

Pecyn Dogfennau Cyhoeddus

Cabinet

Man Cyfarfod

Dyddiad y Cyfarfod
Dydd Mawrth, 29 Medi 2020

Amser y Cyfarfod
2.00 pm

I gael rhagor o wybodaeth cysylltwch â
Stephen Boyd
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Neuadd Y Sir
Llandrindod
Powys
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Dyddiad Cyhoeddi

Mae croeso i'r rhai sy'n cymryd rhan ddefnyddio'r Gymraeg. Os hoffech chi siarad Cymraeg yn y cyfarfod, gofynnwn i chi roi gwybod i ni erbyn hanner dydd ddau ddiwrnod cyn y cyfarfod

AGENDA

1.	YMDDIHEURIADAU
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Derbyn ymddiheuriadau am absenoldeb.

2.	COFNODION
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Awdurdodi'r Cadeirydd i lofnodi cofnodion y cyfarfod diwethaf a gynhaliwyd fel cofnod cywir.

(Tudalennau 1 - 6)

3.	DATGANIADAU O DDIDDORDEB
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Derbyn unrhyw ddatganiadau o ddiddordeb gan Aelodau yn ymwneud ag eitemau i'w hystyried ar yr Agenda.

4.	RHAGLEN AMLINELLOL STRATEGOL DIWYGIEDIG BAND B YSGOLION YR UNFED GANRIF AR HUGAIN
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Ystyried adroddiad gan y Cynghorydd Sir Phyl Davies, Aelod Portffolio ar faterion Addysg ac Eiddo.

(Tudalennau 7 - 42)

5.	RHAGLEN YSGOLION YR UNFED GANRIF AR HUGAIN - PROSIECT CAMPWS CYMUNEDOL YSGOL BRO HYDDGEN
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Ystyried adroddiad gan y Cynghorydd Sir Phyl Davies, Aelod Portffolio ar faterion Addysg ac Eiddo.

(Tudalennau 43 - 174)

6.	YSGOL G.G. LLANFAIR CAEREINION AC YSGOL UWCHRADD CAEREINION
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Ystyried adroddiad gan y Cynghorydd Sir Phyl Davies, Aelod Portffolio ar faterion Addysg ac Eiddo.

(Tudalennau 175 - 240)

7.	ACHOS BUSNES RHAGLEN DALGYLCH LLANFYLLIN
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Ystyried adroddiad gan y Cynghorydd Sir Phyl Davies, Aelod Portffolio ar faterion Addysg ac Eiddo.

(Tudalennau 241 - 354)

8.	ACHOS BUSNES RHAGLEN DALGYLCH ABERHONDDU
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Ystyried adroddiad gan y Cynghorydd Sir Phyl Davies, Aelod Portffolio ar faterion Addysg ac Eiddo.

(Tudalennau 355 - 462)

9.	ACHOS AMLINELLOL STRATEGOL YSGOL CALON CYMRU
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Ystyried adroddiad gan y Cynghorydd Sir Phyl Davies, Aelod Portffolio ar faterion Addysg ac Eiddo.

(Tudalennau 463 - 568)

10.	AROLWG BUSNES COVID
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Derbyn arolwg a gynhaliwyd gyda busnesau ar effaith Covid-19, er gwybodaeth.

<https://sway.office.com/r8fhUNN0sFCqjBD?ref=Link>

**MINUTES OF A MEETING OF THE CABINET HELD AT BY TEAMS ON TUESDAY,
15 SEPTEMBER 2020****PRESENT**

County Councillor M R Harris (Chair)

County Councillors MC Alexander, G Breeze, A W Davies, P Davies, J Evans,
H Hulme and R Powell

In attendance: County Councillors P Roberts and J Williams

1. APOLOGIES

There were no apologies for absence.

2. MINUTES

The Leader was authorised to sign the minutes of the meetings held on 21st July and 28th July as correct records.

3. DECLARATIONS OF INTEREST

County Councillors Phyl Davies and James Evans declared personal and prejudicial interests in item 4 Home to School/College Transport Policy.

