden High and Irlam & Cadishead Community High - have held initial design workshops driven by curriculum analyses
- discussions are underway about how the BSF programme can be reflected in Salford's schools' curriculum to highlight issues such as sustainability and design.

Next steps

- the BSF Delivery Team has been briefed on the DQI process and has matched it against key milestones within the BSF design and procurement processes
- we plan to conduct a workshop in March 2007 for the BSF Delivery Team, BSF Headteachers and appropriate staff and other stakeholders to adapt the FAVE weightings for new and refurbished schools to reflect local priorities. This will be followed by a facilitated DQI Assessment Workshop which will build a consensus around a design approach within Salford
- individual schools DQI assessments will also be undertaken within the context of the affordability envelope for individual schemes and the whole programme
- we will use the DQI Assessment to inform the strategic brief/invitation to tender that we present to market and as a key evaluation tool at the bid assessment stage of the procurement process
- we will re-assess the DQI Assessment at intervals during the programme, at mid-design, ready to occupy and in-use stages
- we will train young people from BSF schools, initially at a residential weekend, to lead design discussions and workshops with their peers.

3.3.4 Strategy to avoid blight

A range of actions will be taken to ensure that existing schools and buildings avoid becoming disadvantaged by forthcoming BSF investment. We are committed to managing the estate in a sustainable way until BSF investment is complete. Schools will continue to receive

devolved capital funding until 1st April, 2007 and we will continue to utilise all available resources in a co-ordinated and cost-effective way to progress improvements.

The major refurbishment work on school sites will inevitably involve some decanting of students and staff from one area of accommodation to another. To minimise disruption and enable building work to take place some temporary accommodation will be necessary. We will minimise the amount of temporary accommodation and believe this is in the best interests of schools, parents and pupils. Although this decision lengthens the programme, the alternative is to carry out the new build and remodelling at the same time and this may result in delays due to:

- prefabrication/supply time
- obtaining planning permission in time for major works to begin
- connection of services
- restricted sites and poor access
- pupil/school management.

The Council considers that by avoiding major decants we can prevent significant disruption and better support schools in maintaining curriculum provision and standards of achievement. Options for phasing and decant strategies have been developed and are presented in Appendix 1A.

3.4 The detailed programme - Sample Scheme schools

3.4.1 Introduction

The Sample Scheme comprises Walkden High School (PFI) as a rebuild on a new site and Irlam & Cadishead Community High School (D & B) as a refurbishment on the current site. This is the line with advice from PFS.

Key educational rationales for the selection of the Sample Scheme are that both schools have the capacity now within their Senior Leadership Teams to take full part in the BSF planning and to lead the schools through a complex change management process. Furthermore, Walkden High School's expansion to a 1,500 place High school will enable more pupils from its partner primary schools to take up places at this popular, oversubscribed school.

Workshops and meetings have been undertaken with the schools to develop an accommodation schedule to support their curriculum analyses. We will continue to engage with the two schools and will build on our previous discussions to link the overall educational and school visions into building aspirations, site specific considerations and design solutions. In the following sections we outline the nature, feasibility and phasing of the schemes for our two Sample Scheme schools. Section 6.5.3 details the work undertaken with the schools to link individual school visions for BSF and the implications for design outcomes of the scheme. Section 7.5 details the continuing support given to schools during the period of change.

3.4.2 Irlam & Cadishead Community High School

The Irlam & Cadishead Community High School is identified for refurbishment and extension work including the co-location of the nearby neighbourhood management centre, which will require approximately 300-650m² depending on possible shared facilities. In turn this will bring about additional resources into the funding allocation through the realised capital receipt. The school will continue to operate a 6th Form of 150 places.

An outline planning application was approved at Planning Panel on 1st February, 2007, for the in principle use of Station Road for a variety of purposes.

Currently the site is made up of individual blocks, spread across the site with poor suiting arrangements. The site provides some design challenges when considering phasing for a comprehensive refurbishment through selective demolition and new build.

The solution presented as Option 3 of Appendix 1A/1, is a four phased approach aimed at minimising cost and disruption. It entails a refurbishment programme of twenty-four months. A cost benefit analysis was undertaken by our technical advisors to look at carrying out the new build at the same time as the refurbishment, thereby reducing the programme from the proposed twenty-four months to twelve months as presented within our SBC. We ruled this out in order to maintain provision, avoid disruption and the additional cost of temporary accommodation (£400,000).

The proposed phasing is as follows:

Phase 1 - build a new block of 2,600m² along with some circulation area. Curriculum delivery will be unaffected. It is envisaged that the new build will contain basic teaching accommodation and specialised rooms. Currently laboratories and practical areas are poorly suited and arrangements will be better provided in the new block.

Phase 2 – decant to the new block and the ability to demolish the music block and begin the refurbishment and remodelling of Block 3 and minor works to Block 6. Phase 2 includes the construction of a new assembly hall to support the refurbishment of the existing large sport spaces in Phase 3. With the new block occupied previous specialist accommodation can be removed or remodelled to basic teaching space and support rooms.

Phase 3 – continue remodelling the rest of the building, including a small decant as the majority of the Phase 3 consists of support and administrative accommodation, PE space and changing facilities. Complete primary circulation routes. All the school and co-located accommodation will be completed by Phase 3.

Phase 4 - possible reduction or remodelling of Block 8 if required to complement the completed school accommodation along with all external works.

This option ensures greater coherence in the buildings, along with better suiting and linkages. The proposals reduce fragmentation and support a transformed working environment. We have been careful not to dictate a solution and the bidders will be challenged to offer alternative solutions.

3.4.3 Walkden High School

Due, in the main, to the poor condition of the existing building stock and the likely compromises which would result from a refurbishment/remodel/extend exercise at the school, we have identified Walkden High School as a new, 1500 place school.

A number of locations were examined for the replacement of the school in an effort to meet the requirements of current design standards, cost and pupil location. The preferred solution is to re-build the school on its separate playing fields site.

An outline planning application was approved at Planning Panel on 1st February, 2007, for the principal use of the playing fields for a 1500 place High school.

Our appraisal indicated that a rebuild on the current site did not provide the most cost effective solution and would involve an unacceptable level of disruption. The site is tiered on three levels and has good access and presence to the road frontage. To create a solution that would utilise the current site would require significant temporary accommodation and would limit the available design solutions. Utilising the rear of the current site was discounted on the basis of disruption, restricted design and poor access.

The preferred solution of constructing on the current detached playing fields ensures:

- no disruption to a high performing school
- maximum freedom for the design solution
- no temporary accommodation
- no acquisition costs
- improved use of the total site, which due to security reasons is not currently utilised fully
- best value.

There are clearly, however, a number of constraints and issues still to be addressed through design and abnormalities. The successful application for outline planning consent takes into account the main issues of an existing culvert, the flood risk to the lower portion of the site and the ecological activity, along with noise and pollution from the adjacent East Lancashire Road (dual carriageway). Consideration needs to be given to the proximity of a telecommunications mast and further work needs to be undertaken to look at options around restricted access in any final design solution and to develop a travel plan for the school.

A curriculum analysis and schedule of accommodation has been developed into a relationship bubble diagram. This will form the basis of continued discussion and development with the school, taking account of their suiting and organisational requirements. We will jointly develop a full design brief and examine further options to improve access to the proposed site. The site plan showing an example and possible layout of the school along with the bubble diagram can be found in Appendix 1A/2.

3.5 The detailed programme - non Sample Scheme

3.5.1 Introduction

Although substantial work has been progressed with the Sample Scheme schools, the same level of detail has yet to be completed for the non Sample Scheme. For the non Sample Scheme schools we have focused our work on the site issues and we have some provisional phasing drawings to illustrate how Phase 3 of the programme can be realised.

The intention is not to develop schemes too far in advance of market interest, but allow as much information as possible to be provided to enable the preferred bidder to understand the educational outcomes required from the buildings and any impediments that may hinder the provision of these outcomes.

3.5.2 Oasis Academy – Salford Quays (replacement for Hope High)

Cabinet approved an Expression of Interest to establish Salford's second Academy at the entrance to Salford Quays in April 2006 with the Oasis Trust as the sponsor.

It has not proved possible to align the timescales for the production of the OBC with the DfES Academies Programme and therefore the proposed Academy has been withdrawn from the Sample Scheme. It will still be delivered as quickly as possible via the Local

Education Partnership (LEP) and it is anticipated that the Academy funding agreement will be signed off in June 2009 and that it will be introduced into the programme immediately after the appointment of a Preferred Bidder. The subsequent design and construction programme would then lead to an opening of the new school by February 2011, in line with the BBC's relocation to mediacity:uk. The Academy will open in its current buildings in September 2009.

The main body of the new site will be assembled through the use of a current light industrial site owned by the Council at Broadway adjacent Trafford Road. In addition the corner plot will be attached to this site by way of a lease to the sponsor from the current owners, the United Reformed Church. The final assembled site will represent a wonderful gateway to mediacity:uk in Salford Quays.

An outline planning application was approved at Planning Panel on 1st February, 2007, for the in principle use of this site for a 900 place High school with a 250 place sixth form provision.

The site assembly is currently moving forward with all current business leases identified. Notices have been served on all businesses and estimated costs to clear the site have been identified. This includes the estimated cost of relocation, compensation for early termination of leases and, if required, any compulsory purchase. The estimated cost to assemble the site for development is £2 million.

Once assembled the current proposed site will meet the confined site requirements within Building Bulletin 98. A number of opportunities exist to support the confined site and options are being explored to underpin the curriculum for sport and physical exercise. It is envisaged that these will develop to include the possibility of more than one external facility giving the school a closer relationship with both Ordsall and Salford Quays. These could include:

- the acquisition of land from the adjacent land owner to increase site size
- the use of all weather facilities at Ordsall Park managed by Salford Community Leisure
- the possible use of the St Clements CE site Ordsall, as detached playing fields
- shared playing field arrangements with the new Ordsall primary school
- timetabled arrangements with the Salford Quays Water Sports Centre
- access to other school detached playing fields timetabled for league football or larger sporting events (closest currently Stott Lane)
- timetabled arrangements with Fit City Clarendon.

The site investigation on Broadway has revealed a major sewer running through the site. United Utilities require a 6.5m easement to each side or diversion. The possibility of re-routing the sewer is being considered and the Council is awaiting a firm price. The abnormals report provides an estimated cost from our technical advisors based on a similar sized diversion in a similar scheme. Consideration will also be given to finding a design solution to fit the requirements of the easement, although diversion may be preferred as the sewer crosses the more usable portion of the site.

In addition, further land acquisitions are being explored to expand the main school site. Although not critical, an increased footprint would enhance the educational opportunities and possibly create physical links to local disadvantaged communities. This will continue to be considered without prejudice to the overall funding envelope. The site plans showing possible site layouts of the school can be found in Appendix 1A/3.

3.5.3 Moorside High School & The Swinton High School

Due to the poor condition of both the existing school buildings, their restrictive sites and the practical problems faced, it would not be possible, by remodelling or refurbishment, to make the schools fit for purpose. Coupled with the predicted fall in pupils over the coming years, the Council proposes to close both schools and replace them with a new 1,200 place High school.

The 2011 pupil projections predict 1,700 pupils on roll between both schools, with a proposed 1200 place school as a replacement. This gives the impression that 500 children will be without a place. However, an expanded Walkden High School will be completed by September 2010 giving 300 extra places and the Wentworth High School new build will be completed at the same time as the new Swinton High, with a predicted spare capacity of 230 places. This allows for pupils in the Swinton area to attend either Walkden or Wentworth High Schools.

