



Building schools for the future

in

Cambridgeshire

Memorandum of Information

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Foreword

Thank you for your interest in being part of Building Schools for the Future (BSF) in Cambridgeshire.

This is a once in a lifetime opportunity to transform young people's experience of education by:

- re-defining how and where they learn;
- providing improved access to technology; and
- creating inspiring physical spaces in which to learn.

Cambridgeshire County Council is keen to make the most of this opportunity.

So far, we have defined our Vision for Education and, in partnership with our first wave of schools, prepared our Readiness to Deliver, Strategy for Change and Outline Business Case documents in accordance with the timetable set out by Partnerships for Schools. The project is well supported across the Council and by the wider stakeholder community and all the necessary approvals to this point have been achieved.

This document marks the beginning of the process to select the Private Sector Partner who will work with us to make our vision for BSF a reality. We are looking for organisations with vision, dynamism, pride in their work and above all a commitment to working in partnership with the Council, schools and local communities to maximise the benefits of BSF investment.

I hope you will be inspired to join us and make a real difference to the learning experiences of Cambridgeshire's young people.



Councillor Jill Tuck
Leader of Cambridgeshire County Council



Summary of BSF in Cambridgeshire

BSF in Cambridgeshire is:

- A major transformation and regeneration opportunity;
- The modernisation of 30 Secondary Schools 7 Special Schools and 6 Pupil Referral Units across three waves of BSF – currently waves 4, 10-12 and 13-15 (the latter waves are subject to change as part of the current Department for Children, Schools and Families (DCSF) review of the national BSF programme);
- 6 schemes in Wave 4 with a capital value of approximately £112m, including one PFI scheme and five Design & Build (D&B) schemes;
- 37 schemes in subsequent waves with a capital value in excess of £400m and a mix of PFI and D&B;
- A potential share of the school building programme associated with the growth agenda in the Cambridge sub-region;
- LEP structure model incorporating ICT and FM managed services;
- Full commitment of Council, Officers, Schools, Partnership For Schools and other Stakeholders;
- A student body keen to be involved in the design process;
- An effective delivery team with recent experience of closing large PPP/PFI procurement projects; and
- A track record on this project of meeting all key project milestones to date on time.

1. Introduction and Background

1.1 Building Schools for the Future

February 2004 saw the Prime Minister and the Secretary of State announce the launch of *Building Schools for the Future* (BSF) – a national programme to lift educational attainment through a complete transformation of England's secondary schools. The 10 to 15 year programme will see new schools built, or existing schools upgraded, to meet the needs of communities in the 21st century.

The announcement followed more than a year of consultation and preparatory work, involving the then Department for Education and Skills (DfES), other Government bodies, pathfinder local authorities, Partnerships UK (PUK) and advisers which resulted in:

- the development of innovative and thought-provoking 'exemplar designs' to encourage people to challenge thinking about what schools are and how they should be built;
- the development of new models of procurement and estate management to enable schools to be delivered more quickly and at lower cost, and to ensure they are maintained over their whole lives; and
- the creation of a new organisation, Partnerships for Schools (PfS), to help the DfES and local authorities to deliver the BSF vision.

School buildings play a significant part in pupils' education. Such buildings should, therefore, support our educational vision of high expectations, specialism and excellence, local collaboration, community involvement and high-quality teaching and learning.

BSF is a programme of rebuilding and renewal to ensure that secondary education in every part of England is provided through facilities of an appropriately high standard within 10 to 15 years of 2005–06, subject to future public spending decisions.

BSF is driven by the following core beliefs:

- transformational change - the ultimate objective is about creating radical improvements in educational outcomes;
- education vision - it is vital that schemes developed locally are driven by a vision setting out how we intend to accomplish this transformational change;
- sustainability – this investment must be protected by ensuring that schools are well cared-for throughout their useful lives;
- effective delivery – a new approach to procurement will simplify and speed up the procurement of future schemes; and
- value for money – a long-term national programme will create economies of scale by allowing new approaches to design and construction.

1.2 Partnerships for Schools

BSF is supported by PfS. PfS is the body which is jointly managed by DCSF and PUK to take forward and implement BSF.

PfS, with its advisers, has developed a detailed approach that should be followed for the procurement and implementation of BSF schemes. An extensive suite of documentation exists, comprising:

- documentation that will be used before and during the procurement process for a Local Education Partnership (LEP);
- standardised agreements that will be entered into in delivering a relevant project under a LEP, including those to establish the local strategic partnership and in relation to individual premises or services; and
- guidance on specific issues that will need to be addressed in BSF schemes, including the powers of the public sector bodies involved, tax and accounting issues.

A key aspect of BSF is that local schemes, designed to deliver locally driven educational needs and requirements, are intended to be delivered by adopting a common approach, using standard documentation. Local schemes and prospective private sector partners will not be expected to amend the standard documentation other than where there are genuine project specific aspects of a scheme that require a different approach. The purpose of such standardisation is to minimise the time and cost, for both local authorities and for prospective private sector partners (PSP), of procuring and establishing LEPs. This approach will then help to ensure that the core output, namely better facilities and services and delivering better educational provision, will be delivered as quickly and efficiently as possible.