4. HOME TO SCHOOL/COLLEGE TRANSPORT POLICY

County Councillors Phyl Davies and James Evans left the meeting having declared a personal and prejudicial interest in this item.

Cabinet considered responses to the consultation carried out on the home to school/college transport policy with a view to introducing a new policy from July 2021. Taking into consideration the responses received, it was proposed to proceed with the proposal that elected Members no longer consider transport appeals and with the proposal relating to providing transport to Welsh-medium provision, but not to proceed with the proposal to remove the practice of reimbursing 16-19 aged learners who travel out of county to study. The £75,000 saving that this would have generated would not now be achieved.

With regard to the proposals in the draft policy to continue to provide transport to the nearest suitable school or catchment school, it was proposed that changes to catchment areas for schools should be agreed as part of local authorities' admission arrangements, and not as part of developing a Home to School/College Transport Policy. This would be taken forward as the new School Admissions Policy for admissions in September 2021 was developed and consulted upon.

The Chair of the Learning and Skills Scrutiny Committee welcomed that Cabinet had listened to the views expressed in the consultation with regard to removing

the practice of reimbursing post 16 learners who travelled out of county for their studies. The Cabinet noted the recommendations from the Learning and Skills Scrutiny Committee and the Equality Impact Assessment.

RESOLVED to approve the revised Home to School/College Transport Policy as attached in Appendix B of the report for implementation from July 2021, and note the specific changes identifies in section 3.1 of the report.

County Councillors Phyl Davies and James Evans returned to the meeting.

5.	WEPCO SPECIAL PARTNERSHIP AGREEMENT FOR NEW SCHOOLS FUNDED BY REVENUE (MIM)
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Cabinet was asked to give approval to enter into a Strategic Partnership Agreement (SPA) with Welsh Education Partnership Co (WEPCo). Entering SPA would give the Council the opportunity to deliver a 21st Century Schools Programme education and community facilities project via The Mutual Investment Model revenue funding stream. It did not commit the Council to using the MIM but gave another option for funding improvements to the school estate.

RESOLVED

- 1. To approve the Strategic Partnering Agreement with Welsh Education Partnership Co (WEPCo) to facilitate the delivery of education and community facilities.**
- 2. To approve the appointment of the Chief executive as Programme SRO as 'Participant Representative' to sit on the Strategic Partnering Board.**
- 3. To give delegated authority is given to Chief Executive in consultation with the monitoring officer, to agree the final terms of the SPA and make any necessary minor amendments to it, should these be required.**

6.	CONSULTATION DECISION FOR LONG TERM EMPTY PROPERTY PREMIUM INCREASE
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Cabinet was asked to approve a consultation exercise to seek views on a potential Council Tax premium increase on long-term empty homes. The Housing Service agreed that there was a need to bring long-term empty homes back into use. The Portfolio Holder accepted that there needed to be a degree of flexibility so that local young people were not priced out of the market and he agreed that the farming unions should be amongst the organisations that were consulted.

RESOLVED to carry out a consultation process to seek views of taxpayers and stakeholders to inform a potential premium increase of long-term empty homes.

7.	HIGHWAYS CAPITAL SCHEMES
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Cabinet considered amendments to the Highways capital programme. County Councillor Rachel Powell thanked the highways staff who had assisted when roads in her ward had been flooded and the Leader also thanked the staff involved in the clean-up operation following flooding in Ystradgynlais.

RESOLVED

1. That the contents of this report are noted and the reduced capital funding for the Hamp is actioned as a virement with the decision about reprofiling the £2.6 million or reducing the overall programme made by EMT / Cabinet in September.
2. The Capital requirement for Glasbury Bridge is included in the Capital Strategy.

8.	MACHYNLLETH GYPSY AND TRAVELLER SITE
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Cabinet considered a virement in respect of the Machynlleth Gypsy and Traveller site. The scheme was included in the capital programme with an allocation of £0.87 million, comprising of £0.75 million from Welsh Government grant funding and £0.12 million supported borrowing. The project costs were now estimated at £1.326 million. It was proposed to fund the £0.456 million shortfall from the Homefinder Receipts Reserve.