We acknowledge that the move to Walkden or Wentworth would not be immediate and demand for places may exceed capacity at this point. In order to manage this the Council will maintain one or the current sites at Swinton or Moorside High to accommodate Key Stage 4 pupils. It is envisaged that the excess pupils will naturally be accommodated by parental selection and geographic location over time. The Council realises that this will need careful management and pupil numbers will be monitored post OBC to manage demand locally.

Identifying suitable sites within the centre of Swinton has proved challenging due to the way the area has developed around established terraced streets and a tight highway infrastructure. The current Moorside High School is a split site with its associated playing field separated by a noisy dual carriageway. The Swinton High is a very restricted site with small onsite playing fields on a separate level. The preferred solution is to utilise the Moorside playing fields for the new build with the Beech Farm playing fields providing further backup playing fields provision.

The Moorside playing field site along with the Youth Centre facility gives a site area of 52,220m². This is 24,180m² below the recommended site size. The nearby Beech Farm playing fields will be used to back up onsite provision.

The Deans Youth Activity Centre building located to the north of the Moorside High School playing fields. It is hoped that the current Youth Centre can be incorporated within a campus arrangement. Further feasibility work is required to establish a way forward relating to this.

We propose to dispose of the original Moorside High building due to its position on the opposite side of the very busy A580 (East Lancashire Road) thus leaving one integrated site.

The new build school will also free up the current site at Swinton High and it is hoped to realise a capital receipt to include within the programme.

The Moorside High School playing fields are identified in the Salford Greenspace Strategy as a priority sports pitch and they are also protected within the UDP because they provide an important resource for teams beyond the Swinton area. The proposed new build on the playing fields is the only preferred option that will directly cause an immediate net loss of playing fields. This has been carefully considered and sites are currently being investigated as a like for like replacement. In addition, any facilities given to the school will be of improved quality to allow for continued and potentially enhanced community access. A full analysis of the net loss of playing fields is provided in Appendix 1A/4.

The pond to the north of the playing fields is not a site of biological importance, but is identified in the Nature Conservation and Biodiversity SPD as a “pond outside the Wildlife Corridor” (Ponds and Lodges, Greater Manchester Priority Habitat in Salford). The pond is used by anglers at present and has recreational value for the community. It is envisaged that this will form a habitat area and improve the standard of the site, whilst continuing to allow formal access for the community.

3.5.4 Wentworth High School

The original option for Wentworth High was for a refurbishment of the existing buildings on the current site. The redeployment of capital receipts back into the programme would enable further transformation to be realised and we now propose to rebuild Wentworth High. Site investigations have begun and we have a comprehensive understanding of abnormalities and planning issues and of the risks and affordability of this proposal.

There are clear reasons for aiming to achieve a new build at Wentworth High, which are supported by the options appraisal undertaken by the Council and focus on the ability to achieve educational transformation and to make Salford’s BSF programme attractive to the market.

The school's external areas need significant development. The playgrounds are difficult to supervise and car parking space is inadequate. Access for services to the school weaves through the pupil informal/social areas creating an unnecessary health and safety risk.

Internally the school is cramped and overcrowded and lacks the correct sizes and provision of basic space. Since 1997 the Council has supported the school with some additional redevelopments, but the main staircases and corridors within the more recently built areas are cramped and narrow at both ground and first floor level. This causes problems with pupil management and circulation and there are very low ceilings to the majority of the ground floor due to extensive service ducting.

Some of the main science accommodation is too small and ventilation work is required to some classrooms. The main assembly hall is used for overspill dining, and suffers from thoroughfare access. The dining room is too small and inadequate for the number of diners. There is no provision for drama with the original stage having been converted to other uses. The sports hall is half the required size, and restricts the school's ambition for sports specialist status. Storage is inadequate throughout.

There is a purpose built entrance and administration wing but overall the accommodation is inadequate. It has only a small staff room and poor provision for preparation and workspace. The school has extra facilities in the form of demountable units to back up provision.

An early feasibility and massing diagram is shown in Appendix 1A/5.

3.5.5 Voluntary Aided Schools

3.5.5.1 All Hallows RC High new build – Blodwell Street

The identified site at Blodwell Street comprises approximately 8 hectares. The site is large enough to provide a full site size for a 750 place High school including onsite playing fields. The provision of a new High School will help to underpin the regeneration strategy for the Pendleton area.

The site is adjacent to the M602 motorway to the south, with the motorway at a much lower level with a high retaining wall. Further acoustic and pollution investigations will be necessary, including provision of an acoustic barrier protection.

The current site was previously terraced housing. A major part of the site has now been cleared. The properties did not have cellars and all foundations and floor slabs have been removed. The footprint of the demolished buildings, including any area disturbed by the demolition works, has been graded to the level of the adjoining ground.

The site has been covered with preparation topsoil and finished with 150mm grade one topsoil and seed. The geotechnical site investigation has revealed that a large clay/brick pit exists below the main site and this indicates a need to strengthen or change the requirements of the foundations.

A site plan is shown in Appendix 1A/4.

3.5.5.2 St Ambrose Barlow RC High School

The school occupies a split site. The main site is congested and there is piecemeal development with some isolated blocks of various ages.

The early feasibility study illustrated in the phasing drawing takes into account the internal layout and specialist accommodation needed to ensure that the school can continue to operate with the least possible disruption. The phasing presented in Appendix 1A/7 has the advantage of linking the main school together whilst creating social/informal space in a newly created quadrangle. This in turn could be utilised to increase the size of the current dining room and hall. The school's second site is mainly playing field along with a purpose built sports hall/dance studio. In the current phasing drawings this site would remain unchanged.

We have opted for a longer building programme in four phases to overcome the issues outlined in 3.3.4. Calculations by our technical advisors show that there would be an additional cost of £497,640 if we were to shorten the programme and use temporary accommodation.

Phase 1 – complete the new build (3,214m²) will be completed first, in approximately twelve months and with little impact on curriculum delivery. It is likely to include the laboratories and other specialist accommodation, although this will be developed further with the school.

Phase 2 – refurbishment and minor works to approximately 50% of the current building. General teaching will be decanted into the temporary accommodation and specialised and general teaching into the new build. Then the refurbishment of the current accommodation can be completed by isolating part of the current school.

Phase 3 – part decant school into refurbished/refreshed building to enable continued to work to the remaining 50% of the school. This will require some temporary access and reception facilities and could be accommodated in either the new build or Library Block with access from Worsley Road.

Phase 4 – bring phase 3 refurbished accommodation to come online and will include further demolition and all external works and making good.

3.5.5.3 St Patrick's RC High School

The main site has good frontage but the entrance is located off a side road. The majority of the buildings are to the south east of the site and have been built away from the main school over time, leading to a number of isolated blocks. The current solution presented in Appendix 1A/8 would bring the school buildings together, enable better suiting of rooms and more efficient use of the site.

The phasing takes into account the internal layout and specialist accommodation needed to ensure that the management of the school can be maintained. It will enable use of an enclosed social/informal space in a central area or atrium which can be further developed to increase the size of the current dining room and hall accommodation.

We have opted for a longer building programme to overcome the issues outlined in 3.3.4. Calculations by technical advisors show that there would be an additional cost of £990,000 if we were to shorten the programme and use increased temporary accommodation.

The four phases outlined below ensure minimum disruption.

Phase 1 – demolish the RoSLA block and store to allow the new build to begin and provide temporary accommodation. Construction of the new build (1,848m²) will provide general and specialist teaching space. There should be little impact to curriculum delivery during this phase although the management of children on site will require careful consideration.

Phase 2 – occupation of new build accommodation. Decant to the temporary accommodation to allow refurbishment/remodelling to 50% of the school and redefine some specialised areas to classbase accommodation. Demolish the original unsuitable primary school building. It is possible to include the refresh/remodel of the sports hall within this phase to give assembly space during Phase 3.

Phase 3 – remodel and refurbish the remaining 50% of the school. Comprising gym, assembly hall and support accommodation, this will require some temporary access and reception facilities. Retain 500m² of temporary accommodation. Due to the site constraints the contractors' access would need to be carefully managed and controlled during this phase.

Phase 4 – bring final refurbished accommodation to come online and allow for any minor works to take place in the remainder of the school during holiday periods, to include any final demolition, all external works and making good.

Continued work is required to further develop the refurbishment of St Patricks in support of the overall and school education vision and to develop cost effective solutions to the re-organisation of the current buildings by the use of infill or small extensions.

3.5.5.3 St George's RC High School

In summary, St George's RC School is a small school on a restrictive site that does not currently meet the statutory minimum areas required. Substantial work would be required to make the buildings fit for purpose and to meet the demands of transformational 21st century learning. The number of Roman Catholic pupils in the Little Hulton area is continuing to fall. There are currently three Roman Catholic primary schools in the area, but they will be amalgamated into one in the next couple of years due to the falling rolls. The adjacent Harrop Fold school is due to re-open in a new PFI building in September 2008. Harrop Fold was originally planned to accommodate 1200 pupils but in order to manage the demand risk across the whole estate we have reduced this to 900 places.

Under the current proposals there will be an increase in capacity at St Ambrose Barlow to allow Roman Catholic secondary pupils in the Little Hulton and Walkden to be accommodated. In addition, there will be three hundred extra places at the nearby Walkden High School.

St George's has the highest backlog of maintenance in the VA sector of £2,183 per pupil. This means that we would have to spend around £1.2m just to bring the building up to a good standard of repair and far more would need to be spent on it to make it suitable to deliver our aspiration for transformational learning.

Maintained schools require a minimum amount of team games provision to meet the School Premise Regulations. St George's requires a minimum 30,000m² of playing field. The School site overall is 31,590m² and could not accommodate the minimum area for team games along with buildings.

3.6 ICT Service Provision

ICT services for Salford Secondary Schools will be delivered through a managed service sub-contracted to the LEP. It will be the LEP's responsibility to integrate the provision of ICT with the other elements of the BSF programme. The managed service is likely to be provided by a specialist contractor through the LEP supply chain. The additional funding provided by PfS for ICT investment in non-BSF schools means that the service will be provided to the entire secondary estate.

The service provided will be led by, and will support, the educational needs of the Local Authority and schools, taking into account the strategic aims and requirements of the Local Authority and specific requirements of the individual schools to meet the needs of their specialisms. This will be achieved through the delivery of a full, comprehensive managed service and the use of the local choice fund. The details of the service requirements have been documented in the BSF ICT Output Specification, attached as Appendix 14.

Salford Children's Services and schools are exploring the potential of ICT as a critical element of transformation. Effective use of ICT by learners and teachers is a key driver for school improvement. Opportunities to engage productively with ICT have a positive impact on attainment through empowering, motivating and engaging learners. ICT supports the key processes linked to raising attainment. These include:

- the promotion of discussion and dialogue
- teacher demonstration and modelling
- visualisation and problem-solving
- opportunities for learners to communicate with a wider audience.

The interactive experience enhances pupils' awareness of what they are learning, and supports the teacher in monitoring and assessment.

The capacity and appetite for ICT-led transformation in schools is demonstrated by their adoption of new technologies. BSF provides the strategic lever for the establishment of commercial strength, enterprise-scale ICT infrastructures to support anytime and anyplace learning.

The output specification has been developed in partnership with key stakeholders, including schools, corporate ICT, the CLC and the school improvement team within Children's Services. The late inclusion of the remainder of the secondary estate for BSF ICT

investment has meant detailed work with these schools has not yet been completed. High level school visions have been developed for these schools (included within Appendix 2). These will be used as the basis on which to develop and refine the output specification further post-OBC submission. This approach has been discussed and agreed with PfS.