1.3 Introduction to Cambridgeshire

Cambridgeshire is a predominantly rural, medium sized authority. Its main population centres are Cambridge, Huntingdon and St Neots in the south and west, and the smaller market towns of Ely, March and Wisbech in the north and east. The latter two towns are in the Fenland District Council area of the county.

There is a diverse range of cultures within the county, although this is seen to a greater extent in Cambridge and Huntingdon compared with the rural north of the county. More recently, however, there has been significant migration into the north of the county from Eastern Europe.

Cambridgeshire has seen very strong economic, housing and population growth in the past decade.

Economically, the county has a large number of high technology companies based mainly in and around Cambridge City, whilst agricultural and land-based activities provide employment for a significant number of people in the rural areas of the county.

Cambridgeshire's population was 587,063 in 2007. It is the fastest growing county in England and is forecast to have a population of 669,400 by 2021.

Recent and planned housing growth is concentrated in the south of the county, illustrated by the continuing development of Cambourne, the planned new town of Northstowe, both of which are in South Cambridgeshire, and major urban extensions to Cambridge City. The first of these, Cambourne, is a large and expanding village, with two primary schools and a third due to open in September 2009. The new town of Northstowe will be over twice the size of Cambourne, providing homes for around 24,000 people in due course. Plans for Northstowe are at an advanced stage with building work due to start in 2009, and the first primary school opening in 2010. In total 47,500 new homes are planned for the Cambridge sub-region, excluding Cambourne.

Educational Characteristics

Cambridgeshire County Council currently maintains 30 secondary schools (including one middle deemed secondary), 200 primary schools, 7 special schools, 6 pupil referral units and 6 nursery schools. By the end of March 2008 there were 27 designated children's centres, with plans in place to establish a further 13 by 2010. Many of our schools and children's centres are located in rural areas and often act as the main focus for the communities they serve.

6,320 places are provided at the secondary and special schools and PRU included in the Fenland BSF Project.

Educational Attainment

At Key Stage 3, standards and achievement are high. Performance at L5+, L6+ and in terms of average point score is well above the national average, particularly in science. Progress between Key Stage 2 and Key Stage 3 is good with strong achievement, as measured by the contextual value added score, placing Cambridgeshire in the top 25 local authorities. Performance is in line with statistical neighbours for English and mathematics but above for science and average points score. No schools were below floor targets and the proportion of pupils progressing two levels in English and mathematics remains in the upper quartile band. Performance in mathematics, although strong, was slightly weaker than in 2006.

At Key Stage 4, standards are broadly in line with the national average at 5+A*-C but above average on other key measures, including 5+A*-C including English and mathematics. The proportion of Cambridgeshire students achieving two good science GCSEs is particularly high. Progress between Key Stage 3 and Key Stage 4 is broadly average, but not as good as we expect. Performance is below average in relation to statistical neighbours, apart from on the 5+A*-G and 5+A*-G including English and mathematics measures. No schools, other than one that has since been closed, were below floor target but the proportion of pupils progressing two levels in English and mathematics has fallen since 2006.

Levels of attainment in Fenland are lower than the county average at all Key Stages.

Local Government structure

Cambridgeshire is a two-tier local government area. As well as Cambridgeshire County Council, which is the local education authority, five District Councils provide services to the people of Cambridgeshire. The District Councils are:

- [Cambridge City Council](#)
- [East Cambridgeshire District Council](#)
- [Fenland District Council](#)
- [Huntingdonshire District Council](#)
- [South Cambridgeshire District Council](#)

Cambridgeshire is not affected by local government reorganisation at the present time.

1.4 Key Issues Facing the Local Authority

Cambridgeshire County Council's corporate objectives are:

Strategic Objectives

- 1 Managing and delivering the growth and development of Cambridgeshire's communities
- 2 Tackling climate change
- 3 Enabling people to thrive, achieve their potential and improve their quality of life
- 4 Supporting and protecting vulnerable people

Service Delivery Principles

- 1 Delivering high quality, effective and efficient services
- 2 Listening and being responsive to the needs of Cambridgeshire communities
- 3 Working in partnership to achieve a shared vision for Cambridgeshire

Key issues facing the Authority in the context of BSF include:

- Underachievement of pupils in the more rural areas – this is being addressed through wider access within the 14-19 curriculum;
- Limited transport links to and between market towns;
- Inward migration both from other areas of the UK and from abroad;

- The growth agenda and the demand for public infrastructure, including educational facilities – particularly in the southern part of the county;
- Economic regeneration in the north of the county; and
- Sustainability and climate change.

1.5 BSF in Cambridgeshire

Our Vision for Education reflects the Council's aspirations for children and young people in Cambridgeshire and how we will support them to achieve their potential.

