

Report of the Strategic Director of Services for Children and Young People to the meeting of the Executive to be held on 23rd June 2009

Subject:

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Building Schools for the Future – Phase 3: Submission of Outline Business Case

Summary statement:

The authority is required to submit an Outline Business Case (OBC) for the Phase 3 schools. This report seeks approval to submit OBC to Partnerships for Schools and the Department for Children, Schools and Families (DCSF) on 29 June 2009.

Upon approval of OBC, the schemes will be taken forward to Final Business Case and signed off by the governing bodies.

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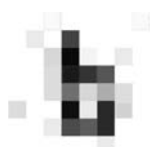
Portfolio:

Children and Young People

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Improvement Area:

Young People and Education



2006-2007
Improving Rural Services
Empowering Communities



INVESTOR IN PEOPLE

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1. Summary

- 1.1 The Authority is required to submit an Outline Business Case (OBC) for the Phase 3 schools. This report seeks approval to submit OBC to Partnerships for Schools and the Department for Children, Schools and Families (DCSF) on 29 June 2009.
- 1.2 Upon approval of OBC, the schemes will be taken forward to Final Business Case and signed off by the governing bodies.

2. Background

- 2.1 The BSF programme for Bradford District is delivered under 3 distinct and separate phases.
- 2.1.1 Phase 1, consisting of new builds at Buttershaw, Titus Salt and Tong, was completed in August 2008 and the new school buildings were formally open on the 1st May 2009.
- 2.1.2 Commercial agreement and Final Business Case has now been completed for Phase 2 schools, which includes works at Beckfoot, Grange, Greenhead and Hanson schools alongside the new secondary special schools. The development of primary and primary special schools under the Phase 2 project is now half completed.
- 2.1.3 Phase 3 of Bradford BSF programme has now received formal DCSF approval to submit its Outline Business Case (OBC).

Phase 3 consists of building work at Belle Vue Boys, Belle Vue Girls, Bingley Grammar, Carlton Bolling College, Ilkley Grammar, Laisterdyke BEC, Nab Wood, Oakbank, Queensbury, St Bede's, St Josephs, The Holy Family and Thornton Grammar schools. Capital work is also planned as part of the development of a school for children with Communications & Interaction difficulties (C&I) and a proposed school for children with Emotional, Social & Behavioural Difficulties (ESBD).

An ICT managed service will be introduced on all Phase 3 construction schemes as well as Challenge College, Feversham College, Immanuel and Parkside.

2.2 Phase 3 – Mainstream Schools

- 2.2.1 The Executive's decision (21st April 2009) will enable and complete transformational learning environments appropriate for the 21st century across all secondary schools in the Bradford District.
- 2.2.2 In addition to the above, our investment will support the requirement to meet the need to increase school places to reflect the expanding population demand.

School	School Specification
Belle Vue Boys	Redevelopment on existing site and increase capacity from 773 to 1080
Belle Vue Girls	Redevelopment on existing site and increase capacity from 1052 to 1570
Bingley	Redevelopment on existing site and increase capacity

School	School Specification
Grammar	from 1869 to 2050
Carlton Bolling	Redevelopment on existing site and increase capacity from 1524 to 1800
Ilkley Grammar	Redevelopment on a new site, half mile away and increase school capacity from 1536 to 1950
Laisterdyke BEC	Redevelopment on existing site and increase capacity from 1094 to 1440
Nab Wood	Redevelopment on existing site and increase capacity from 1183? to 1700
Oakbank	Redevelopment on existing site and decrease capacity from 1884 to 1790
Queensbury	Redevelopment on existing site and increase capacity from 1373 to 1500
St Bede's Catholic	Redevelopment on existing site and maintained capacity
St Joseph Catholic	Redevelopment on existing site and maintained capacity
The Holy Family Catholic	Redevelopment on existing site and decrease capacity from 989 to 950
Thornton Grammar	Redevelopment on existing site and increase capacity from 1718 to 2150

Please note that the revised school population include both 11-16 and post 16 pupil numbers.

2.3 Phase 3 – Special Schools

2.3.1 Bradford Special Schools reorganisation is delivered through the BSF programme. The focus on Inclusion for Phase 2 has enabled the development of:

- 3 primary special schools: Chellow Height, Delius and Phoenix, each co-located with a mainstream primary school.
- 3 secondary special schools and the Hearing Impairment Unit (HIU) at Hanson School; Beechcliffe, Hazelbeck and Southfield each co-located with the mainstream secondary schools constructed at the same time.