Salford City Council's three secondary Special schools are included in the project. Funding for very specialised equipment for individuals will continue to be provided through existing funding arrangements. The service provider will be expected to deliver a Learning Platform that can support learners in these schools, some of whom also attend mainstream schools for some of their tuition. Some pupils within mainstream schools also attend Special schools for some of their tuition. Access and support will be evenly provided across the estate.

3.6.1 General provision

The range and nature of education provision within Salford has resulted in a mix of technology utilised by the schools, including a substantial investment in Apple Macs in one school. The service provider will be expected to provide a mixed economy solution for Salford, allowing schools to utilise the most appropriate cost-effective technology for specific functions. It is anticipated the service provider will propose a mix and range of technology solutions that best fit the specific needs of the curriculum rather than a blanket solution across the estate that supports the lowest common denominator. This will allow schools to utilise the most appropriate cost-effective technology for specific functions.

It is anticipated that this mixed economy will be required *within* schools as well as across schools. For example, for basic teaching space support, a thin client providing access to the Learning Platform may be all that is required, whilst high-spec machines may be needed to meet the needs of graphic design. The precise composition of the technology mix for each school will be discussed with the service provider prior to contract completion.

The Salford Learning Platform - the MyLearningSpace Family of Products – has been in development and implementation in Salford since 2005. It consists of a digital repository, learning content builder, personal learning space, run time environment and activity management system that in combination make it conformant with the Becta guidelines on this technology.

The solution is being rolled out on a component basis. The learning content builder has just been launched and is being used by staff at the CLC and in some secondary schools. The personal learning space is in trial in seven of these - Moorside, Wentworth, Walkden, Swinton, the Albion, Salford Academy and Harrop Fold. Further trials commence in the spring term 2007. Service providers are expected to maximise the investment already made in the Learning Platform in Salford and to ensure that should an alternative Learning Platform be proposed, agreed content is to be migrated to the new platform.

Administration and management information are currently provided by SIMS, with the Local Authority utilising SIMS EMS. A corporate contract with Capita for SIMS and EMS exists. Not all secondary schools are covered by this contract. Some have purchased SIMS support directly from Capita. Those schools who buy the SIMS SLA from the corporate centre receive support and training and are provided with help desk services for the product. Whilst schools find the SIMS product broadly meets their needs (with, perhaps, the exception of SEN schools) discussions regarding the output specification revealed they would consider alternative solutions should the service provider wish to make such proposals.

Internet access is currently provided by the North West Regional Broadband Consortium on a rolling one year contract. Future provision must address the requirements of the national e-learning strategy. It is anticipated that the National Education Network and shibboleth

protocols will enable authenticated browser based curriculum content and applications. A minimum 100mb connection to all secondary schools is required to meet the needs of the school visions in delivering anytime, anywhere learning.

There is a need to support the seamless mobility of educators and learners both within and across learning institutions. The service should support 'virtual attendance', whereby a learner need not physically be in a specific location to attend a lesson, lecture or mentoring session. 24/7 access to the Learning Platform via a web-based browser is required to enable both students and educators to work when most appropriate to themselves. Access to video clips, virtual lessons and other teaching solutions will be required during core and non-core hours. Salford City are conscious of the costs associated with such provision; managed service suppliers should be imaginative in their proposals to keep costs to a minimum in this area.

Salford has been party to the development of a proposal currently under review known as One Manchester. The Digital Strategy for the Manchester city region aims to set the vision for, and enable the achievement of, a digitally enabled and inclusive society. The vision is of creating a dynamic digital economy and a digitally inclusive city-region which supports an enhanced quality of life for everyone who lives, works and studies here.

The Digital Strategy aims to provide the basis for making Manchester a world class sustainable digital city-region of the 21st century through:

- the development of an advanced e-infrastructure and e-services that keep the city's economy competitive, support existing residents and attract people to move to and to stay in the Manchester city-region, helping to increase the population and its productivity
- the establishment of 'smart empowered neighbourhoods' by deploying new and innovative applications of digital technologies to give people more control over their living and working environments
- the creation of new forms of e-citizenship based on neighbourhood empowerment, the development of social capital and 'digital respect' to enable people to feel respected, secure and welcome in the digital world.

At the time of the production of this OBC, funding for One Manchester has not been confirmed. Suppliers will be advised of progress on this prior to procurement to ensure they have full information regarding the possibilities of participating in and utilising the infrastructure this project will provide. Suppliers should not assume the project will be funded.

A wide range of web based applications and services will be required to support the visions of the schools. These will include, but not be limited to blogs, pod casting and discussion forums for both learners and teachers.

Schools will be provided with one help desk contact point. The ICT managed service provider should expect to receive calls diverted from this central point and be able to redirect calls that have been incorrectly assigned within strictly defined time limits. Where reported faults may in fact straddle, for example, a building or ICT issue (such as the failure of an entry swipe card that is also used for electronic registration) the service provider must have robust processes in place to ensure that a holistic support is provided to schools for such issues. The managed service provider will be expected to be part of an integrated LEP-led solution that supports all infrastructure needs.

Two schools to be included in the managed service, Harrop Fold and Buile Hill, are currently being rebuilt as part of a PFI project. These schools are due to open in September 2008.

The ICT managed service provider will be required to provide an advisory service for these two schools commencing January 2009 to assist with the fitting out of the schools. This service will be delivered under a separate contract from the full BSF managed service contract. A brief outline of the service requirements is included at 3.6.6.

3.6.2 Learning and Teaching Innovation Centre

The managed service provider will be required to provide a 'Learning and Teaching Innovation Centre' (LTIC), which is likely to be housed in a dedicated floor at Harrop Fold. This floor will be provided on a 'shell and core' basis and is approximately 900 sq m in size. The build project for Harrop Fold is currently in design. Details of the design and costs will be made available prior to the commencement of procurement. This space will also be used as the base for the managed service support staff. The purpose of the Innovation Centre is to:

- **Provide a teaching and learning environment for Salford schools** – the LTIC can be a space available to schools where colleagues can gather to enjoy joint staff development in matters relating to learning with technology.
- **Provide the environment for leadership development in the city** - the LTIC can be a space where leadership programmes are delivered that focus on learning with technology – a sort of Salford 'SLICT' base. Many Salford leaders have undertaken SLICT, but this is an ever-moving target – both in terms of the issues and skills and the personnel in post.
- **Provide an innovation and experimentation space** – although all schools will have new technologies, and new technologies specific to their own specialisms in some or all cases, the existence of a space for innovation at the core of the learning community's life is important. The LTIC will provide access to emerging technologies *and* methodologies so that these can be trialled and played with using innovation and experimentation (rather than implementation) models.
- **Raise standards by focusing on critical mass deliverables** – specific technologies and online support to ensure the technology investment is maximised and not something that spends 364 days on a shelf. This will ensure that technology investment results in solutions that are used as commodities and are fully embedded in the curriculum.
- **Provide a technical testing laboratory** – to test the viability and functionality of certain technologies and software before they get rolled into school-based implementation. There are obvious examples of where this would be required, such as wireless networks and certain kinds of learning environment. But there are also less obvious examples, such as technologies that might clash when implemented in the same space or technologies where there might be unforeseen technical or practical consequences such as interoperability issues.

The LTIC will also be used to provide school staff with the opportunity to receive appropriate training on the new systems and learning platform prior to the roll out of the solution across the estate. The service provider will be required to commence a proportion of the managed service prior to the completion of the sample scheme schools to enable schools to become familiar with the new environment.

A full training needs analysis has been completed for four schools with the remainder to be completed by Easter 2007. Currently, CPD training is provided by the school improvement service and the CLC. The service provider is expected to maximise the in-house knowledge

and expertise of the staff within these areas to continue to deliver the quality and range of services currently provided.

3.6.3 City Learning Centre

The Salford CLC delivers a range of services to Salford schools:

Service	Example deliverables
CPD	Hosting CPD events delivered by other agencies – Salford LA, private sector consultants, learning technology vendors. Delivering CPD across a range of technologies from basic skills in ICT leading to ECDL qualifications, to advanced and specialist skills in specific technologies such as modelling and control technology, online content development and practical use of technology such as interactive whiteboards.
Support for Schools in the Development Process	Support for schools in general application of technology, support for planning and monitoring the implementation of a Learning Platform, and support for working with newly acquired technology solutions. Support for schools with specific requirements – ranging from music technology to control technology to technologies specifically designed to support SEN learners.
Web-based Services – Learning Platform (developed with commercial partner)	MyLearningSpace Family of Products which includes - A digital repository for shared learning content KS1 to KS4 – the Teachers’ Sharezone A learning content builder – Pedagogue A personal learning space for Learners – MyLearningSpace A runtime environment, activity manager and markbook for group-based and course-based management of elearning Interoperation with SIMS A collection of multi-media, lesson plans and resources covering KS1 – KS4 content
Teaching and Learning Projects	One-day teaching and learning events covering the primary curriculum for control, music and media Games projects – weekly projects in using mainstream leisure-based games in and for education
Technical support	Ad-hoc support to secondary schools in the adoption of new technologies Technical support to primary schools via an agreed SLA

It is anticipated that the managed service provider will take over the delivery of all functions currently provided by the CLC to Salford schools. This service is to commence in January 2009 as part of the interim contract that will be delivered until the full BSF Managed Service Contract comes into force in September 2009. The service will be delivered from the LTIC site.

As identified in the table above, the CLC currently provides some services to the primary sector. We will expect this service to continue to be offered. In addition, we look forward to receiving proposals from suppliers on the potential expansion of the use of the Learning Platform into the primary sector.

3.6.4 Rationale for choice of Managed Service

In order to achieve transformation of education through the use of ICT a number of factors need to be addressed:

- Provision of necessary infrastructure
- A managed service to support the infrastructure
- A Learning Platform
- Appropriate CPD to support schools in terms of embedding ICT in the curriculum
- ICT leadership in schools
- The ability to trial new technology and solutions that could then be rolled out across the estate

Current provision to secondary schools is inconsistent, with some schools purchasing support from Salford City Council Corporate ICT, some providing support internally for functions such as backup and recovery, and others purchasing support from third party suppliers.

Through the delivery of a managed service, schools will be able to reduce substantially internal technical support, often a hidden cost, enabling teachers to focus on teaching and enhancing learning opportunities for students. The service will also provide a high quality MIS solution, linked to the Local Authority for improved reporting and management in the context of a wider Children's Services agenda.

It is expected that the improved service will assist in improvements in data accuracy and timeliness as well as reducing administrative burdens, especially for schools, by improving the efficiency of the processes involved. In these ways, school leaders can focus their energies on how to use information to improve the service to pupils, parents and staff.

It is anticipated that a number of staff will be subject to TUPE. These staff currently work within schools, the CLC and the Local Authority. Strategic advice functions will be retained within schools which wish to do so. Salford Council will conduct a skills and functions analysis prior to procurement to identify the exact number and skill base of those staff who may be eligible for TUPE.

The ICT Managed Service will provide the following key components:

- Network Solutions : a cost-effective solution that can accommodate collaboration, remote, 24/7 working, 100mb connections to the internet, wireless capability in all schools, with wired back-up for resilience
- Institutional Infrastructure : including local area networking, servers, storage, user equipment
- Administration systems : including MIS and related technical support and training
- Learning Platform : an integrated e-learning environment providing a range of interoperable systems, services and modules
- Operational requirements : including training, change control, technical support and system reliability
- Financial management : ensuring effective and timely technology refresh and local choice
- A Teaching and Learning Innovation Centre which will enable teachers to trial new technology and software solutions when the need arises

3.6.5 Scope of contract

The managed service will be provided to all secondary schools. All existing Service Level Agreements will expire prior to the commencement of the contract.