RESOLVED

1. That the contents of the report are noted.
2. That Cabinet approves the virement request for £0.456 million.
3. That Cabinet approves in principle a virement of up to a further £0.75 million, should the value of grant award be less than anticipated.

9.	COMMUNITY LIBRARY PARTNERSHIPS
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Cabinet considered a report proposing that the Powys Library Service support small libraries which the Council was looking to pass to communities for a period of 5 years. The Portfolio Holder for Young People and Culture expressed her appreciation for the communities who had expressed a willingness to work with the Council.

RESOLVED that Powys County Council agrees to support community libraries with stock, ICT, relevant staffing and training for a period of 5 years, to allow them a period of stability in order to develop, fundraise and become sustainable

for the long term, enabling the library service to work towards achieving a lower cost of delivery.

10. POWYS RECOVERY PLANNING

Cabinet considered the Council's Strategic response and recovery plans to the pandemic. The Leader thanked staff for the way in which they had worked throughout the pandemic and noted that the Cabinet was still working to deliver the Council's vision.

RESOLVED that Cabinet endorse the approach set out in section 3.1 of the report and the Draft Economic Recovery Strategy referenced in Section 3.2 (and available at appendix 2) covering both internal and external recovery and planning.

11. TREASURY MANAGEMENT REVIEW 2019/20

Cabinet considered the Treasury Management report for 2019/20. The Treasury Management team was thanked for their important work in ensuring the Council's cashflow whilst £50m of government support was delivered to local businesses during the pandemic.

RESOLVED that the Treasury Management Review Report is approved.

12. DIRECTOR OF SOCIAL SERVICES ANNUAL REPORT

Cabinet considered the Director of Social Services Annual Report. The Director explained that the report highlighted what had been achieved and was transparent on what was yet to be delivered. She noted that there was a full leadership team in place and she thanked colleagues, Cabinet, Scrutiny, CIW and Jack Straw and the Improvement and Assurance Board for their challenge and support. The Portfolio Holder for Adult Social Care and the Portfolio Holder for Young People and Culture paid tribute to the Director for her leadership.

13. DELEGATED DECISIONS TAKEN SINCE THE LAST MEETING

Cabinet noted delegated decisions taken by Portfolio Holders.

14. EXEMPT ITEMS

RESOLVED to exclude the public for the following item of business on the grounds that there would be disclosure to them of exempt information under category 1 of The Local Authorities (Access to Information) (Variation) (Wales) Order 2007).

15. VALUING CARE

Cabinet was asked to approve a review of the care home fees paid by Powys County Council for older persons' residential and nursing care homes. It was proposed that a report would be brought back for Cabinet's consideration in the New Year with a view to introducing new fee rates in April.

RESOLVED

- 1. For Cabinet to provide agreement for officers to work with Rockhaven Healthcare Consulting to undertake a review of care home fees in Powys.**
- 2. For the Head of Commissioning in Social Services to return to Cabinet with proposals based upon the findings of the review for new fee rates, for Cabinet's agreement for implementation.**

16. AUTOMOBILE PALACE

Cabinet considered the confidential report. County Councillor Jon Williams spoke as the local member in support of the recommendation.

RESOLVED to approve the recommendation.

County Councillor M R Harris (Chair)

Mae'r dudalen hon wedi'i gadael yn wag yn fwriadol

CYNGOR SIR POWYS COUNTY COUNCIL.

CABINET EXECUTIVE

29th September 2020

REPORT AUTHOR: County Councillor Phyl Davies
Portfolio Holder for Education and Property

REPORT TITLE: Revised 21st Century Schools Band B Strategic Outline Programme (SOP)

REPORT FOR: Decision

1. Purpose

- 1.1. To request Cabinet approval to submit a revised Strategic Outline Programme (SOP) to Welsh Government's 21st Century Schools Programme requesting an increase in the funding envelope from £113 million to £263 million, to support the Council's Strategy for Transforming Education in Powys 2020-30.
- 1.2. The report is supported by Appendix A – Revised Band B Strategic Outline Programme.