This sits alongside the Every Child Matters agenda which provides a framework to ensure children and young people can:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

Our Vision for Education outlines the key outcomes for the Local Authority, including:

- Improving the emotional and physical health and well-being of children and young people and those with responsibility for their care
- Raising the aspirations of young people to improve their employment and life prospects
- Developing supportive communities which provide opportunities for children and young people to participate fully
- Achieving better outcomes for children looked after by the local authority
- Raising the educational performance for all young people
- Ensuring that all young people can lead safe and secure lives free from unreasonable risk.

BSF is integral to the successful delivery of these outcomes.

Targets and detailed action plans to support progress for these outcomes are included in the Children and Young People's Plan (The Big Plan). A full copy of The Big Plan is available on the Cambridgeshire County Council website [The Big Plan](#)

A full copy of our Vision for Education is available on the Cambridgeshire County Council website: [Vision for Education](#)

Key objectives for BSF

With our schools we will use BSF to:

- explore and implement new approaches to pedagogy and the development of learning and life skills within a socially inclusive setting;
- stimulate a reappraisal of how learning can best be encouraged and facilitated – with a particular focus on the student as an individual, leading to improved personalised learning for all students;
- maximise the benefits of ICT, both for improved learning opportunities and more effective school management/administration;
- help schools to work as real centres of their local communities, by offering extended services available for at least 50 weeks of the year with opening hours aligned to community needs; and
- develop sustainable schools which harness modern designs and technologies to reduce their impact on the environment.

Appendix B of this Memorandum of Information encapsulates our ambitions for BSF in more detail.

Student Voice

Students from our two sample schemes, Thomas Clarkson and Neale-Wade Community Colleges worked with the Sorrell Foundation to develop a pupil brief for their new schools. Pupil briefs have also been created with Fenland District Youth Council and with children and young people who are looked after by the Local Authority.

One of the students from Neale-Wade Community College gives their thoughts on the experience.

“As a member of the college parliament I was invited to be a part of the pupil client team. The idea was that this team gives its opinions and ideas about how it would like the new school to look.

First of all we went to London and started to plan our ideas of how we would like our school to be. We put our ideas on some large boards that had different titles, for example: sustainability, social areas, dinner halls, learning spaces, uniform and so on. After we put our ideas down we made a presentation of the boards to the Thomas Clarkson School and the other people that were helping us.

After the presentation we walked to the London Eye but we made some stops along the way. The first stop was at a modern building called the British film Industry. When we went in we looked around and most of us liked the sofas and the computer desks as well. The next stop was at a restaurant and people liked the chalk slabs on the table that people could graffiti on whilst eating. The next few stops were to look at the design & structure of other buildings. We probably looked a bit strange as we

waved posters of happy or sad faces in front of the buildings we did or didn't like!

Since our time in London we have given the presentation again to builders and investors in Cambridge. We've attended a celebration event in our town hall to show local people what we have been doing to help design our school of the future. The whole thing has been excellent because people have listened to our ideas and taken us seriously. It's been a great experience!"

Similar work to capture the views and aspirations of our students continues.

Implementing BSF

Cambridgeshire County Council has prepared a Strategy for Change (SfC1 & SfC2) that describes the corporate and educational vision across the area, together with a strategy for delivery. This is developed further for Fenland in the Outline Business Case (OBC) which also includes school specific strategies for change for the six BSF schools in Fenland.

Between them, SfC1 & 2 and the OBC:

- present a summary of the educational vision and interdependent ICT strategy and how this feeds through to the requirement for facilities and services;
- co-ordinate the plans and aspirations of all users and providers of secondary education in the locality;
- give detailed short term capital investment requirements and outlines longer term requirements;
- demonstrate local authority commitment to the overall programme and its objectives;
- define the initial projects to be delivered and form the basis of capital investment approval by the local authority;
- are based on the current situation in the Fenland District Council area of Cambridgeshire but are dynamic documents to be amended, updated and approved regularly as objectives are met or policies revised;
- are a useful performance management tool and will enable measurement of change by identifying a baseline from which to work and consider the delivery of the vision as the SfCs are revised and developed for other parts of the county in accordance with the Strategic Partnering Agreement; and
- help inform programming and funding requirements at a national level.

This Memorandum of Information should be read in conjunction with our Strategy for Change, OBC and Vision for Education, all of which are available on our website: www.cambridgeshire.gov.uk/education/fenlandbsf

1.6 Approval Status of the Project

Initial Project

Cambridgeshire County Council has secured Wave 4 funding from the DCSF to deliver an initial project consisting of 6 schools in Fenland with a construction capital cost of approximately £112m and ICT capital funding of approximately £9m (both figures at funding start values). It is anticipated that the initial project will be delivered in 2 phases.

Phase 1	Thomas Clarkson Community College, Wisbech Neale-Wade Community College, March
Phase 2	Cromwell Community College, Chatteris Sir Harry Smith Community College, Whittlesey Meadowgate Special School, Wisbech Fenland Junction Pupil Referral Unit, March

The Phase 1 schools are the sample schools for the purposes of the LEP procurement process.