The contract will commence in September 2009. Since the building and refurbishment programme will still be underway, at that stage we envisage the service delivery will be:

- Access to the Learning Platform by all schools
- Technical support to all schools covering existing equipment and software
- Delivery of MIS solution (should it be different from SIMS this must include data conversion)
- Internet access at 100mbs for each school
- Training on the new Learning Platform
- TUPE staff to move across to service provider

The exact nature and timing of the delivery and installation of new hardware will be agreed with the service provider and building contractors. It is anticipated that delivery of new kit into schools due for refurbishment only will not necessarily mirror the refurbishment schedule, but that some 'mobile' kit will be commissioned at the earliest opportunity to reduce the possibility of blight across the estate.

Whilst we recognise the challenges raised by the delivery of the managed service to all schools from contract completion within a phased building/refurbishment programme, we believe the risks are manageable and acceptable to reduce education blight and to ensure all schools are supported as effectively as possible by ICT throughout the managed service contract period.

One of the key challenges that Salford will be setting bidders through the procurement process therefore is how they can optimise the level of support.

3.6.6 The interim managed service

An interim managed service will be required commencing January 2009 to support the two PFI2 schools (Harrop Fold and Buile Hill) in their final fitting-out phase and to provide a continuation of services currently delivered by the CLC. The service will deliver the following:

- All services currently delivered by the CLC as described above
- The TUPE of agreed CLC staff
- Support for the two PFI2 schools, Harrop Fold and Buile Hill, including any Learning Platform already in use by the schools. In common with all other schools in Salford, should an alternative LP be proposed for the managed Service, existing content will need to be converted as appropriate.

At this stage, we anticipate that the interim service will be the subject of a separate contract and will be funded from existing sources. Access to the space for the Teaching and Learning Innovation Centre will be possible from January 2009, but there may be some initial fit out work required, the specification for which would be subject to negotiation with the successful bidder.

The Council will be considering carefully with its advisers how best to scope this service and ensure that it is complementary to the LEP procurement.

3.7 Extended services

Schools of the future have a real opportunity to be at the heart of community life. All of the schools within the BSF programme will become fully extended schools, key features of which would be:

- community use of school sports facilities
- co-location of adult and lifelong learning and family services
- community use of meeting rooms/halls
- co-location of youth provision
- music manifesto and community performing arts priorities.

Extensive discussions have also taken place to maximise the co-location of other services. These opportunities have been limited by a shortage of other funding to pursue them and the fact that extensive co-location of services has already been planned as a central element of our Local Investment for Tomorrow (LIFT) programme in partnership with the Primary Care Trust. A limited number of co-locations have been identified and others are still under investigation.

The programme will include:

- provision of a Council office within the refurbished Irlam & Cadishead Community High school campus accommodating Neighbourhood Management, community and family services and Primary Care Trust staff
- potential linkages with Salford Community Leisure dry and wet facilities at Swinton, Langworthy and Ordsall
- complementary service provision e.g. libraries and Primary Care Health facilities in the six LIFT centres within Salford.

4 VALUE FOR MONEY

The Value for Money (VfM) appraisal detailed in this section has been carried out in accordance with the conventions set out in the following guidance:

- Appraisal and Evaluation in Central Government” (known as the Treasury’s Green Book)
- Value for Money Assessment Guidance, issued by HM Treasury in November 2006
- Outline Business Case Guidance Note, issued by PfS.

4.1 Summary of procurement route for each phase

The table below summarises the procurement route for each school in each Phase:

Phase 1a

School	New Build Proportion %	Procurement Route
Irlam & Cadishead Community High	28	Traditional
Walkden High (inc. PRU 1)	100	PFI

Phase 1b

School	New Build Proportion %	Procurement Route
The Academy	100	Traditional

Phase 2

School	New Build Proportion %	Procurement Route
All Hallows RC High (inc. PRU 2)	100	PFI
Wentworth High (inc. PRU 3)	100	PFI
New School (incorporating Moorside High, The Swinton High and inc. PRU 4)	100	PFI

Phase 3

School	New Build Proportion %	Procurement Route
St Ambrose Barlow RC	39	Traditional
St Patrick’s RC High	29	Traditional

4.2 PFI schools

The schools selected for PFI procurement, subject to the VfM assessment, are Walkden High incorporating PRU 1, All Hallows RC High incorporating PRU 2, Wentworth High incorporating PRU 3 and a new school which will incorporate Moorside High, The Swinton High and PRU 4. These are all 100% new build.

There are no specific funding issues that would preclude PFI procurement.

The remaining schools have a less than 70% new build solution. Therefore, these schools will be procured through traditional means.

It should be noted that the Academy at Salford Quays is currently proposed to be a 100% new build. In line with national policy on Academies, it will be delivered through traditional means rather than PFI.

4.2.1 PFI schools - qualitative assessment

The qualitative VfM assessment considers the viability, desirability and achievability of PFI when assessed against alternative procurement routes. In addition, the latest HMT guidance, issued in November 2006, requires the Council to consider the viability of including soft FM services as part of the PFI contract.

In line with the PfS OBC guidance, the qualitative VfM assessment has been completed on a single group school assumption. This is because it is assumed that the risk profiles of each of the schools are broadly similar. The qualitative assessment has been conducted using the template approach set out in the HM Treasury VfM guidance. For reference a copy of this completed questionnaire has been provided in Appendix 3. A summary of the results of the qualitative assessment is provided below:

Viability

The Section 151 officer of the Council is satisfied that, when considering PFI, suitable long term contracts can be constructed and any strategic or regulatory issues (where applicable) can be overcome.

Desirability

The Section 151 officer of the Council is satisfied that PFI would bring sufficient benefits that would outweigh the expected higher costs of capital and any other disadvantages.

Achievability

The Section 151 officer of the Council is satisfied that given an assessment of the market, the Council's resources and the attractiveness of the proposal to the market, a PFI procurement programme is achievable.

Soft FM

The Section 151 officer of the Council is satisfied that the overall the benefits of including soft services in the PFI contracts will outweigh any additional costs and constraints.

4.2.2 Quantitative assessment

The Council has adopted the revised Treasury approach to assess the quantitative VfM for each phase by using the latest version of the VfM spreadsheet from the PfS website.

A completed version of the VfM spreadsheet for Phase 1a and 2 has been included in Appendix 3 of this OBC along with a copy of the associated key inputs, assumptions and sources of information. As traditional procurement is exempt from the VfM assessment (see section 4.3 below), no such assessment has been conducted on the non-PFI schools.

The key assumptions used in this analysis are based on the PfS standard assumptions pro forma. All PfS standard assumptions have been reviewed by the Council and its advisors. Neither the Council nor its advisors are minded to change any of these assumptions at this stage.

The results of the VfM analysis of the two groups of schools are summarised in the table below.

Crude VfM	Phase 1	Phase 2
13% IRR	5.06%	8.63%
15% IRR	3.72%	7.28%
18% IRR	1.66%	5.19%

This demonstrates that a PFI procurement route represents a satisfactory VfM solution for both Phases 1a and Phase 2, after risk is taken into account, when calculated at an IRR of either 13% or 15%. As the IRR increases to 18%, the PFI VfM percentage decreases. However, the Council still believes that a PFI procurement route represents VfM as:

- An 18% IRR is considered to be outside the market norm of investor return. A more likely return is in the region of 13%-15% for BSF PFI schemes. Indeed, early BSF schemes have been at the lower end of this range. At these levels the VfM model shows that VfM is achieved within the levels typically expected for a school PFI scheme
- The qualitative assessment indicated that on all fronts a PFI procurement route would offer VfM on the new build schemes. This conclusion also fits with the BSF programme level assessment as a whole.

4.2.3 Optimism bias

Optimism bias reflects the tendency for project developers and appraisers to be overly optimistic in their assumptions about future benefits and to understate the capital and operating costs associated with a project. To redress this tendency, appraisers need to make explicit adjustments for this bias based on empirical evidence and adjusted for the specifics of the project. Optimism bias will reduce as the project specifics are worked up in more detail, being replaced by more project specific risks.

At this stage, the following adjustments have been applied to the different costs to allow for optimism bias:

Optimism bias percentages - Phase 1 and 2

	Pre-FBC Optimism Bias	Post FBC Optimism Bias	Total
Capital expenditure	8%	16%	24%
Lifecycle costs at each lifecycle date	10%	14%	24%
Operating expenditure	10%	14%	24%

Optimism bias percentages – pre FBC optimism bias

The pre-FBC optimism bias percentages are in accordance with the PfS VfM guidance note and input assumptions.

Optimism bias percentages – post FBC optimism bias

In line with the OBC guidance, the Council has used the following information as a basis to consider post FBC optimism bias:

Source of information	Council conclusions
Local empirical evidence	The Council has only undertaken one traditional secondary school build in recent years. The Council does not consider this to be a robust or representative source of empirical data as scope changes were made during construction in order to mitigate cost increases.
Sector specific empirical evidence	Discussion with PfS/DfES indicate that there is currently no detailed sector data on optimism bias.
Use of Mott MacDonald study detailed in the Green book	In the absence of the above data, it is considered that more generic empirical evidence should be used. The Council believe that the Mott MacDonald study, as detailed in the Green Book, is still the most useful source of robust information on optimism bias.

The post FBC optimism in the OBC has therefore been developed with reference to the Mott MacDonald study as presented in the Treasury Green Book. As schools are standard buildings, an upper band (total) of 24% optimism bias is accepted in relation to capital expenditure, lifecycle and operating expenditure. This covers both the pre and post FBC stage.

The post FBC optimism bias percentage therefore represents the difference between the pre FBC percentages and the total optimism bias percentages.

The Council and their technical advisors believe that the potential risk in association with abnormal site costs is greater than for typical school schemes. Therefore, the Council believe that the 24% optimism bias is a prudent assumption.

4.2.4 Summary Net Present Values (NPVs) and sensitivity testing

In accordance with the PfS OBC guidance, the following crude PFI VfM and sensitivity analysis has been undertaken. For prudence, a IRR level of 15% has been assumed:

	Crude PFI VfM	
	Phase 1	Phase 2
Base VfM model	3.72%	7.28%
Lifecycle cost sensitivity		
-5%	3.10%	6.68%
+5%	4.34%	7.88%
Operating cost (employment and non-employment) sensitivity		
-5%	2.33%	5.97%
+5%	5.08%	8.56%
Combined lifecycle and operating cost sensitivity		
-5%	1.69%	5.35%
+5%	5.67%	9.14%

	Crude PFI VfM	
	Phase 1	Phase 2
Capital cost indifference point	(6.7%)	(12.9%)
Unitary charge indifference point	4.2%	8.1%

The Council believes the initial costings to be robust and therefore believes that as the above sensitivities still demonstrate VfM. This provides further evidence of the robustness of the analysis.

4.2.5 Conclusion to PFI VfM analysis

Both the qualitative and quantitative analysis which has been completed as part of this assessment indicates that a PFI procurement route would provide VfM for both Phase 1a and Phase 2 of the project. The Council believes that as a result of the work which has been conducted, the sensitivity analysis detailed above and in particular the strength of the qualitative assessment, this conclusion is sufficiently robust. Therefore, the Council proposes that the schools identified above are procured through a PFI route.

4.3 The traditional Design & Build (D & B) projects

Traditional D&B projects are exempt from Treasury VfM guidance. Throughout the procurement process the Council will ensure that the cost of solutions offered by bidders are 'on market' through a benchmarking process using internal Council expertise and experience from procuring schools through traditional means and making use of external technical advisors. This will be confirmed as part of the FBC.