2. Background

Strategy for Transforming Education in Powys

- 2.1. On the 14th April 2020, a new Strategy for Transforming Education in Powys was approved by the Leader via a delegated decision.
- 2.2. The Strategy was developed following extensive engagement with a range of stakeholders during two separate periods between October 2019 and March 2020. The Strategy sets out a new vision education in Powys, which is as follows:

'All children and young people in Powys will experience a high quality, inspiring education to help develop the knowledge, skills and attributes that will enable them to become healthy, personally fulfilled, economically productive, socially responsible and globally engaged citizens of 21st century Wales.'

- 2.3. The new strategy also sets out a number of guiding principles which will underpin the transformation of education in Powys. These are as follows:
 - *A world class rural education system that has learner entitlement at its core*
 - *Schools that are fully inclusive, with a culture of deep collaboration in order to improve learner outcomes and experience*
 - *A broad choice and high quality of provision for 14 – 19 year old learners, that includes both academic and vocational provision, meeting the needs of all learners, communities and the Powys economy*
 - *Welsh-medium provision that is accessible and provides a full curriculum in Welsh from Meithrin to age 19 and beyond Provision for learners with*

Special Educational Needs (SEN)/Additional Learning Needs (ALN) that is accessible as near to home as is practicably possible, with the appropriate specialist teaching, support and facilities that enables every learner to meet their potential

- *A digitally-rich schools sector that enables all learners and staff to enhance their teaching and learning experience*
- *Community-focused schools that are the central point for multi-agency services to support children, young people, families and the community*
- *Early years provision that is designed to meet the needs of all children, mindful of their particular circumstances, language requirements or any special or additional learning needs*
- *Financially and environmentally sustainable schools*
- *The highest priority is given to staff wellbeing and professional development*

2.4. The new strategy sets out a number of Strategic Aims and Objectives, to shape the Council's work to transform the Powys education system over the coming years. One of the Strategic Aims of the Strategy is to '*improve learner entitlement and experience*'. Within this aim, the Strategy sets out two Strategic Objectives, to '*Develop a network of all-age schools based around the 13 current secondary school locations*' and to '*Reconfigure and rationalise primary provision*'.

2.5. The strategy also includes an enabling action to implement '*a major capital investment programme that will ensure that schools in Powys have inspiring, environmentally sustainable buildings that can provide opportunities for wider community activity, including where possible childcare services, early years, ALN, multi-agency support and community and leisure facilities.*'

2.6. The Strategy has been phased into three different phases, or 'waves', for the period 2020-2030.

21st Century Schools Programme

2.7. The 21st Century Schools and Colleges Programme is a joint initiative between the Welsh Government, the Welsh Local Government Association, Councils and Further Education Colleges. It is a major, long term and strategic capital investment programme with the aim of creating a generation of 21st Century schools and colleges in Wales.

2.8. There have been two 'bands' of funding available – Band A which started in 2014 and Band B which started in 2019 – it is expected that Band B projects are completed by 2024-25. There has already been significant investment in the Powys schools' estate through this programme, with a total of £89 million in Band A and £113 million programmed for Band B. Welsh Government contribute 65% for mainstream schools in Band B, with the Council funding the remaining 35%, although Special Schools received 75% of funding from the Welsh Government.

2.9. All Councils are expected to submit a Strategic Outline Programme that outlines a high-level estimate of the funding required for each 'band'. Once a SOP is approved, funding for each specific project is released following the approval of a business case, aligned with the HM Treasury's 5 Case Business Model.

2.10. In 2017, the Cabinet and Welsh Government approved Powys County Council's SOP for £113 million for Band B projects. However, during the development of the new Strategy for Transforming Education, it was recognised that additional capital funding would be required to meet the aspirations of the Strategy. On the 14th April 2020, the Leader of the Council approved the new Strategy and the following recommendation:

'in order to demonstrate full commitment to the ambition outlined in the Strategy, approves the development of a ten-year outline (notional) capital investment sum of £350 million to transform the schools' estate as outlined in the revised 21st Century Schools Strategic Outline Programme'