Thomas Clarkson Community College is a Foundation School with a Trust and will be procured as a PFI scheme. The remaining schools in Fenland are all D&B schemes.

Approvals for this project have been secured as follows:

From Pfs/DCSF	SfC1	4 June 2007
	SfC2	5 February 2008
From DCSF/MRA	OBC	9 April 2008
From CCC (Cabinet)	SfC1	30 March 2007
	SfC2	2 July 2007
	OBC	26 February 2008

The Governing Bodies of all schools have signed up in principle to the ICT and FM Managed Service. The Governing Body of Thomas Clarkson Community College has also signed up in principle to a PFI scheme.

Future Projects

Projects covering the remaining four district council areas of Cambridgeshire are currently allocated to future waves of BSF as follows:

Waves 10-12	Cambridge City Huntingdonshire
Waves 13-15	East Cambridgeshire South Cambridgeshire

In a consultation document issued by the DCSF in April 2008, the timing of individual schemes within waves 7-15 of the national BSF programme is subject to review. The Authority will be making a case to bring forward some

or all of the remaining areas of Cambridgeshire to achieve a more coherent basis for planning future education provision in these areas and to achieve a more constant flow of individual projects for the LEP.

In total some 43 secondary, special and PRU schools will be modernised through BSF, future public spending decisions permitting.

Area	Secondary	Special	PRU	Total
Fenland	4	1	1	6
Cambridge City	6	1	2	9
Huntingdonshire	7	2	1	10
East Cambridgeshire	4	2	1	7
South Cambridgeshire	9	1	1	11
	30	7	6	43

The proportion of PFI to D&B in subsequent waves is expected not to exceed that in Fenland.

2. The Proposal

2.1 Purpose of the BSF Procurement

Cambridgeshire County Council now seeks to select a private sector partner (PSP) who will work with local stakeholders to develop and deliver the strategic investment programme necessary to make our vision for BSF a reality.

2.2 The LEP Model

Strategic investment will be achieved by forming a local joint venture called a LEP. This will be a strategic partnership focused around the delivery of the Local Authority's phased, long-term local investment programme. The LEP will be a company limited by shares. It will have a majority shareholding from the PSP. The Local Authority will take a minority stake, representing the local programme interest. BSF Investments LLP, a body established by the DCSF and PUK, will also co-invest as a minority investor along with the Local Authority.

The LEP will:

- work with the Local Authority and other local stakeholders to refine and develop its strategic investment plans for secondary education for the area;
- act as the single point of contact for the procurement and delivery of all the services likely to be required to deliver the investment programme ranging from design, construction, project management, maintenance to ICT services, etc;
- integrate and manage a diverse range of supply chain sub-contractors ranging from building contractors, FM services to ICT providers; and
- enable delivery of projects through a mix of procurement routes (i.e. PFI and conventionally funded).

The Local Authority will enter into a long term (10 year) strategic partnering agreement with the LEP, with an option to extend this agreement for a further 5 years. Through this it will confer on the LEP the first right to propose solutions to education projects identified in the Local Authority's strategic plan. This right will be contingent upon a variety of factors, including the LEP having attained pre-agreed performance levels in relation to completed procurements and delivered continuous improvement which will be incentivised through the prospect of future business.

Appendix A contains a summary of the LEP model.

2.3 Scope of the LEP

The Authority's vision for the LEP is that it should become a local centre of excellence for school design and the integration of ICT and FM services to support educational transformation.

The Authority expects to invest financial and human resources in the LEP in order that it can fulfil this role to best effect. We are looking for a PSP with the vision, dynamism and commitment to partnering to make the LEP work as effectively as possible to ensure that the promise of BSF becomes a reality.

Exclusivity

Subject to performance, the LEP will have exclusivity to deliver the 43 BSF schemes in Cambridgeshire (see section 1.6) – the Core Schemes.

In addition, the LEP could expect to secure, on a non-exclusive basis, a share of the capital programme for new schools required as part of the growth agenda in Cambridgeshire – the Additional Schemes. In total, some 4-5 new secondary and 20-25 new primary schools are expected to be required to meet housing growth in the county over the life of the LEP.

The total capital value of the Core Schemes is expected to be in excess of £500m while the Additional Schemes could add a further £200m.

ICT Services

The LEP will be required to provide an ICT Managed Service for all BSF schools. This will include the majority of services specified in the standard form BSF ICT Output Specification including provision of a Learning Platform, Managed Service, Helpdesk, ICT training and so on.

Exceptions to the 'vanilla' BSF managed service are likely to include:

- a continuing role for the in-house provider of SIMS support; and
- a carve out of curriculum and change management training which the Authority and schools wish to continue to source from other providers.

Our ambitions for ICT are encapsulated in the following extract from our ICT Output Specification.