2.3.2 Phase 3 will complete the Special Schools reorganisation initiated under Phase 2 by developing two new facilities:

- A school for children with Communications and Interaction difficulties (C&I), This school will be created through the refurbishment of an existing building and will provide specialist accommodation on the site of Thorn Park School for the Deaf.
- A proposed school for children with Emotional, Social and Behavioural Difficulties (ESBD). This school will be a new construction.

2.3.3 Twenty Seven sites currently owned by the Council were looked at as possible sites for a new ESBD School against the following criteria:-

- Sense of Security for the Pupils – e.g. not at the centre of a busy estate, not near to a main road, railway line, canal, or river.
- Connectivity with a Mainstream Curriculum Offer – relatively close to a mainstream secondary school.

- Site Capacity – able to accommodate an 80 place school.
- Demographically Suitable – able to provide relatively easy access for the pupils the school needs to serve.
- Physical Opportunities of the Site – any particular advantages of the site.
- Physical Constraints of the Site – any particular disadvantages of the site.
- Financial Issues – any particular positive or negative financial implications.
- Other Considerations – including planning and highways issues which require consideration.

After careful consideration of all the site options against the above criteria, the best site for the new ESD School would be the land off Bowling Hall Road adjacent to the Flockton House Car Park for the following reasons:-

- access difficulties will be minimal as there is existing access through the car park, which is LA owned;
- the car park itself offers the potential for further development (subject to the necessary agreements) – for example, the provision of staff car parking;
- the site is relatively flat with no obvious physical constraints;
- being bounded by trees and with only a single row of houses bordering one end, it delivers well on the “sense of security criterion”;
- the potential mainstream offer would be via Bradford Academy, who have indicated that they would be willing to consider such an arrangement during early consultation regarding co-location;
- the land is not required by the Local Authority for any other education purpose. It is too small for a mainstream school. In any event, Bradford Academy, with a new 2fe Primary provision, is very close by;
- well connected to road networks and close to city centre;
- Toward the south of the district, therefore appropriate for the majority of the population, but would increase travel times for children from Keighley. (Current data indicates that there are few children from the Keighley area who would need to access this provision);
- There is also an adjacent swimming pool (Fairfax), which creates potential to enhance the offer at the school without the requirement for additional site capacity.
- The site is also close to the Primary PRU, which creates the potential for improved continuity.

Through these capital works, the Local Authority will have completed its commitment to providing a range of inclusive accommodation reflective of local needs and able to support pupils’ personal circumstances.

2.4 Procurement Route

2.4.1 Under the Bradford BSF Strategic Partnering Agreement (SPA), the LEP has exclusivity over the construction of secondary schools exceeding £100k in capital value as well as ICT provision.

2.4.2 At present, work is being carried out with the LEP under what is referred to as “Stage 0”, which does not commit the LA to deliver Phase 3 through this vehicle. Once the Outline Business Case has been approved, the LA will make a formal request to the LEP to consider the development of Phase 3 through the current

contractual agreement. The standard procedure to allow the LEP to consider its options will therefore be instigated post-OBC.

- 2.4.3 At this current time, It is proposed that all new builds at Bingley Grammar, Ilkley Grammar and Nab Wood Schools and the proposed ESD school will be procured and funded under the Private Finance Initiative where the LEP will be responsible for the construction and management of the schools' facilities for a period of twenty five years.
- 2.4.4 The remainder of the work is proposed to be procured through the LEP by a standard Design and Build Contracts.
- 2.4.5 ICT will be provided by the LEP under a five year managed ICT service contract for all schools receiving ICT investment.

3. Other Considerations

Education Transformation and raising standards

Education transformation and raising standards cannot be achieved through capital investment only.

To support our schools, Education Bradford (EB) has divided the functions of its School Improvement Service to create:

- a monitoring and commissioning arm: "School Improvement"; and
- a provider service: Transforming Learning, which will include all National And Local Strategies consultants and manage the provision of contracted support into schools.

3.1.1 The Transforming Learning Service of EB will:

- Provide a service to schools to secure for every pupil in Bradford's schools the best possible learning opportunities.
- ensure that it can respond promptly and appropriately to schools which are prioritised for additional support and
- will also provide universal access to development opportunities for all schools.