2.11. However, since April, officers have been developing plans to deliver the aims and objectives of the new strategy, bringing the total funding required for delivery of the strategy to £563 million between 2020 and 2030: £263 million for Wave 1 (2020-20); £150 million for Wave 2 (2022 – 2025) for £150 million (2025 – 2021)

2.12. The plans currently being developed in Wave 1 (2020-22) of the strategy include:

- A revised Strategic Outline Case/Outline Business Case (SOC/OBC) with a radical re-scoping of Ysgol Bro Hyddgen's original scheme to include early years, school, leisure, library and community facilities.
- New business cases to consider options for Ysgol Calon Cymru, Llanfyllin and Brecon catchment areas, and Gwernyfed High School.

2.13. The total indicative costs of these new business cases, along with other commitments in Band B including new build projects for Ysgol Cedewain, Ysgol Brynllwarch and a nominal sum for a new primary school in Newtown, exceed the funding currently available in both Band A and Band B Programmes by approximately £150 million.

2.14. Further work has also been carried out to clarify future funding requirements to transform the whole schools' estate, and this amounts to £150 million for projects within Wave 2 of the new programme, and a further £150 million for projects within Wave 3 of the programme.

3. Advice

3.1. It is therefore advised that the Band B SOP is revised to increase the funding envelope from £113 million to £263 million to meet the funding requirements for the projects in Wave 1.

3.2. It is also advised that there is a re-allocation of funding for projects within Band A and Band B. This specifically requires the re-allocation of funding that was originally earmarked for a new Welsh medium secondary school in Newtown and the development of Welsh-medium primary provision in Mid Powys, and to re-allocate this to the increased Bro Hyddgen and Ysgol Calon Cymru schemes. This will mean that the development of secondary Welsh-medium provision, a key aim within the new Strategy, will need to take place within the current secondary school infrastructure.

- 3.3. It is advised that the SOP is then re-submitted to Welsh Government, for consideration at its 21st Century Schools' Capital Panel in October.
- 3.4. As a number of schemes are being developed with regard to integrating other community facilities such as leisure and libraries, it is important to understand the County wide strategy on community facilities and the expectation across the 13 catchments as additional leisure facilities add in a significant cost to the programme.

4. Resource Implications

- 4.1. Delivery of the Council's Education Strategy is estimated to require total investment of £563 million between 2020 and 2030. The Council's capital programme currently includes £113 million for this purpose between 2020 and 2025, leaving £450 million that still needs to be found. If we assume Welsh Government will provide 65% of the funding required (in line with the 21st Century Schools policy) the Council would need to find an additional £157.2 million over the next ten years (£52.0 million in Wave 1; £52.5 million in Wave 2 and £52.5 million in Wave 3)
- 4.2. In approving this report, Cabinet is not committing the Council to funding delivery of the ten-year strategy or even the revised SOP for Band B. The Council needs to agree a financial strategy to support delivery of the education strategy to ensure that it is both affordable and deliverable by 2030. There are different ways in which the Council could raise capital to meet the investment requirement including unsupported borrowing, capital receipts or reducing / reprofiling the existing capital programme. Consideration of these and other options needs to be undertaken in the context of the impact on the revenue budget, the long term sustainability of the Council's financial position and estate.
- 4.3. Later this autumn, officers will provide for Cabinet's consideration a sustainable financial strategy for delivery of the education strategy noting that it will have significant resource implications for the Council. If Welsh Government approves the revised SOP, the total investment requirement for Band B will need to be included in the 2021-2031 Capital Programme and any revenue consequences will need to be included in the 2021-22 Draft Budget, both of which will be presented to Council for approval in early 2021.
- 4.4. The Head of Finance (section 151 Officer) notes the content of the report and supports the recommendations. The investment required to deliver the education strategy is a significant long term financial commitment for the Council, the development of a clear and sustainable financial strategy to support it is critical. This will ensure that the Council understands the resource implications for the whole programme and considers the options and the prioritisation of resources to support it. The strategy will be developed in the context of the impact on the revenue budget, affordability and the long term sustainability of the Council's financial position.