"ICT is a key element in our aspiration for young people to become active, outward-looking participants in strong local communities. We express this ambition through the idea of a virtual campus for Fenland, which will eventually extend to the whole of Cambridgeshire. Both the physical and virtual ICT environments will make learners aware that they are part of a far-reaching learning community, available whenever and wherever they log on. This will be achieved through imaginative designs for system interfaces on school computers and the learning platform itself, a range of online tools that make collaboration easy and attractive, and a commitment to collaborative approaches to learning emerging from the CPD programme. Distance learning will be one of the keys to access and opportunity and the learning platform must make this an attractive and

easy option for all concerned. Our provider will need to create a user environment for learners and practitioners that combines this sense of wider horizons and shared endeavour with a high degree of personalisation to encourage individual engagement and ownership.”

The primary sector is out of scope of the ICT Managed Service.

Wide Area Network

The Authority’s current arrangements for the provision of broadband connectivity to schools via the corporate Wide Area Network (WAN) expire in 2012. As part of the LEP procurement process, the Authority is keen to explore alternative connectivity solutions with PSPs including:

- provision by the LEP of a separate schools’ WAN
- provision by the LEP of a council-wide WAN (including schools)
- WAN provision being excluded from the scope of the LEP

Facilities Management (FM)

The FM service which the LEP will be required to provide includes a combination of ‘hard’ and ‘soft’ services as follows. The objective of the FM service will be to ensure a consistent standard of maintenance and repair across the BSF estate whilst recognising the different characteristics of the FM services required for PFI and D&B schools.

	Hard FM Services	Soft FM Services
PFI schemes	<ul style="list-style-type: none"> • Asset management and lifecycle maintenance for site and buildings • Furniture, fittings and equipment 	<ul style="list-style-type: none"> • Cleaning • Waste management (inc. recycling) • Security • Pest control • Health and safety • Utilities management • Caretaking/site supervisory/portering services • Grounds Maintenance
D&B schemes	<ul style="list-style-type: none"> • Annual service, inspection and repair • Lifecycle maintenance • Property management service 	

The scope of these services and the quality standards expected to be achieved are specified in detail in the Output Specifications and will be available to shortlisted bidders at the ITCD stage of the process. The scope of Grounds Maintenance to be included within the Soft FM service for PFI schools is for further discussion and clarification with bidders.

Other Strategic Partnerships

Potential PSPs should be aware that the Authority has other strategic partnerships with the following parties for design, project management and construction services. The procurement of these strategic partnerships included explicit reference to the fact that the Core Schemes in scope for the LEP are specifically excluded from these arrangements. There is therefore neither advantage nor disadvantage to companies providing these partnership services in respect of potential participation in the BSF procurement.

Category	Strategic Partners
Design	Capita Architects Mouchell
Project Management	Lend Lease Projects
Major Construction	Willmott Dixon Kier Eastern Morgan Ashurst
Minor Construction	Ashe Construction Coulson Borras Construction Thomas Sinden

2.4 Design Aspirations

Design can be a very subjective and emotive issue but our stakeholders have worked hard to establish their priorities and aspirations that they believe will help meet our shared ambition for BSF to create the best environments for learning. This work has led to the establishment of our Output Specification and Control Options – but we want to see solutions that exceed and challenge the work we have done so far.

Our ambition is easy to state: we want outstanding new accommodation – schools will need to be welcoming, sustainable landmarks appropriate to their local context. Schools must engage and inspire learners, such that students and staff want to be there. The buildings will send messages to the community – about the exciting things going on there, which everyone is welcome to share.

However, the greatest design challenge is to achieve these characteristics in the remodelled accommodation that makes up a large part of our programme. Existing buildings must be transformed, and infused with new life. New building should be judiciously used to unlock the potential of existing spaces. Designers will need to meet the technical challenges of working with existing buildings, including upgrading building fabric; improving acoustic performance; replacing outdated mechanical and electrical services; and making a step change in environmental performance. But they also need to ensure that the learning experience in the remodelled buildings is as excellent as that in the new – with a seamless transition from one to the other.

Learning is not restricted to the classroom. Our schools have generous sites with good outlooks, but their potential to support learning has not been realised. Designs must clearly offer complementary external learning spaces and social areas.

The assessment of design quality against the ambitions set out above will be a fundamental part of our evaluation process. In addition to the CABE School Design Panel, we will also incorporate CABE's 10 points of good design, and will work with designers so that their CABE presentations focus on the appropriate issues. Bidders will be encouraged to innovate, and to demonstrate how they can bring end users along on the design journey. Bidders will be rewarded for going beyond the output spec – for example in areas such as environmental performance. The DQI process will be used in the evaluation of proposals and school stakeholders from the sample schools have already engaged in the process.

School stakeholders have been working hard to be able to participate meaningfully in competitive dialogue. In addition to taking part in DQI briefing workshops, end users have been on a number of building visits. In addition, students from Thomas Clarkson and Neale-Wade Community Colleges have taken part in a Sorrell Foundation BSF programme that culminated in the production of a student brief for each sample school. We think this work is important and we will roll out this programme for all BSF schools.