The Transforming Learning (TLS) service is EB's main school improvement **Provider Service**. This service is an integral part of EB's response to prioritised needs and will secure a proportionate response to those schools identified as having greater needs, as well as delivering a broad programme of professional and learning development opportunities meeting the needs of individual schools within localities as well as responding to national and local initiatives.

Its two strands are learning and curriculum initiatives (Transforming Learning and Curriculum) and professional and leadership development activities (Transforming Leadership).

- Transforming Learning will include: Primary and Secondary National Strategies including ICT & Ethnic Minority Achievement , Healthy Schools and Economic Well-being;

- Transforming Leadership will include: Workforce Development and Reform, Governor Services and the new Leadership Academy.

EB services will receive commissions from:

- Schools at priorities 1 and 2, according to their Raising Attainment Plan/ National Challenge Plan;
- All schools in Phase 3;
- The Secondary School Improvement Services;
- Area and Locality Managers;
- Other sources which inform the priorities of schools in Bradford.

3.1.2 EB will respond to commissions by:

- Directing the Secondary School Improvement Services in order to respond to the identification of needs for Bradford's schools, through national strategies, local priorities and prioritised schools;
- Responding to expressions of need from Bradford's schools to provide additional development opportunities to support learning and leadership (curriculum and professional development). The Head of L&I will communicate with schools to ask them to identify specific needs in order that a programme can be created to meet these.
- Responding to additional requests from Education Bradford's leadership team and from BMDC to meet on-going priorities through occasional development activities, including additional training for Council officers where appropriate.

3.2 Post 16 provision and specialised diplomas

3.2.1 Phase 3 is taking account of the roll out plan for diplomas, along with A Levels, the Foundation Learning Tiers and other vocational courses. The plan, developed in conjunction with the Learning and Skills Council (LSC) includes both local Further Education (FE) colleges, schools and Work Base Learning Provision.

As part of this plan, Phase 3 proposals include:

- the increase of post 16 school places to cater for the change of statutory school age to 18 by 2015 and an expanding population
- the widening of the 14-19 entitlement to A Level, diplomas, Foundation Learning Tiers (FLT) and apprenticeships.

3.2.2 Phase 3 will provide an increased capacity and enhanced facilities so that the entitlement can be delivered in high quality and fit for purpose environments, to be accessed by students from across the district.

3.2.3 The specialist status of schools will be capitalised on to develop and roll out diploma delivery. Appendix 3 provides details of diplomas provision across the secondary schools.

3.2.4 BSF investment will also provide the ICT infrastructure essential to facilitate the increased flexibility learners will enjoy in determining where they will study. The Managed Learning Environment (MLE), an essential component of the ICT solution,

will facilitate the recording of student attendance at learning opportunities independent of location and will offer to the student a set of learning and personal productivity resources to support their educational experience.

3.3 Facility management and lifecycle:

3.3.1 BMDC recognises the need to protect the capital investment being made in its schools for the long term and has identified the approach it will take to maintain the assets where these are not part of the PFI managed service.

The Phase 1 and 2 PFI schools are provided for by a set of Authority Requirements and a payment mechanism that provides the incentive to the Contractor to maintain building services and fabric against the higher risk profile of a purely reactive service.

3.3.2 The Design and Build (D&B) elements of the Phase 2 programme recognised the need to embed within the Schools an acceptance of the need to protect assets and did so by utilising the Authority Requirements from Phase 1 whilst accepting that the role of the payment mechanism was not available. This was achieved through a provision in the Governors Agreement that the Governing Body would maintain the schools to sufficient standards that allowed the ICT Service to be delivered without interference. The LEP do not have exclusivity over “soft” FM services – catering, cleaning, grounds maintenance, etc – and as no standard form PfS agreement has been developed yet for these services, the Council does not intend to include them in the project.

3.3.3 It is our intention to adopt a similar approach on Phase 3, the Authority Requirements will be adapted as required to reflect the scope of capital works to the Schools and establish standards to be maintained by reference to:-

- Statutory requirements
- Standard Industry Practice, e.g. Chartered Institute of Building Services Engineers (CIBSE), Heating and Ventilating Contractors Association (HVCA) guidelines, manufacturers recommendations.
- Best Practice.