4.4 The ICT project

As is the case with traditional projects, the HM Treasury guidance on VfM is not applicable to ICT contracts in BSF. To date, schemes in procurement have been able to deliver the ICT

solution within the funding envelope. At this stage the PfS ICT funding assumptions have been used to drive the costs of the ICT procurement.

Throughout the procurement process the Council will ensure that the cost of solutions offered by bidders are 'on market' through a rigorous benchmarking process. This will be confirmed as part of the FBC.

5 AFFORDABILITY

The section on Affordability has been withdrawn from this version of the OBC on the grounds of commercial confidentiality.

6 READINESS TO DELIVER

6.1 Project management

Thorough preparations have been made in anticipation of moving the focus of the BSF Delivery Team from the Business Case preparation stage into the procurement and construction stages which are due to extend from 2007 until 2012. An appropriate team structure covering both programme management and educational transformation will respond to these new challenges.

The BSF Delivery Team has agreed clear lines of reporting and governance which reflect the corporate importance of the project. BSF will also have a very close cultural fit with the Children's Services Directorate so that the project is able to deliver the transformational outcomes which are key to school improvement. With these issues in mind, the following proposals have been implemented:

- reporting responsibility for the BSF Director will be to the Strategic Director of Customer and Support Services to ensure that synergies are achieved with other regeneration and PFI activities and so that the right levels of financial support and scrutiny are put in place
- the BSF Delivery Team will be physically located from March 2007 within the Children's Services Directorate so that there can be close contact between colleagues working to achieve school improvement. The office space is suited with the rest of the School Asset Management team with consequent clear synergies of activity.

Responsibility for existing schools PFI projects has also been included within the BSF Delivery Team structure. This consists of the SPV management for PFI (3 secondary special schools which are complete and operational) and the construction supervision and SPV management for PFI (2 mainstream secondary schools currently under construction and due for completion in September 2008). These arrangements provide continuity with those previously established for BSF at Vision and SBC stages, and provide for a higher level of corporate scrutiny over the PFI project.

From March 2007, the BSF Delivery Team will consist of the following roles:

- BSF Project Director – responsible for the direction of the Team and of the project, for delivery and for budget, for interface with the DfES and PfS, and for reporting to Members
- Education Champion – an educational specialist from within the School Improvement team of Children's Services, with additional support from a seconded secondary school Headteacher. The role will involve liaison with schools and Children's Services, and to champion educational transformation through all aspects of design, ICT, emerging patterns of learning and related professional development
- Technical Manager – to provide a technical lead through OBC, into the development of the Output Specification, and through the design and implementation of Phases 1a and 1b
- Programme Manager and SPV Manager – to take PFI through to delivery, at the same time as managing the programme for BSF. The role will involve

subsequently acting as the SPV manager for both PFIs. When PFI is complete in the summer of 2008, the role will involve taking the technical lead on Phase 2 of the BSF programme

- Commercial Manager – to provide an interface with the Financial and Legal advisers, and with PfS on all commercial matters
- Financial Support – an accountant currently working within Corporate Services and supporting Children’s Services will be allocated to support all financial aspects of the project and to support the interface with our external financial advisers
- Communications Manager – to ensure effective reporting and communication with the BSF Programme Board and the Cabinet BSF Steering Group, to co-ordinate the public face of BSF through the management of the web site and with the wider Council Marketing and Communications team, to co-ordinate liaison with the public at times of planning applications, to co-ordinate reporting to public bodies such as PfS and the DfES, to manage the communications element of preparation for dialogue and to manage the electronic Data Room for communication with bidders
- Planning Manager – a secondment from the Council’s Housing and Planning Directorate to co-ordinate all activity relating to planning issues and applications
- Project Manager – to provide project support across the full range of BSF activities
- Administrator – to provide telephone and administrative support to the Team.

An Organisational Chart is included within Appendix 17. Budgetary support to the BSF process was committed by Cabinet on 10th July, 2006. This budget has recently been reviewed by the Strategic Director of Customer and Support Services in the light of a clearer understanding of the need to support schools in their engagement with the BSF process and the merger of the PFI team into the BSF project. A revised budget allocation was agreed by Cabinet at the same time as approval for the OBC was obtained (See Appendix 9).

The BSF Delivery Team will be supplemented by external advisers as required. The Council is currently advised as follows:

- Technical – Gleeds
- Legal – Addleshaw Goddard
- Finance – Ernst & Young
- ICT – Price Waterhouse Coopers.

Further resource is and will continue to be deployed on an ad hoc basis from other Council teams. The Regeneration, Legal, Internal Audit and Finance services will all provide additional officer support at key stages of the project.

BSF reporting structures are clear and direct. The membership of the BSF Programme Board has been reviewed post OBC and will include: the Chief Executive, who is the Project Sponsor, the Assistant Chief Executive, the Strategic Director of Children’s Services, the Strategic Director of Customer and Support Services and a representative from PfS.

The BSF Programme Board is to meet six times per year following the submission of OBC, with additional meetings in the case of key issues arising. The meetings will have four standing agenda items:

- report from BSF Director on programme progress
- report from BSF Review Consultant on procurement risk issues (see detailed summary below)
- Internal Audit Risk Register
- monitoring of BSF budget against agreed spending profile.

The Council is determined to ensure that BSF is an open and transparent process, subject to independent and robust scrutiny and evaluation of risk. Given the complexity of some parts of the BSF process and the scale of the risks involved, an external BSF consultant will be appointed from the PfS framework of advisors. The consultant will evaluate the work of the BSF Delivery Team on a periodic basis to match the cycle of BSF Programme Board meetings. The consultant will set a series of forward milestones to be achieved, will evaluate the risk register and will review progress against the previously identified milestones.

Lead Members and the Council's Cabinet have discussed and agreed this OBC and all aspects of the BSF programme. The Cabinet approval of the OBC was secured on 27th February, 2007, and is attached at Appendix 9. Reports to elected Members will continue to be made to Cabinet. In addition key Lead Members will have full delegated powers to negotiate and sign the contract as it reaches Contractual Close.

These delegated powers are best exemplified as follows:

- In terms of the BSF programme, following submission of the SBC, the demand risk needed to be revisited, and quickly, in order to reduce the overall provision for pupils by 750 places. Whilst the Leader of the Council was keen to ensure that the new control option was open to the full democratic process of consultation, the actual options were fully explored, and a new control option was agreed for consultation, through these delegated powers in less than two weeks.
- Salford is an active participant in the LIFT Programme and have a number of joint services provided alongside the Primary Care Trust. As the programme develops, the same delegated powers were used to ensure deadlines could be achieved. To reach financial close these delegated powers were further extended to relevant officers to ensure flexibility within the programme. It is envisaged that in BSF these officers will be the Chief Executive and/or the Strategic Director of Customer and Support Services.

6.2 Risk management

We have prioritised risk assessment and management, utilising the Council's well established risk assessment matrix process. The process identifies risks, quantifies the likelihood and impact of the risk occurring to reach an aggregate risk score, allocates ownership of the risk and lists mitigation/control measures.

An overarching risk register was developed in July 2006. It was updated and split between strategic level risks and operational level risks in October 2006 and updated in November 2006 and most recently in January 2007. This process has enabled the

BSF Delivery Team to re-assess current risks at given points in the development of the programme, to flag risks that have been successfully mitigated and to identify new risks.

The key areas of strategic risk can be summarised as relating to governance, delivery of transformational change, wider stakeholder engagement and linkage to school improvement. The operational risk areas focus on financial, legal and approval/process driven risks.

The practical application of risk management by the BSF Delivery Team and in particular management of the demand risk associated with the SBC Control Option has led to the revision of the Control Option within this OBC to reduce the demand risk to the Council.

In addition, two sub risk registers have been developed covering School Improvement and the Academy. These sub risk registers have proved useful in terms of day to day management of the work streams associated with these areas.

The current risk management process will be further developed post-OBC and will reflect the revised programme management and governance arrangements. There will be a fortnightly risk management meeting between members of the project team headed by the Commercial Manager, supported by the Programme Manager and, in most instances, the Project Director

The agenda for these meetings will run through all the key areas of risk and actions and responsibilities will be approached as appropriate. The top scoring risks will be subjected to particular scrutiny. At every Project Board meeting the Project Director will make a report on the key project risks and the mitigation measures. The Commercial Manager is the designated risk manager for the programme.

A copy of the current Master risk register and sub risk registers is included at Appendix 4.

6.3 Procurement Process

The Council already has a good understanding of the procurement process gathered from experience of NHS LIFT Co projects, as well as housing and education PFIs. Two rounds of successful procurement have already been undertaken in relation to secondary schools in Salford.

The Council is also involved in other innovative partnerships with private sector partners. These include the joint venture with Capita (Urban Vision) to provide technical and regeneration expertise to the Council and mediacity:uk to continue the regeneration of Salford Quays and support the relocation of key BBC Departments. Major regeneration programmes to a value of £2 billion will be delivered over the next ten to twenty years. This has generated considerable market interest in the City which we anticipate will also be the case in relation to the BSF programme.

The Output Specification Completion Matrix is attached at Appendix 14B. It identifies where input is required outside of the PfS Standard narrative. It also identifies specialist inputs across the BSF Delivery Team (including external advisers) to aid the appropriate future resourcing of such input areas. Where appropriate, the standard documentation will require some adjustment to reflect

Council policies, scheme specifics and local issues. Designs will also be delivered where affordable to meet the DfES guidance on minimum areas set out in Building Bulletin (BB) 98, acoustic guidance in BB93 and revised information to be issued by the DfES.

A detailed procurement plan has been prepared, in conjunction with PfS and Ernst & Young, our financial advisers, and is included within Appendix 13. Within the procurement plan, we have identified the following key milestones as follows:

DATE	MILESTONE
April 2007	The Council to prepare PQQ & ITPD documents (OJEU – 5 weeks)
May 2007	PfS to review procurement documents (OJEU – 2 weeks)
May 2007	Expected date of issue of OJEU documents (OJEU – 0 weeks)
July 2007	Expected date of receipt of completed PQQs (OJEU + 6 weeks)
July 2007	Expected date of issue of ITPD documents (Sample Scheme – Walkden High and Irlam & Cadishead Community High) to long list of bidders (six) (OJEU + 9 weeks)
August 2007	Expected date of issue of ITCD documents (Sample Scheme of 2 schools within Phase 1a) to short list of bidders (three) (OJEU + 15 weeks)
December 2007	Receipt of Initial bids (OJEU + 53 weeks)
May 2008	Issue “Close Dialogue” letter (OJEU + 53 weeks)
May 2008	Deselect one (of three) bidders (OJEU + 53 weeks)
May 2008	Issue of ITSFB to final two bidders (OJEU + 53 weeks)
June 2008	Receipt of Final Bids (OJEU + 57 weeks)
July 2008	Appoint Preferred Bidder (OJEU + 63 weeks)
August 2008	Submission of Detailed Planning Application (OJEU + 65 weeks)
November 2008	Financial Close (OJEU + 78 weeks)
December 2008	Contingency to take the procurement period to the 19 month standard

We have given a firm commitment to follow standard guidance, terms and conditions. The Council and its advisors will produce a draft project agreement in the coming weeks as we enter the procurement phase.

A copy of our draft OJEU, which includes the ICT Managed Service component for the non-BSF schools, is included within Appendix 10. This has presented us with a challenge for the two new schools to be delivered through PFI which will open in September 2008. A detailed programme for our ICT procurement is also included within Appendix 13.