5. Legal implications

- 5.1 Legal: The recommendation can be supported from a legal point of view.
- 5.2 The Head of Legal and Democratic Services (Monitoring Officer) has commented as follows: "I note the legal comment and have nothing to add to the report".

6. Comment from local member(s)

6.1 Not applicable.

7. Integrated Impact Assessment

7.1 An integrated impact assessment will be developed as part of any formal consultation processes, if required.

8. Recommendation

8.1 It is recommended that Cabinet:

8.1.1 approves a revised Strategic Outline Programme (SOP) for submission to the Welsh Government's 21st Century Schools' Programme, requesting an increase in the funding envelope from £113 million to £263 million to support the Council's Strategy for Transforming Education in Powys; and

8.1.2 agrees that officers will provide a draft sustainable financial strategy for the delivery of the ten-year education strategy, noting that it will have significant resource implications for the Council, which will need to be addressed in the 2021-22 budget and 2021-2031 Capital Programme.

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Head of Service:	Emma Palmer – Head of Transformation & Communications Lynette Lovell – Interim Chief Education Officer
Corporate Director:	Dr Caroline Turner

CABINET REPORT TEMPLATE VERSION X

Mae'r dudalen hon wedi'i gadael yn wag yn fwriadol



OFFICIAL – SENSITIVE

Powys Local Authority

Strategic Outline Programme (SOP) – Band B Update

Revised Version June 2020

Guidance

This form aims to capture the proposed changes to your Band B Programme since the most recent version of your Strategic Outline Programme/ Estate Strategy was agreed.

Please complete all relevant sections of this form including the statement of approval of this information in **Section 12**.

Please note that the budget for Band B of the Programme is fixed and prioritisation of projects will take place should applications for funding exceed the resources available. In the first instance projects will be prioritised based on building condition and sufficiency, but the exercise may take into account other factors such as flexibility of assets, efficiency of the education estate and deprivation.

Please return a signed, electronic copy of the form, to Jo Lerner, Programme Director of 21st Century Schools and Education Programme by Monday 31 July via:

21stcenturyschools@wales.gsi.gov.uk

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1. Requested Band B Programme Envelope

Requested total of Band B envelope <i>e.g. £15,000,000</i>	£263,615,767
Requested Welsh Government contribution <i>e.g. £7,500,000</i>	£174,533,885
LA/ FEI contribution <i>e.g. £7,500,000</i>	£89,081,882

2. Summary of changes

What has changed since the latest version of your SOP/ Estates Strategy?

1000 words maximum

This section has changed from previous SOP.

In the summer of 2019, Powys Education Services were inspected by Estyn. Estyn's findings report outlined significant concerns regarding the Council's progress on school reorganisation, and included a recommendation to '*Ensure that the organisation of provision for non-maintained, post-16, Welsh-medium education and secondary education meets the needs of the children and young people of Powys.*'

Subsequently, the Council recognised the need to review education provision in the county, commencing a Strategic Review in October 2019. This work has informed the development of a new Strategy for Transforming Education in Powys.

The Strategy is based on four Strategic Aims:

Strategic Aim 1: We will improve learner entitlement and experience

➤ **Strategic Objectives:**

- S.O.1.1 - Develop a network of all-age schools based around the 13 current secondary school locations
- S.O.1.2 - Reconfigure and rationalise primary provision

Strategic Aim 2: We will improve learner entitlement and experience for post-16 learners

➤ **Strategic Objectives:**

- S.O.2.1 - Implement short-term improvements outlined in Cabinet report 18th September 2019 – improved marketing, roll out of digital learning and enhanced partnership working
- S.O.2.2 - Reorganise sixth form provision across the county by developing sixth form centres that would deliver a wide range of provision across all subject areas. These could also offer vocational and STEM opportunities for 14 – 16 year olds, working in partnership with schools and other providers

Strategic Aim 3: We will improve access to Welsh-medium provision across all key stages

➤ **Strategic Objectives:**

- S.O.3.1 - Move schools along the language continuum
- S.O.3.2 - Develop new primary and secondary provision
- S.O.3.3 - Work with Mudiad Meithrin to establish new early years provision
- S.O.3.4 - Develop immersion opportunities

Strategic Aim 4: We will improve the provision for learners with SEN/ALN

➤ **Strategic Objectives:**

- S.O.4.1 - Develop a new county-wide network of specialist SEN/ALN provision including post-16

To deliver the new Strategy, there is a requirement for a major capital investment programme that will ensure that schools in Powys have inspiring, environmentally sustainable buildings that can provide opportunities for wider community activity. This will also include developing a reliable, high quality digital infrastructure.