Our schools need to be designed from the inside out, focussing primarily on what we want them to do, which should be the inspiration for how they will look. We are expecting proposals for agile, human-scale schools, which can respond to immediate needs, imminent aspirations and indeterminate future developments in learning.

3. Procurement Arrangements

3.1 Procurement Strategy

The Authority will implement the Competitive Dialogue EU procurement procedure to select a PSP and establish a LEP.

The outcomes of this process will include:

- Securing Financial Close with the preferred LEP partner
- Agreeing contract award on the Phase 1 BSF sample schemes
- Agreeing the strategic partnering and exclusivity framework within which future BSF Phases will be delivered.

Use of the LEP procurement model and adherence to PfS standardised documentation save for project specific amendments is a requirement of this procurement.

3.2 The Project Board

A Project Board has been set up to oversee delivery of this Project. The Project Board has a wide membership and plays an important role in involving key stakeholders in the process. The members of the Project Board are:

Deputy Chief Executive, OCYPS*, CCC
 Cabinet Member for Corporate Services
 Cabinet Member for Children
 Cabinet Member for Learning and BSF Design Champion
 Lib Dem Opposition Spokesperson for Corporate Services
 Labour Opposition Spokesperson for Children
 Director of Learning, OCYPS, CCC
 Director of Planning and Development, OCYPS, CCC
 Head of Infrastructure, OCYPS, CCC
 Area Director, East Cambridgeshire and Fenland, OCYPS, CCC
 Director of Finance and Performance, Office of Corporate Services, CCC
 Head of Legal Services, CCC
 Chief Executive, Fenland District Council
 Countywide Policy Lead for Children, Cambridgeshire PCT
 Chair of Teachers Consultative Committee and NUT County Secretary
 Assistant Branch Secretary, Unison
 Vice Principal, College of West Anglia
 Chair, Fenland Business Forum
 Area Director, Learning Skills Council
 East Cambs and Fenland Area Team Manager, Cambridgeshire PCT
 Partnership for Schools Project Director
 BSF Headteachers on a rotating basis

* OCYPS – Office of Children & Young People's Services

Key decisions associated with BSF, including approval of the OBC, selection of the preferred bidder and contract award are subject to formal decisions of the Council's Cabinet.

3.3 Project Team

A dedicated project team has been set up to deliver the project comprising a core project team and functional specialists from across the Authority. The principal project team members are as follows.

Name	Role	BSF Role
Kevin Manley	Project Director	Core Team member
Alan Kippax	Programme Manager	Core Team member
Samantha McLaughlin	Education Officer	Core Team member
Liz Waring	Project Support Officer	Core Team member
Helen Whiter	Director of Learning	Education workstream lead
Tim Farr	Head of Legal Services	Legal workstream lead
Jon Lee	Finance Manager	Financial workstream lead
Steve Alderton	Head of Property	Design workstream lead
Paul Springford	Education ICT Service	ICT workstream lead
Barry Cundell	Schools Capital Manager	Property workstream lead

In addition, other officers from within the Authority will provide specialist advice and support as necessary during the procurement phase of the Project.

The Project Team and the Authority have recent experience of closing large PPP/PFI procurement projects and a track record of delivering on complex procurement projects. So far on this project, all key milestones have been achieved in accordance with the timetable set out by PfS.

3.4 External Advisors

The Project Team is supported by the following external advisors.

Name	Role
Grant Thornton	Financial advisor
Sharpe Pritchard	Legal advisor
Mott McDonald	Technical advisor
SOCITM	ICT advisor
Aon	Insurance advisor
Atkins	Property and planning advisor
Sarah Curl	Client Design Adviser
Jonathan Ellis-Miller	CABE Enabler

3.5 Timetable

The timetable for the procurement phase of the project is as follows.

Milestone	Date	Month
Publish OJEU Contract Notice	Early July 2008	0
PQQ Submission Date	Mid August 2008	+1
Issue ITPD	Early September 2008	+2
Issue ITCD	Early December 2008	+5
Competitive Dialogue period	December 2008 – May 2009	+5-10
Issue ITSFB	Mid June 2009	+11
Final Bids received	Mid July 2009	+12
Preferred Bidder appointed	Late September 2009	+14
Establish shadow LEP	October 2009	+15
Commercial & Financial Close	February 2010	+19

3.6 Contact Details

Project Team

The BSF Project Team is based at Castle Court (Box ELH 1208), Castle Hill, Cambridge CB3 0AP. Contact details for the Project Team are:

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Useful sources of information about Cambridgeshire County Council in general and BSF in Cambridgeshire in particular are:

www.cambridgeshire.gov.uk
www.cambridgeshire.gov.uk/education/fenlandbsf

Partnerships for Schools

The PfS Project Director for Cambridgeshire is Brian Williams.