LEP Selection Panel

The Evaluation and Selection process will be undertaken by three teams, each of which will feed in to an overarching Evaluation and Selection Panel. The three teams will be:

- **Design and Technical** - to be chaired by the BSF Director and comprising the Phase 1 Technical Lead, one Headteacher, one representative from the Oasis Trust (to evaluate the design for the Academy), one representative from the

Children's Services Directorate, one representative from the Housing and Planning Directorate. Supported by technical advisers.

- **Commercial** - to be chaired by the BSF Commercial Manager and comprising one representative from Children's Services Directorate Finance team, the BSF Accountant, the BSF Project Director, one Headteacher. Supported by legal and financial advisers.
- **ICT** - to be chaired by the BSF Project Director and comprising the Director of the CLC, the ICT adviser in Children's Services, one Headteacher, one representative from the School Improvement team. Supported by ICT advisers.

The overarching Selection Team will be chaired by the BSF Project Director and will comprise the Technical and the Commercial managers, two representatives from the Children's Services Directorate, three headteachers, a representative from Children's Services Finance, and will be advised by our legal and financial advisers and by Partnerships for Schools.

An active programme of soft market testing commenced in February 2007, and is due to be completed in March 2007. The soft market testing has been taken through three distinct phases:

- We began by holding hour long conference calls with a wide range of potential consortia, as well as potential construction and ICT partners. The aim of these calls was to alert the wider market very quickly as to the principles underpinning the Salford project, and to establish whether there was a degree of interest to pursue the scheme further. In excess of 20 such calls have now been undertaken.
- We went on to organise a major engagement at the BSEC Conference held at Harrogate in February 2007. At this event, we operated a stand to engage with potential partners whom we might not already have contacted and who came to us "off the street". We also organised one to one sessions with individual potential partners to go into the project in greater detail, and we held 11 of these one to one sessions. We also hosted 2 tables at the Conference dinner where we were able to engage informally with another 10 potential partners.
- We have continued our market engagement in a number of ways. We have organised an ICT day for 20 March with workshops focussing on different aspects of the ICT managed service. We have also arranged half day sessions with those individual potential bidders who have passed through the earlier stages and now are seeking to understand our project in greater detail.

We are confident that major bidder interest has been stimulated by this engagement, and we are aware already of architectural and other practices who are being "signed up" into potential consortium teams.

The Assessment meeting with 4Ps was held on 14th February, 2007, and Gateway 1 has been scheduled for a meeting with the Gateway team leader on 15 March 2007, and for the interviews to be conducted during the period 28-30 March 2007.

6.4 Consultation and Statutory Approvals

6.4.1. Planning and Technical work

Planning and technical work associated with the OBC has been undertaken by a mix of key staff seconded into the BSF Delivery Team and by establishing lead link officers within Council Directorates and the Council's strategic partner – Urban Vision. They have been instrumental in steering through the three outline planning applications relating to the Sample Scheme schools and the Academy and in identifying and working through planning policy considerations linked to a range of potential school sites.

A senior Property and Asset Management officer has also been seconded into the BSF Delivery Team and has led intensive work to investigate the availability and feasibility of school sites across the City. The officer has also led the technical option appraisal which has resulted in the Control Option within this OBC.

Highways advice is being provided by Urban Vision through their Engineering and Highways Division. Effective linkages to the Council's Environment Directorate are also in place. A nominated senior link officer has facilitated the timely undertaking of all necessary surveys and investigative work for the OBC and will continue to do so. Having established effective working arrangements, these will be retained and utilised moving forward.

6.4.2 Planning approvals

Outline planning permissions, with associated conditions and reserved matters, were secured at the Council's Planning and Transport Regulatory Panel on 1st February, 2007, for the two Sample Scheme schools and the Academy and are included at Appendix 9.

A positive interface has been established with Planning Development Control officers from Urban Vision, who acted as agents for the Council throughout the process of the submission and consideration of the planning applications. Overall progress on the planning applications was monitored through a regular weekly meeting, including Development Control Staff, chaired by a Senior Officer within the BSF Delivery Team. Risks associated with securing planning permissions were identified and proactively managed throughout the process.

Significant informal and formal consultation was undertaken as part of the outline planning application process. This included formal consultation with interested parties and neighbours affected by the applications, with notices and/or letters being sent out early in December 2006. This consultation followed a prescribed format and was undertaken by Urban Vision.

The formal consultation was twin tracked with clear, customer focused information to local audiences to explain the overall proposals. The following audiences were targeted:

- Headteachers, school staff, governors and feeder primary schools
- residents located around the proposed Sample school sites in Walkden and Cadishead

- residents and businesses located around the proposed Academy at Salford Quays
- local residents' and community groups
- Ward Members
- Community Committees and Political Executives.

6.4.3 Other Statutory agencies

Positive working relationships have been established with the Environment Agency which has raised issues in relation to potential flooding at both the proposed Walkden High School and Academy sites.

Effective channels of communication have also been established with United Utilities regarding the Academy site and we have sought to identify constraints from other utilities providers.

6.4.4 Statutory school consultation

The required statutory consultation in relation to Walkden High and Hope High/the Academy is underway and timetabled. The Council's Cabinet approved the start of the processes in December 2006 and January 2007. Consultation in relation to the closure of Hope High School and the establishment of the Academy formally commenced in January 2007. Consultation relating to the enlargement of Walkden High School started in February 2007.

The detailed process and timetable for all further statutory consultation exercises has been identified and is featured at Appendix 15

6.4.5 Future planned consultation and engagement with schools and stakeholders

High Schools

Engagement continues with all BSF schools in the following ways:

- An on-going programme of presentations to all Governing Bodies outlining the detailed procurement timetable for each school is currently taking place
- A series of fortnightly workshops with school representatives covering all aspects of BSF from curriculum and ICT developments to ventilation and flooring issues.
- All schools have nominated a lead person for BSF who will be the major point of contact with the delivery team
- We are continuing to circulate 'Learning Bulletins' to schools highlighting BSF developments, examples of new schools and useful websites

A series of engagements is currently taking place between the BSF team and Senior Leaders in the proposed new build PFI schools around the replacement of the PRU vision on these sites. These are identifying the relevant system changes required and the design considerations.

In addition, a wide process of consultation is taking place around the provision of services for children with educational special needs. Specific consideration is being given to features of the new schools which will enable the widest possible inclusion of all young people in mainstream schools. This consultation includes the existing

special schools and various support services, and will input directly into the DQIs and wider design processes.

Pupils

A series of workshops and school visits is planned with a representative sample of Salford pupils who sit on their school councils. This will explore various aspects of Schools for the Future with a particular focus on design issues. We will be engaging our specialist children's participation team in this work who have led the previous consultation work in the preparation of OBC. We plan to train these young people to work with their peers in their various schools to widen the consultation process yet further.

Other stakeholders

In addition to the above initiatives, the post of Communication Officer is in the process of being established with the BSF core team. Amongst other things, the post holder will have responsibility for co-ordinating wider communications including those to the variety of stakeholders whom we have already engaged in the development of the OBC. This will include the production of regular newsletters and the updating of the website. This work is currently engaging, on a face-to-face basis, stakeholders as diverse as the Colleges, the Police, the Learning and Skills Council, the Youth Service and Child and Adolescent Mental Health Services.

6.4.6 Church Authorities

The Roman Catholic Diocese is a key stakeholder and their current disagreement with the proposals affecting Roman Catholic Schools is a risk to the programme. Since June 2006, when BSF school organisational changes were presented to Headteachers, the Diocese and the Council have explored various options in an attempt to find an acceptable solution.

Since these announcements, the Diocese has argued that no fundamental change is required in the organisation of its schools and that geographical considerations and the existing collaborative working arrangements between the schools make the maintenance of all four schools essential.

The Council firmly believes that both in terms of condition, suitability and value for money, St George's should close and All Hallows' be relocated to another site. Both schools are on restrictive sites, that currently do not meet the statutory minimum requirements, and would require very substantial work to make them fit for the inspirational change required for 21st century learning.

The current All Hallows' school is on a cramped site, making it very difficult to extend, and has a relatively high backlog of maintenance. Further, there is the possibility of rebuilding and extending this school on a site which will allow significant transformation and contribute to the regeneration of inner city Salford.

St George's has a backlog of maintenance of £2,183 per pupil (the third highest in the City) and requires £1.2 million just to bring the building up to a good standard of repair with no transformation. Technical advice suggests that a refurbishment of the existing building would not represent value for money and that a complete rebuild is required. In addition, the number of Roman Catholic pupils in the Little Hulton area is

continuing to fall. There are currently three Roman Catholic primary schools in the area, but they will be amalgamated into one in the next two years due to falling rolls.

The Council also suggested, at an early stage, that specific provision could be made for Roman Catholic Pupils within the newly built Harrop Fold school. This could include provision for a Chaplaincy, a faith room, representation on the Governing Body and adjustments to the RE syllabus. So far this option has been rejected by the Diocese.

In support of its proposals to maintain four schools on their existing sites, the Diocese submitted provisional plans for St George's and All Hallows in November 2006. These indicate the level of refurbishment which they believe is possible. The Council responded stating that the plans did not indicate sufficient transformation and the costs submitted underestimated factors such as decanting.

During January 2007 the Diocese has further suggested that the current plans for the new Harrop Fold school should be revised and two 600 place schools be built instead. One would be a Roman Catholic VA school and the other a Community School. The Council has rejected these proposals. The PFI process reached financial close in October 2006 and the constructor has now begun work. Halting the rebuilding would:

- incur substantial penalty charges to the Council
- require a public consultation process
- involve a complete redesign of both schools
- require new planning applications
- be unlikely to be financially viable.

As a consequence the opening of Harrop Fold could be delayed by at least two years.

In order to manage the demand risk across the whole secondary school estate, the Council is required to reduce net capacity by a total of 2,456 pupil places. The impact on the Roman Catholic sector is to reduce overall capacity to 2,550 pupil places as compared to the current capacity of 2,795 pupil places – limiting the reduction to 245 pupil places.

The Strategic Director of Children's Services has held and continues to hold regular meetings with both Dioceses. The Chief Executive, the Leader of the Council and the full Cabinet have also met with the Roman Catholic Diocese in an attempt to reach a joint solution.

The frequency of such discussions has been increased due to the significance of the issues under consideration. Every attempt is being made to find an acceptable way forward for both parties who recognise that keeping open lines of communication is of paramount importance.

Despite these challenges, the Council has been keen to ensure that it maintains an open dialogue with each of the individual Roman Catholic schools, without isolating them from the Diocese. The Council has maintained very positive informal discussions with the other three Catholic schools who have all committed, and to the

same level as the non-Catholic schools, to the soft service FM agreement which is part of our BSF proposal.

Indeed, all four Catholic schools, including St George's, have committed to the ICT infrastructure agreement, ensuring that pupils at St George's will benefit from this service prior to the school's closure.

The Minister of State for Schools and 14-19 learners, Mr Jim Knight, is fully aware of the issues with the Diocese and has been briefed regularly in the run up to the submission of the SBC in late November. The Council's understanding is that the DfES is content that the control option as submitted (which included the closure of St George's) met the transformational needs of the programme as envisaged by BSF, as well as the needs of all the young people of Salford.

6.4.7 Sport England

The Council has assessed the potential impact on protected playing field provision of the proposed BSF programme. This is explained at Appendix (1C/4). The loss with direct implications on delivery of the programme equates to a maximum of six senior pitches, depending on final design solutions.

The Council's approach to this issue is governed by Section 77 of the Schools Standards Framework Act (1998), Sport England's statutory requirements and the City's adopted Unitary Development Plan. We will replace the net loss of playing fields with like for like elsewhere.