The Council's aspiration is to develop, within the 13 secondary school localities, an infrastructure of all-age (sometimes known as all-through) schools. Initially, these may be multi-sited all-age schools, however, the ultimate aim is to develop new purpose-built schools that will not only provide state of the art facilities for teaching and learning, but also childcare and early years provision, community and leisure facilities, multi-agency areas that can provide support for learners and their families and SEN/ALN facilities of the highest quality.

To deliver this ambitious Strategy requires future capital investment of approximately £350m in addition to the £202m Band A and B investment which will completely transform the county's schools estate.

Specific changes to previously approved Band B Programme

The main changes to the Band B programme are outlined below:

Project Name	Project changes
1. Ysgol Bro Hyddgen	Impacted by collapse of Dawnus. Scope change to include additional community and leisure facilities, which has increased the cost.
2. Ysgol Brynllwarch	No change
3. Ysgol Cedewain	No change
4. New Primary School Newtown	No change
5. Welshpool High School Remodelling	No change
6. Brecon Review	This has now increased in scope to include not only primary school provision but also a pupil referral unit and leisure facilities.
7. Ysgol Calon Cymru Review	Moved from Band A into Band B. Project scope expanded to become a whole school transformation.
8. Gwernyfed HS	Now in Band A and Band B to ensure sufficient funding available to meet increased cost of other Dawnus-impacted projects.

9. New project – Llanfyllin Catchment	Potential investment in schools in the Llanfyllin catchment area, including an all through school in Llanfyllin.
Projects removed from original Band B	
Reason for change	
New Welsh-medium secondary school, Newtown	The new Strategy for Transforming Education in Powys includes a Strategic Aim to improve Welsh-medium provision. The development of Welsh-medium secondary provision will now be carried out within the current infrastructure of secondary schools, rather than developing a new school.
Welsh-medium primary review, Mid Powys	This will become part of the Ysgol Calon Cymru Review which will consider options for developing primary and secondary Welsh-medium provision in Mid Powys.
Ysgol Gymraeg y Trallwng	This project is now funded from Band A. There has been a delay due to it being impacted by Dawnus and Covid.

3. Strategic Case

How does your Programme link to local and national strategies e.g. the Wellbeing of Future Generations (Wales) Act 2015, Welsh medium and childcare strategies?

1000 words maximum

This section has changed from previous SOP.

Powys County Council's (PCC) Corporate Improvement Plan - Vision 2025 -underpins the authority's aims and objectives and sets out the way in which the Council intends to develop and improve its services.

The Council's guiding principles are based on the well-being of future generations. The **Well-being of Future Generations (Wales) Act 2015** is about improving the social, economic, environmental and cultural well-being of the nation. It will ensure the council thinks more about the long-term, works better with people and communities and each other, looks to prevent problems and takes a more joined-up approach. This will help create a Powys and a Wales that everyone wants to live in, now and in the future

Powys is a large, rural authority. Covering a quarter of the landmass of Wales, it contains only 4.2% of the population, making it the most sparsely populated county in Wales. Delivering services across such a large, sparsely populated area is challenging and expensive. This is particularly true for education.

Whilst there has been some school reorganisation activity over recent years, this has mainly focussed on rationalisation of primary provision and establishment of alternative governance arrangements in the secondary sector, through the establishment of all-thorough or multi-sited provision. Over the last ten years, the authority has carried out catchment or area reviews in Ystradgynlais, Gwernyfed, John Beddoes, Machynlleth, Llanidloes and Welshpool towns. In most areas, this led to a reduction in the number of schools with significant capital investment in improving the schools' estate. However, reorganisation on a similar scale has not taken place across the remainder of Powys. The county's schools' infrastructure remains similar to that in place 20 years ago, for secondary it is largely unchanged for the last 45 years.