3.3.4 As with Phase 2 Design and Build (D&B) schools, we will require the Contractor to produce an annual Planned Preventative Maintenance (PPM) schedule that meets the standards set by the above, for use by the Schools and which reflects the scope of work undertaken within the project. This is seen as using the knowledge and expertise of the Contractor to the best advantage and will be requested as part of the handover of operating and maintenance documents at completion.

3.3.5 The Council already provides Condition surveys to schools and these are currently captured in a format acceptable to DCFS, it is anticipated that this arrangement will continue with the Schools. The Condition Survey details the scope of remedial works required with a forward planner identifying key areas requiring works prioritised by need and taking into account industry standard and legislative requirements.

3.3.6 Lifecycle

Through the design stage our technical team will work with the designers to ensure that the lifespan of components will be included and that elements will offer best value for money.

Budget allocations for maintenance and repair in D&B Schools, it is recognised, will be lower than the investment often required to achieve the same level of spend than within a PFI managed School. The Council does not have the access to investment strategies utilised by equity partners in PFI schemes and will therefore have to work with the Schools to ensure that the lifespan of the capital investment is understood through reference to work outlined above by the technical stream, priorities are clearly understood and budgetary provision is made. We will endeavour to ensure that annual budget planning by the schools cover any future investment requirements.

3.4 Key Performance Indicators (KPIs)

3.4.1 A review of Phases 1 and 2 and Key Performance Indicators (KPI) has taken place and we recommend the change and/or inclusion of certain indicators to better reflect:

- National policies, for example, the removal of Key Stage 3 Test and the increase of the Number of PE and Sport activity from 2 hours per week to 5 hours.
- Corporate priorities to cover the broad Regeneration, Skills and Sustainability agendas.

3.4.2 On the 11th June 2009, the Strategic Partnering Board (SPB) agreed to correct to 2 Key Performance indicators (KPIs) to reflect national policies and latest legislation. Further amendments to our KPIs are planned post-OBC to ensure that the overall corporate agenda is reflected through the delivery of BSF.

To that effect, it is proposed that the following range of KPIs be included as part of the development of BSF Phase 3 to complement existing ones (please refer to Appendix 2):

Table 1: Additional KPIs

Proposed Phase 3 KPIs	
Socio economic KPIs	
	No. of local apprentices placed with CJV contractors and sub-contractors
	Apprentices as a proportion of total construction workforce on each individual site
	Proportion of apprentices completing their course
	Total No. of employed staff living in Bradford district as a proportion of total construction workforce
	New post appointments sourced in the district (Construction)
	New post appointments sourced in the district (FM)
	New job appointments sourced in Bradford deprived areas (construction)
	New job appointments sourced in Bradford deprived areas (FM)
Regeneration KPIs	
	Number of locally based contractors/subcontractors (Bradford District)
	Number of locally based contractors/subcontractors (YH)
	Proportion of expenditures locally sourced (consultancy)

	Proportion of expenditures locally sourced (Construction costs)
	Proportion of expenditures locally sourced (ICT)
	Proportion of expenditures locally sourced (FFE)
	Proportion of expenditures locally sourced (Total)
Sustainability KPIs (new build schools only)	
	Number of BREEAM score points above the minimum score for "very good" rating (55)
	Percentage of CO2 reduction achieved in comparison with the DCSF 60% target
Partnership KPIs	
	No. of square metres built funded through mechanisms other than PFS monies or Council Education capital allocations (based upon an agreed £/sq.m.)
Education KPIs	
	Minimum level of disruption to the delivery of curriculum when schools are expected to continue teaching whilst construction is taking place (No. of days schools is asked to closed down, etc...)

Discussion regarding the inclusion of these KPIs between the LA and the LEP will be concluded during Full Business Case stage.

3.5 Stakeholder engagement & Consultations

- 3.5.1 The consultation process was reported to the Executive on the 21st April 2009.
- 3.5.2 The BSF team will continue to engage all parties both through statutory and non-statutory processes and ensure the delivery of the most appropriate portfolio of schemes. Over the coming months, engagement of the schools will be increased to develop appropriately and in detail all aspects of our proposals.
- 3.5.3 In addition to the above, community consultation will be carried out as part of the statutory process associated to:
- planning
 - the increase of schools' capacity
 - the proposed change of governance arrangements, and
 - school competitions process related to the opening of the new maintained school (ESBD).
- 3.6 The Outline Business Case must be submitted to the Department for Children, Schools and Families (DCSF) in order to secure the provisional allocation of funding for the delivery of the BSF funded element of the programme.