A constructive and on-going dialogue has been established with Sport England. This has focused on:

- the overall impact of the Control Option on playing field provision
- issues relating to the impact of the Control Option on provision in the Swinton area
- identification of off site playing field provision for the Academy in Salford Quays
- identification of possible sites to provide like for like replacement.

Site options for replacement provision are currently being explored, taking account of DfES requirements regarding usage and any protected land. We have identified a series of Council and non Council owned sites that are being considered against policy, cost and delivery criteria.

6.5 Sponsor and school commitment

6.5.1 Corporate vision and commitment

The Council has committed itself to delivering the BSF programme within Wave 3. Our Chief Executive is the corporate sponsor of the programme and has provided effective vision and leadership to the process and clear and expeditious decision making. She has led the engagement with the Leader, Lead Member for Children's Services and Cabinet throughout the SBC and OBC processes. She has also maintained regular dialogue with DfES and PfS, particularly in relation to the financing of the programme and the retention locally of a higher level of capital

receipts generated by the programme, in order to achieve the necessary level of transformation.

The Council's Strategic Director team owns the BSF vision and programme. The requirements of BSF have been considered and met as part of the Council's corporate budget setting processes.

The Council is committed to securing the widest possible level of engagement and support for the BSF programme within schools, among residents and stakeholders. This section describes the extensive consultation that has been undertaken to date, which will remain a key feature of the programme moving forward. We have developed a communications plan which is featured at Appendix 18. This features our detailed communications strategy up to OBC submission and provides the basis for further development of our post OBC strategy.

6.5.2 BSF Inspiring schools IN Salford consultation exercise

A comprehensive, six week consultation exercise was undertaken during September and October 2006. The consultation reached school staff and governors, parents and pupils, the wider public and stakeholder organisations. 25,000 consultation documents and questionnaires were printed and distributed. Approximately 19,000 documents were mailed out directly to parents of primary and secondary school children and school governors. The rest of the documents were available at a series of roadshows and within public buildings. All documents were also available via the Council website.

6.5.2.1 Public consultation

Responses:

- 3,296 people took part in the public consultation and completed a questionnaire (a response rate of approximately 17% of mailed questionnaires)
- the total number of responses was highest from parents and pupils connected to St George's RC High (21%) and Walkden High School (15%).

6.5.2.2 Organisational consultation

Respondents:

Twelve organisations responded to the consultation - the Local Strategic Partnership - Partners IN Salford; Eccles, Pendleton and Salford Colleges, the Learning and Skills Council Greater Manchester, Salford Primary Care Trust, Manchester Enterprises, Salford Crime and Disorder Reduction Partnership, Salford Strategic Housing Partnership, Charlestown and Lower Kersal New Deal for Communities programme, Bury Metropolitan Borough Council and Barclays Bank.

Responses:

The organisations provided written submissions of their views which were supportive of the BSF programme. In relation to the specific proposals, Eccles College expressed reservations about the possible siting of the new Academy, noted local opposition to the closure of St George's RC High School and expressed their desire that the site of a Swinton school would have transport links to Eccles.

6.5.2.3 Pupil consultation

This aspect of the consultation was carried out by Salford's Children's Champion and Principal Officer (Listening to Children and Young People) and was conducted through visits to a number of schools to listen to the views of pupils on the proposals.

Eight of the nine schools in the BSF investment programme participated in the consultation together with the three PRUs. The size of the groups involved ranged from four to forty, averaging twenty pupils. Many pupils expressed interest in the possibility of involvement in the design of future schools.

Priorities for future schools:

- in relation to identifying one main priority, 38% of the students identified high quality buildings with 21% good sports facilities. When asked to identify a further 2 priorities 21% chose use of ICT, 20% facilities for all, 17% good sports facilities and 15% academic results (other responses were 10% or less)
- students identified a range of other services they would like to see and not see in future schools to feed into the planning process moving forward.

6.5.2.4 Feedback on the consultation exercise and its impact on the programme

The formal feedback on the BSF Inspiring schools IN Salford consultation was made public at the end of November 2006. It included:

- a consultation feedback document mailed out to primary and secondary school parents and governors
- a briefing note to governors and school staff
- a briefing note for all elected Members
- feedback available on the Council website.

For the respondents identifying an interest in a specific school, there was a majority in favour of each school proposal, with the exception of St George's RC High where there was substantial opposition to the proposal.

We have listened to the views expressed during the consultation and changed the proposals in the following ways:

- the new High school in Swinton is reduced to 1,200 places after concerns were expressed about a 1,500 place school
- the replacement RC school for All Hallows RC High is reduced to 750 places after concerns were expressed about a 900 place school
- the indicative design of the Academy on the Quays has been changed to reflect information received from United Utilities concerning the location of a sewage pipe.

6.5.3 Additional engagement with schools

This section outlines additional engagement to date with all BSF schools and the detailed engagement with Sample Scheme schools. This is complemented, in

Appendix 9, by letters from schools and Governing Body resolutions engaging with the BSF programme.

Engagement with schools began in Summer 2005 and has been continuous. Its key features are:

6.5.3.1 All BSF schools

- briefings at Headteacher conferences and workshops on the BSF programme, on developing the vision, on design and on ICT
- presentations to Governing Body and School Senior Management team meetings
- individual school vision development
- development of individual school Change Management structures and action plans
- dedicated space created for schools on the Salford BSF website and two BSF e-newsletters circulated
- individual meetings to gather and share information on ICT and FM services
- a visit to Microsoft Head Office (UK) to focus on educational ICT solutions
- a school design conference (December 2006)
- visits to exemplar Schools for the Future.

6.5.3.2 Sample Scheme schools

In addition, more intensive engagement has developed with Sample Scheme schools including:

- curriculum analyses
- design workshops
- discussions on planning applications
- discussions on potential co-locations.

6.5.4 Additional stakeholder engagement

A consultation workshop took place for a wider group of professional stakeholders in Salford on 9th January, 2007. The purpose of the event was to inform all agencies working with children in Salford about the BSF programme and to enable them to consider their own role and interest. Attendees ranged from the Chamber of Commerce, Manchester Enterprises, the voluntary sector, a range of Primary Care Trust staff, Greater Manchester Fire Service and the Crime Reduction Partnership and various services working within the local authority. Fourteen organisations and eighteen different sections of the Council were represented. A list of attendees is located at Appendix 16. This provided a large amount of information, effectively mapping the current level of agency involvement in our schools and indicating the factors which need to be taken into consideration when designing new schools, if they are to be suitable for extended use in the future. This information goes far beyond design and indicates how systems and processes can usefully be changed to better serve the needs of children and families. The workshop produced a wealth of information and aspirations around the delivery of the Every Child Matters outcomes such as:

- the development of the PE curriculum
- the potential delivery of various health services in schools
- raising the profile of the community safety agenda within schools
- a greater role for youth workers operating within and in partnership with schools
- a desire for the co-location and development of leisure services within schools
- the importance of preparing students for working life.

7 LEADING AND MANAGING CHANGE

7.1 Introduction - the change management process

Raising educational achievement through transformation is a key priority for the Council and is enshrined within our corporate and educational visions. A key element of transformation will be the ability of the Council to lead and implement a process of change management. Robust change management is critical to ensuring that such transformation is embedded and owned by stakeholders and that the programme is deliverable.

7.1.1 Delivering the change process – key principles

Recognising that this is a complex and challenging change process, we have gone back to first principles and identified the key characteristics of a successful change process. These are:

- a clear vision
- a change process which is clearly understood and well communicated
- open and honest consultation with all stakeholders, including the opportunity for people to voice their fears and anxieties
- clear and frequent communication
- mature trusting relationships which are flexible and responsive to changing circumstances
- the assessment and mitigation of risk.

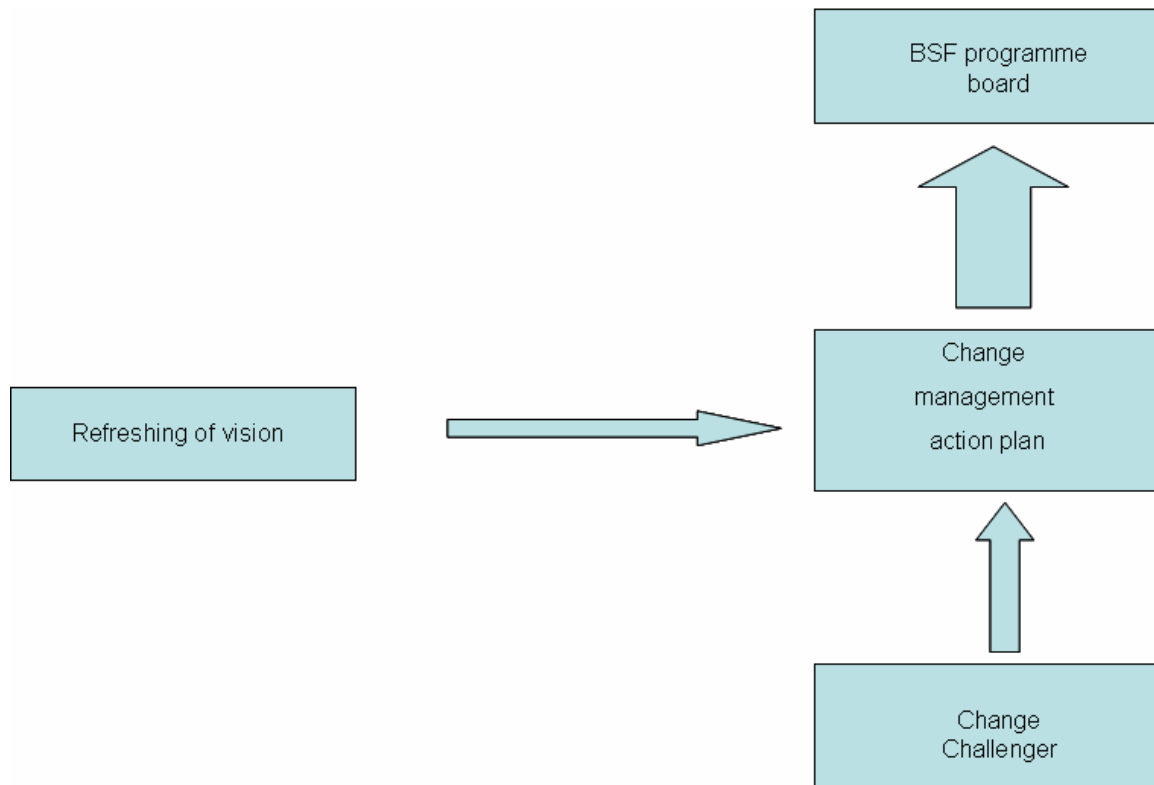
7.1.2 Delivering the Salford Change for Schools process – key steps

The overall Education Vision and individual school visions describe the ‘end of the journey’ of BSF but we have identified the key steps which will mark the transformational journey and contribute towards a positive change process. These are:

- **refreshing school visions** – making sure that these are owned by stakeholders and reflect the key corporate and Children’s Services Directorate objectives for transforming learning within the SBC and OBC
- **developing a change management action plan for each school** - providing a route map for individual schools to ensure that standards are maintained throughout the transformation process
- **identifying a change challenger in each school** – ensuring school is delivering its change programme to time and to ensure that any wider issues are addressed
- **putting in place a change management workstream in the programme for BSF, led by an educational advisor** – allowing reporting, monitoring and evaluation of change within and across schools
- **the identification and management of educational risk** and risks associated with stakeholder buy-in to the programme
- **implementing a comprehensive programme of Continuous Professional Development (CPD)**

- **focusing support on schools planned for closure** - ensuring a smooth transition to the new and refurbished schools
- making changes to the provision of **Pupil Referral Units** and support for **children with Special Educational Needs**.