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Appendix A - Summary of the LEP Model

1. DfES and PUK set up PfS to manage the delivery of the BSF programme.
2. BSF Investments LLP is the body established by DfES and PUK to invest in the BSF Schemes.
3. PfS worked with its team of legal and financial advisers, and with the 4ps and pathfinder local authorities, and developed a delivery model for BSF.
4. The limited liability company established to deliver the BSF model is called the Local Education Partnership or LEP.
5. Responsibility for the strategic allocation of their BSF funding rests with local authorities. The LEP model seeks to create a local delivery vehicle through which the strategic capital investment made available by BSF can be efficiently and effectively deployed by local authorities into their secondary schools estate.
6. At the core of the LEP model is the creation of a public private partnership (PPP) between a local authority responsible for a BSF area programme, BSF Investments LLP and a Private Sector Partner (PSP) selected in open competition under EU procurement rules. This PPP is the LEP. It will be a joint venture company focused around the delivery of the strategic investment programme for the relevant area.
7. The LEP will:
 - a. work with the local authority and other local stakeholders to develop strategic investment plans for secondary education for the area;
 - b. act as the single point of contact for the procurement and delivery of all the services needed to deliver the investment programme ranging from design, construction, project management and maintenance to ICT services;
 - c. integrate and manage a diverse range of supply chain sub-contractors, ranging from building contractors and FM services providers to ICT suppliers; and
 - d. enable delivery of projects through a mix of procurement routes (i.e. PFI and conventionally funded).
8. The LEP will enter into a 10-year strategic partnering agreement (SPA) with the local authority, with an option to extend this agreement for a further 5 years. The partnering agreement will give the LEP the first right to deliver the projects identified in the strategic plan, subject to meeting defined approval criteria set out in the SPA. These approval criteria will involve:
 - a. demonstrating that the LEP's proposals meet the strategic requirements of the local authority, are value for money and affordable to the local authority, and will be compliant with legislation and regulations;
 - b. demonstrating a good track record on the delivery of projects previously approved by the local authority; and
 - c. demonstrating performance against a continuous improvement plan put in place through the initial procurement, and reviewed from time to time.

9. A LEP will have two main strands of activity:
 - a. *new project development*: new projects will be delivered through the provision of partnering services to the local authority, where it will work with the local authority and other local stakeholders to identify suitable projects for each phase of the local investment programme, and put forward proposals for those projects for approval by the local authority. In particular, the LEP will be responsible for ensuring that the design and planning for accommodation services and ICT provision in BSF schools is properly integrated; and
 - b. *delivery of approved projects*: the LEP will procure the delivery of approved projects through a supply chain, which will be benchmarked and periodically market tested to demonstrate value for money. Again, the LEP would be responsible for managing the interfaces between various supply chain members so that an integrated service (including both accommodation and ICT provision) is provided to the local authority.
10. The LEP will recover its costs and earn returns through the contracts that it successfully delivers. It will be incentivised to work up proposals that result in successful projects, and which meet the requirements of the local authority.
11. The LEP will be responsible for maintaining and developing long term supply chain relationships that bring about continuous improvement in the delivery of new projects as the local programme unfolds. It is expected that experience from the delivery of approved projects will feed back to improve the quality of future proposals.
12. The LEP will enter into contracts with the local authorities for all the new projects approved by the local authority under the Strategic Partnering Agreement. For some contracts (e.g. PFI), the LEP may set up subsidiary holding companies and/or special project vehicles. All such subsidiaries will initially be wholly or majority owned by the LEP, and there will be a management services agreement under which the LEP will provide the management to run these subsidiary companies (the cost of which will get charged to the projects that these subsidiary companies deliver).
13. Based on the existing evidence on value for money achieved through PFI schemes, it is expected that most large new build schemes will be undertaken through PFI. Arrangements for PFI are likely to remain unchanged from existing practice (i.e. contracts will be signed between the local authority and a PFI SPV with established risk allocations). This is reflected in the BSF standard form Project Agreement.
14. In the case of conventionally funded schemes, there are two BSF standard form Design and Build Contracts: the lump sum option will be used for projects which are predominantly or exclusively of a new build nature; and the target cost option will be used for projects which are predominantly or exclusively refurbishments. However, in all cases, local authorities will need to ensure that arrangements are in place to provide for the long term maintenance of BSF schools once they are renewed.
15. All BSF schools will need to have ICT provision that enables effective curriculum delivery. A managed ICT service will be procured for all BSF schools, and the LEP will be expected to provide for the effective integration of ICT provision with school buildings at all levels in design and planning, in procurement and installation and in ongoing service delivery. It will need to demonstrate how this will be achieved in its proposals for new projects. Where new ICT infrastructure or services are required as part of the local strategy, these will be contracted for through ICT contracts between the local authority

and the LEP, rather than being included as an element within the building contracts. However, the LEP will remain responsible for managing the interface between the ICT and building supply chains so that the local authority receives an integrated service.