Failure to secure support from the DCSF and the Treasury for the Outline Business Case stage would lead to a delay and the potential withdrawal of government funding for the Phase 3 project.

- 3.6.1 Upon approval of the OBC, Phase 3 will be subject to further development within the parameters set out in the OBC itself and any conditions DCSF attach to its approval.

This development will be carried out through the preparation of 3 Final Business Cases and will cover:

- outstanding commercial and technical matters to seek financial close on the BSF funded elements.

- confirmation that the LA intends to proceed to contract signature.

3.6.2 Inevitably these negotiations are complex and involve detailed discussions. They require officers to take decisions using expert internal and external advisors, within both the financial parameters established by the Executive and the existing contractual obligations under the Local Education Partnership arrangements

4 Options

The Executive is requested to consider 3 options:

Option 1: Agree to the content of the OBC and approve its submission to DCSF by the agreed deadline. This would enable the development of proposals endorsed by the Executive on the 22nd April 2009.

Option 2: the Executive could take the view that amendment to the content of the OBC is required. The impact of such an option would inevitably imply delays in the submission to DCSF.

Option 3: The Executive could reject the content of OBC thus accepting that submission to DCSF will not be possible within agreed deadlines. This may result in the DCSF not committing to further BSF investment in the current Wave.

5 Finance and resource appraisal

This section of the report identifies that there are four principal elements to the costs of procuring the Phase 3 works, which are:

- Revenue costs associated with the three PFI funded secondary campuses and the proposed ESBD special school.
- Capital costs associated with the remaining secondary schools and C&I special school.
- Capital and Revenue costs of associated ICT for all these schools and 4 others at Challenge College, Feversham College, Immanuel and Parkside.
- Internal costs of procuring these arrangements.

5.1 Revenue Funding of PFI campuses

5.1.1 Detailed financial modelling has yet to be undertaken on the three secondary campuses. As in phases 1 and 2 this will use a whole life cost model to look at the costs of maintaining and managing the buildings over a 25 year period and is likely to conclude that in the case of each of the campuses, the Best Value for Money solution is to use a Private Finance Initiative (PFI) model of procurement.

5.1.2 The detailed analysis demonstrating this position will be shown in the Outline Business Case (OBC) when it is finalised in June 2009. The Authority currently does not make annual revenue provision for lifecycle maintenance of its schools, and schools currently determine local arrangements regarding the discharge of governing body obligations with relation to buildings. The funding of the PFI component of Phase 3 is proposed to be met from four sources, namely additional capital grant funding, a local capital allocation for the ESBD special school, the Dedicated Schools Budget, and individual school contributions.

- 5.1.3 The proposed solution would attract a provisional allocation of £219m capital funding after deducting £10m used to meet the funding gap on phase 2, a 10% contingency fund, and adding a £10m local capital contribution for the ESD special school which was agreed at a the Council Budget Meeting on 26th Feb 2009.
- 5.1.4 To meet the full costs of the PFI schemes an agreed annual revenue contribution similar to phase 2, and index linked for twenty five years, will be required from the Dedicated Schools Grant. The school governing bodies at the PFI campuses will also have to formally indicate their support and commitment for index linked school contributions yet to be agreed.

5.2 Key Financial Risks

As with any large scale project of this nature, there is a range of risks at this stage of development which could impact on the financial position. These risks are principally categorised as:

5.2.1 Scope Creep/Additional Authority Requirements

There is a defined scope of works and expectation as to what is required to be delivered. Should the Council or its partners require significant changes to this scope and specification there may be additional cost which would place pressures on both the revenue and capital affordability position. All schemes are being managed within defined budget allocations and all the partners involved in the process of specification and design development are aware of the boundaries within which they must operate and these are kept under close scrutiny.

5.2.2 Key Financial Assumptions

Assumptions have been made regarding key financial information such as interest rates and construction price inflation, based on current market intelligence. If these rates change adversely, this could result in a further increase in the revenue or capital costs of the project.

5.2.3 Changes in Levels of Funding

The funds available for the project have been wholly committed and any changes in funding could reduce the scope of the expected works.

5.2.4 Future Demand Risk

The Authority is building schools to planned capacities on the basis of assumed patterns of demand and provision. Should there be significant changes to the demand or funding arrangements for schools then there may be issues regarding surplus capacity and consequential pressures on schools' ability to meet their required level of contribution in the case of PFI schools.