The process will be applied in each High School and is shown diagrammatically as follows:



7.2 Development of a Salford Change for Schools process

The Change for Schools process has been based on learning from early BSF waves and the lessons learnt during the development of SBC and OBC. This process involves schools at an early stage and is dynamic. It can be moulded to the needs of each school and community. It allows key milestones and events to be identified at an early stage and roles and responsibilities to be clarified. We intend to add to it as our learning and experience of the process develops.

The key features of the Change process will be:

An integrated change management plan

We will develop a corporate template for the plan which will bring together the following strands of work:

- teaching and learning including workforce reform and CPD
- ICT
- governance

- finance
- support services
- communication with key stakeholders, particularly the community
- involvement of students, young people and parents/carers.

The plans will include school risk assessments and identify the key milestones needed to deliver. They will provide the route map for the school's journey from their current position to newly transformed schools.

In order to ensure that change is communicated and reflected at school level, School Leadership Teams will be encouraged to set up 'Change Teams' reflecting the whole school from senior leaders, classroom teachers, support and ancillary staff. These teams ensure that the views of all staff and pupils are fed into the change process.

The appointment of an external 'Change Challenger' for each school

The change challenger will report to the Education Champion and scrutinise the implementation of each school's change management action plan. Such support will take the form of a meeting with the Headteacher or Governing Body on at least a quarterly basis to ensure the change management process is delivered and to identify any obstacles. A brief high level report will be produced to provide the basis for monitoring and evaluation by the school and by the programme board. This work will be delivered in close collaboration with the school's link School Improvement Officers and their School Improvement Partners.

7.3 School and stakeholder involvement in the change process

As part of the preparation for the OBC each school has spent time revising and refreshing its Educational Vision. For the Sample Scheme schools, this has been extended to include consideration of key design factors and their impact on curriculum, accommodation, and embedding the use of ICT to support learning. Workshops have then taken place between school Senior Leadership teams, technical advisers and architects which have critiqued initial schedules in the context of the school and the Council's visions. The opportunities and constraints of the individual school sites have been overlaid and outline sketches produced reflecting an indicative scheme layout. These drawings have then been presented to Governing Bodies with the understanding that further change is likely to take place in future iterations.

Further workshops are planned after the submission of OBC to ensure the continued involvement of stakeholders in the design process. These will take place within the school, the community and as part of a residential event planned for students. One of our key objectives is to ensure a close working relationship between architects and future users of the facilities.

In the tables at Appendix 2A, we illustrate how the visions of the local authority and the two Sample Scheme schools have been brought together and identify the implications for the design identified.

7.4 Educational risk strategy

The BSF Delivery Team has regular risk sessions which focus on the updating of the overarching risk register or drill down into key aspects of the programme. The Team has identified key risks for school improvement and formulated a sub risk register to reflect and manage them. A risk register for the Academy has also been developed. The school improvement and Academy sub risk registers are featured within the risk register at Appendix 4. In addition we plan a risk register for each school with appropriate mitigation measures as part of the Salford Change for Schools process.

7.5 Maintaining standards during transition

7.5.1 Additional resources

Substantial extra resources have been provided in order to develop the OBC and to engage all BSF schools in the process, in particular the Sample Scheme schools. These additional resources will continue to be provided post OBC albeit in a slightly different form. In particular, the change challenger will consolidate and extend the engagement and support of BSF schools in the transformation process and the development of school designs. This role will be supported and supplemented by additional resources from the School Improvement Team to ensure that transformational and school improvement drivers are fully aligned and embedded in the delivery of both the school and the Council visions. This will include a central focus on ICT developments. The need to ensure that that an appropriate level of challenge is provided to schools has been recognised, to ensure that transformational aspirations are translated into appropriate schemes on the ground.

In addition, the alignment of current PFI resources to the BSF programme, the establishment of the new posts of Technical Manager and Programme Manager will be important in translating the aspirations of BSF schools and the Council vision into realisable building projects.

In addition, the Team is exploring with school Governing Bodies the joint resourcing of extra capacity which will be required from school senior leadership teams to ensure the successful realisation of schools' BSF visions.

7.5.2 Support to the most vulnerable schools

The schools where the risks of the change process are greatest have been identified as Moorside, The Swinton High School, St George's RC High School and Hope High Schools and a higher level of support will be provided to them.

7.5.2.1 The Swinton and Moorside High Schools

Positive communication has already taken place between the two Governing Bodies. The most appropriate governance arrangements for The Swinton and Moorside High Schools will be considered, both during transition and beyond. It is recognised that the formation of a shadow Governing Body and the early appointment of a Headteacher for the new Swinton school are crucial.

7.5.2.2 St George's RC High School

There are particular challenges in managing the proposed closure of St George's RC High School. Both the Diocese and the school are currently objecting to the proposals but all parties are still in dialogue and the Council is working with the school's Senior Leadership Team to ensure that the young people currently at St George's RC High do not miss out on the opportunities presented by the BSF programme and, where necessary, are able to make a smooth transition to another school. The delivery of the ICT managed service is a key component of this and it is anticipated that aspects of this service will be available to students from St George's RC High soon after September 2008. For instance, the availability of a Salford-wide learning platform could radically ease the transition of some pupils from one school to another. The existing partnership between Salford's Roman Catholic Schools (SALCEP – Salford Catholic Education Partnership) is also likely to be a key vehicle for transition, particularly for students who move from St George's RC High to other Catholic schools in the city.

We are intent on preventing blight once the new Harrop Fold School is completed (September 2008) and a newly expanded Walkden High School is rebuilt (September 2010). In order to overcome potential blight we are considering the following options:

- the phased closure of St George's RC High - for instance it would be closed to Year seven admissions at a point when there is adequate capacity in neighbouring schools to take additional students
- the phased expansion of the new Walkden High School in conjunction with the closure of St George's RC High. We anticipate that Walkden High School will be a popular choice with St George's RC High students due to its proximity, its good reputation and results
- ensuring a publicity strategy is in place for the parents of children at St George's RC High and their feeder primary schools, so that information about plans and proposals is readily available.

7.5.2.3 Hope High School

Whilst we believe that the new Oasis sponsored Academy at Salford Quays will be popular, Hope High School will have to contend with the fact that the nearby new Buile High PFI school will be completed by September 2008, two years before the new Academy opens. There is, therefore, a real danger of blight. The following measures are being planned and undertaken in collaboration with the current school and the sponsor:

- prudent investment in the current buildings, in order to ensure that they are fit for purpose for the next two to three years
- exploration of ways to deepen relationships with primary feeder schools in order to increase the school's popularity amongst prospective pupils and their families
- development of a marketing strategy for the school.

The consultation process for the closure of Hope High and the opening of the new Academy is now underway and being led by the sponsor, working closely with the Council. Parents, staff, the local community and key organisational stakeholders are fully involved.

7.6 Management of change within the Pupil Referral Service

As part of the development of BSF in Salford, we will deliver better integrated PRUs. The Behaviour Improvement Group (BIG), a cross Directorate, cross agency group whose membership includes Headteachers, Educational Psychology, PRU Management, Admissions, Special Educational Needs (SEN) and other staff will undertake this work as part of the development of a behaviour strategy. It will specifically be charged with:

- further defining the future role of the PRUs and identifying specific measures of success
- future PRU governance and relationship to schools
- the future relationship of the Children's Services Directorate to PRUs including the possibility of PRU services being commissioned from schools on a locality basis
- the possible combination of existing resources such as the Behaviour Education Support Teams which could add value to the work of the PRUs through possible co-location and joint working
- development of the role of New Park High school
- the development of referral, gate keeping and admission procedures, and identifying funding implications.

This reconfiguration of the service will sit alongside a revised Special Educational Needs strategy for the next five to ten years which is likely to include:

a significant upskilling of staff in mainstream settings

- a better use of the skills and experience of staff in our special schools to train and support staff in mainstream settings
- the further development of 'safe havens' in all our secondary schools for young people with SEN
- a reduction in the use of our special schools for children and young people who have accessed mainstream education in the primary phase and could be accessing mainstream settings in the secondary phase
- a reduction in the number of children requiring out-of-authority placements for SEN and a consequent release of resources.

7.7 Managing workforce development

The success of BSF in Salford will be contingent upon developing a diverse, skilled and adaptable workforce that is sufficiently confident to exploit the rich opportunities offered by this substantial investment in learning.

Salford has a long tradition of organising successful CPD for teachers and other staff in schools and education settings. The Council and Salford High schools operate a service level agreement which currently delivers in excess of 200 CPD courses annually. Substantial information on current and future activity was supplied within our SBC.

The CPD programme is being reviewed in order to ensure that it is substantially driven by the BSF programme. To do this we have aligned the key themes of our BSF vision with the planned CPD programme as follows:

Salford Educational Vision	CPD activity examples
Leadership and Management	<p>We will explore new leadership and management models to transform the leadership and management of our new schools, drawing upon best practice provided by, for example, the new BSF Leadership Programme and the Urban School Leadership Centre.</p> <p>We will develop new structures, operations, roles and responsibilities to drive forward our transformation.</p> <p>We will promote good governance practice in school improvement</p>
Teaching, learning and the curriculum Personalised learning and the curriculum Tackling underachievement	<p>New developments in transforming teaching and learning, such as Assessment for Learning, Learning to Learn and Personalisation of learning have, and will continue to be, shared and discussed through workshops and trainings with all staff.</p> <p>New curriculum design models will be considered through review of local, national and international best practice.</p>
Focusing on healthy students in a healthy environment	<p>Our Healthy Schools programme will work closely with Headteachers, teaching staff and support staff to deliver a number of programmes around healthy eating, exercise and children's emotional well-being. This is also a core element in our programme for school support staff.</p>
Salford's vision for an ICT-enabled learning community Transforming learning Improving learner engagement and motivation for all ages	<p>Staff development opportunities will be created to support the transformation of learning and teaching through a city-wide e-enabled, e-learning strategy. This will involve development and sharing of resources through the Teacher's Sharezone on our learning platform.</p> <p>Prospective ICT providers will be required to supply a level of training to staff within the service ensuring the acquisition of nationally recognised qualifications.</p> <p>The ICT provider will also be required to resource and manage a Teaching and Learning Innovation Centre enabling teachers and pupils to trial new technology and software solutions.</p>
Attendance and behaviour	<p>The provision of training and consultancy to schools is under review as part of the realignment of PRU provision. New Park Special School is piloting a piece of outreach work with the Swinton High School in support of school staff and provision for pupils with challenging behaviour. This element is a key aspect of our extensive training programme for school support staff.</p> <p>The local authority will co-ordinate a programme of development to ensure the closure of the PRU facilities and the opening of the new school accommodation occurs without disruption.</p>
Special Educational	<p>We will provide training for all school staff in mainstream</p>

Salford Educational Vision	CPD activity examples
Needs	settings so that they are fully skilled in working with children with special educational needs. We will use the expertise of our staff in our special schools to train and support staff in mainstream settings
<p>The 14-19 agenda</p> <ul style="list-style-type: none"> - Establishing an entitlement at KS4 to include access to a vocational curriculum and in order to raise achievement - Preparing young people at KS3 for the 14-19 phase 	<p>We will support each school to develop a 14-16 specialism that is consistent with their Specialist School designation and support existing specialist schools to further develop their system leadership across the sector.</p> <p>We will be tapping into the planned extensive national training opportunities around the specialised diplomas across all staff groups, including leadership, functional skills and curriculum delivery.</p>