Appendix B – Extract from Strategy for Change: Objectives for BSF

The following is an extract from Fenland BSF Strategy for Change Part 2. Whilst this document is necessarily Fenland focused, most of the aspirations and principles articulated below apply equally well to other parts of Cambridgeshire.

BSF will be a catalyst for change across all aspects of school life, leading to changes in attitudes on the part of all engaged with learning and teaching. BSF will support our shared efforts with schools to:

- a) stimulate a reappraisal of how learning can best be encouraged and facilitated – with a particular focus on the student as an individual; leading to improved personalised learning for all students;
- b) maximise the benefits of ICT, both for improved learning opportunities and more effective school management/administration;
- c) be real centres of their local communities, through all schools; offering extended services available for at least 50 weeks of the year with opening hours aligned to community needs;
- d) promote models of active citizenship and wider engagement between school and community through community arts, sport and cultural activity;
- e) improve choice and access for students and their parents by: ensuring that performance in all schools improves, achieving a balance and breadth of specialisms; securing access to all 14 specialised diplomas; making a broad 14-19 offer available; promoting a range of school types/governance arrangements; and securing sufficient 11-16 and post-16 places to meet demographic trends and increased staying on rates post-16;
- f) coordinate efforts to make effective use of resources across schools and other providers/agencies, including improving opportunities for sports, arts, and integration of children's services;
- g) improve inclusion of young people with SEN and those who may be vulnerable/underachieving and/or have behaviour difficulties/poor attendance. This will be addressed through improved PRU/special school provision; support for mainstream schools in meeting the needs and improving standards achieved by these youngsters; and promoting the development of alternative curriculum models that offer real engagement for students at risk of failure and disaffection;
- h) embrace change as the natural partner of progress, through the change management programme and engaging young people and their parents in determining future educational provision in the Fenland Schools; and
- i) contribute to broader regeneration efforts to make Fenland a more prosperous and economically vibrant area by improving the skills base within the local community and stimulating active citizenship.

Through our work with schools on how best to deploy the large-scale BSF investment we want to see, as a priority:

- a) a range of differentiated spaces that will support different modes of learning, from traditional class-based to less formal student-focused research, all part of an ICT-rich environment. These spaces will incorporate fixed, flexible and adaptable approaches to space design, allowing for changes in room usage over time. Where a possible future use may require a wall to be removed some years ahead, services will not be attached to the wall. This flexibility will be supported by a high-

- resilience ICT infrastructure and a range of online services accessed through the Virtual Fenland Campus learning platform. Our ICT Output Specification will emphasise the need for tools that support collaborative and project-based learning;
- b) schools with a lower environmental impact (exceeding 'BREEAM Very Good' standards) than currently, focusing on reducing the school's carbon footprint and maximising sustainability;
 - c) buildings that speak a different language to students, promoting higher standards of behaviour and improved attendance through better design, particularly of communal and social spaces; dining facilities; small group rooms; spaces for external agencies to support children and their families; and a layout that supports the schools' pastoral arrangements. Our aim is to enhance the sense of partnership in learning so that students can experience a sense of ownership of their school. Technology will be used to include and not alienate;
 - d) schools designed and operating as centres of their communities, open in the evenings, weekends and holidays for a range of community activities and offering local access to other services, such as health and social care through joined up planning and funding, all managed intelligently, with flexible zoned control;
 - e) enhanced facilities so schools can offer an increased amount of high quality sporting activity each week and achieve the government's target of 4 hours of sport per week, with more schools achieving Sportsmark status;
 - f) enhanced facilities in each school's specialist curriculum area, which will support successful second specialisms and the development of additional training schools, and improved siting of facilities that support the schools' organisational structures;
 - g) facilities across the schools and FE college that enable a collaborative vocational offer, so every student has the opportunity to pursue relevant courses of study, including the 14 specialised diplomas;
 - h) schools of a size that enable them to meet the demand for places from their local communities, and, where appropriate, are designed to provide options for future development;
 - i) a managed ICT service and common learning platform to support all school improvement initiatives, including smart cards to support improvements in attendance and more sophisticated buildings management systems. These school systems will also need effective links with local FE college ICT systems;
 - j) more post-16 places in local schools to enhance participation, reduce travel costs and the numbers of NEET (not in education, employment or training) students across Fenland, and linking with wider vocational opportunities for the adult population. This will be achieved by extending the age range of the Thomas Clarkson and Cromwell Community Colleges to enable those schools to make sixth form provision, sustaining and building on existing collaborative arrangements;
 - k) improved SEN facilities/DDA access in mainstream schools, complemented by state of the art accommodation and facilities achieved through the substantially rebuilt Meadowgate school;
 - l) effective outreach and inreach support provided from Meadowgate so more students with SEN can be taught within Cambridgeshire schools, thereby reducing out-county placements and enabling more post-16 students with SEN to attend their local school; and
 - m) areas for staff use that will support their professional development and meet the needs of workforce remodelling, improving retention and recruitment.