5.2.5 Project Delays Caused by the Authority

Should the period in which the schools are built be extended by the Authority, in either the development or construction phase then the increased costs would be attributable to the Authority. There is therefore a financial as well as service delivery imperative to ensure that the works are delivered to programme.

A more detailed explanation of these risks is contained within the OBC which is currently being produced. Equally the Authority is seeking to achieve transfer of a number of risks that would normally reside with them as the client for traditional capital schemes, such as those relating to contractor performance. The principle of PFI is that the risks are allocated to the parties best able to manage them and the full risk allocation is settled at contract signature.

Given that the prices at this stage are based on concept designs and a number of key assumptions, some contingency has been built into both the revenue and capital cost models at this stage.

5.3 ICT Costs

BSF schools are allocated an ICT capital allowance of £1450 per pupil to provide for ICT equipment and learning infrastructure in the new schools.

In return for this initial investment, the DCSF require the ICT solution to be supported and maintained through a managed service five year contract. As per Phase 1 and 2 the intention is to assign the full revenue funding of these arrangements directly to the school governing bodies concerned so that there is no additional financial implication for the Authority. All governing bodies have indicated their willingness to sign up to this principle subject to clarification regarding the required solution and level of funding required.

5.4 Internal Procurement and Survey Costs

The authority has allocated £2m to meet the extra BSF procurement and management costs in order to achieve phase 3 commercial financial close.

A further £10m has been set aside for the proposed ESBD special school contribution towards the overall BSF programme costs as per the Council budget meeting on 26th Feb 2009.

6 Legal Appraisal

Under the BSF Strategic Partnering Agreement (SPA), the LEP has the right to submit proposals on projects classed as Major Capital Projects (generally over £100,000 in value) that involve the Secondary Estate and/or are funded through the BSF programme from central government. Except in circumstances where this exclusivity has been withdrawn, the LEP is generally entitled to deliver these projects, subject to agreement with the Council on cost and technical details. The SPA contains template agreements for use in PFI funded projects and Design and Build projects, which will be used with LEP in contracting these projects.

7 Other implications

The BSF programme supports the overall Children's Services strategy to improve outcomes for all children across the District.

7.1 Equal Rights

The BSF programme supports the overall Children's Services Strategy to improve outcomes for all children across the District.

7.2 Sustainability implications

The BSF programme will deliver buildings that will meet the stringent requirements of the Building Research Establishment Environmental Assessment Model (BREEAM) and local planning requirements relating to carbon reduction. Alongside the above sustainability commitments, all proposed new builds will comply with DCSF's requirements to demonstrate a 60% CO² reduction. On-site energy generation, reduction of energy usage, grey water usage, etc will be addressed on a site by site basis.

7.3 Community safety implications

West Yorkshire Police are advising through the planning process and will be playing an active role in supporting the development of schools that are secure by design.

7.4 Human Rights Act

There are no specific human rights issues at this time.

8. Not for publication documents

Appendix [1] - Outline Business Case

Appendix 1 is not for publication as it is exempt information on the grounds of Paragraph 3 of Schedule 12A to the Local Government Act 1972 (as amended) (information relating to financial or business affairs) and the public interest in maintaining the report as "not for publication" outweighs the public interest in disclosing the information.

9. Recommendations

9.1 The Executive agrees the content of the Outline Business Case and its submission to Partnerships for Schools and the Department for Children, Schools and Families is agreed.

9.2 That responsibility is delegated to the Strategic Director for Children & Young People, in consultation with the Portfolio holder and the Assistant Director (Finance) and the City Solicitor to develop the project further and negotiate the commercial terms of the contract arrangements with the LEP and other parties that are required to secure the delivery of the district's BSF Phase 3 programme and requests the Strategic Director to report back as appropriate. This delegated authority shall include the authority to approve the Stage 1 and Stage 2 submissions put forward by the LEP in accordance with the SPA and to execute all necessary contractual documents needed to effect the final project.

10. Appendices

Appendix 1: draft OBC – Not for Publication

Appendix 2: Benefits Realisation Plan

Appendix 3: Commissioning Model for Bradford and District Post 16

11 Background documents

- Executive Reports 13/01/09 and 21/04/09.
- Young People and Education Improvement Committee Report
06/05/09