In the autumn term 2019, the Council engaged with key stakeholders to identify the challenges facing education in Powys. These are outlined below.

- Lack of equity for Learner Entitlement
- High proportion of small schools
- Decreasing pupil numbers
- High number of surplus places
- Building condition
- Financial pressures
- Inequality in access to Welsh-medium education
- Limited post-14 and post-16 offer
- Historical lack of political decision making

To address these issues, the Council has developed a new Strategy for Transforming Education in Powys 2020-2030.

The new vision for education in Powys is:

‘All children and young people in Powys will experience a high-quality, inspiring education to help develop the knowledge, skills and attributes that will enable them to become healthy, personally fulfilled, economically productive, socially responsible and globally engaged citizens of 21st century Wales’.

Strategic Fit

National policy drivers	Relevance to this Programme
<p>21 Century Schools Programme</p>	<ul style="list-style-type: none"> • Good quality school buildings in place of the current poor quality school buildings • Better resources which will enable the successful implementation of strategies for school improvement and lead to better educational outcomes • Reduction in recurrent costs, energy, consumption and carbon emissions • Resources for the whole community which can offer a range of facilities, such as childcare and adult training • Better quality ICT provision and technology, which will drive improvements in educational standards
<p>Successful Futures Independent Review of Curriculum and Assessment Requirements in Wales</p>	<p>Professor Donaldson’s independent report published in 2015 recommended appropriate fit for purpose learning environments that will facilitate the delivery of the curriculum and ensure children develop as:</p> <ul style="list-style-type: none"> • Ambitious capable learners • Enterprising, creative contributors ready to play full part in life and work • Ethical and informed Welsh citizens • Healthy and confident individuals/value members of society <p>Meeting the aspirations outlined of ‘Successful Futures’ and ‘Qualified for Life’ is a key purpose of the authority’s Band B Programme, ensuring that educational provision will align with the four core purposes of ‘Successful Futures’.</p>
<p>Welsh Language</p>	<p>The Programme has integral links with the Welsh Government’s aspiration to create a million Welsh speakers by 2050, with the authority’s WESP focusing on creating new Welsh medium provision, therefore facilitating demand.</p>
<p>Building a Brighter Future - Early</p>	<p>The provision of childcare will be a key consideration in any projects taken forward which include primary aged provision. The Programme will support the roll out of the government’s commitment to fund 30 hours of early years education & care over the next 4 years in any</p>

Years and Childcare Plan	submission we make that includes Primary Provision, to ensure sufficient places are available to meet the expected demand.
The Well-being Future Generations (Wales) Act 2015	<p>The council's guiding principles are based on the well-being of future generations. The Well-being of Future Generations (Wales) Act 2015 is about improving the social, economic, environmental and cultural well-being of the nation. It will ensure the council thinks more about the long-term, works better with people and communities and each other, looks to prevent problems and takes a more joined-up approach. This will help create a Powys and a Wales that everyone wants to live in, now and in the future.'</p> <p>Projects proposed for Band B are aligned with the seven well-being goals outlined in the Well-being of Future Generations (Wales) Act 2015.</p>
Wales Infrastructure Investment Plan	The projects proposed for Band B are aligned with the Wales Infrastructure Investment Plan as implementation of the projects will stimulate jobs and local economies in Powys.
ALN Reform	<p>The Programme is aligned with the Additional Learning Needs Transformation Programme – aiming to:</p> <ul style="list-style-type: none"> • ensure that all learners with ALN are supported to overcome barriers to learning and can achieve their full potential • improve the planning and delivery of support for learners from 0 to 25 with ALN, placing learners' needs, views, wishes and feelings at the heart of the process • focus on the importance of identifying needs early and putting in place timely and effective interventions which are monitored and adapted to ensure they deliver the desired outcomes.
Climbing Higher	The Programme will meet the objectives of the Welsh Government's Climbing Higher Next Steps strategy by ensuring that sports facilities are an integral part of every project, providing opportunities for pupils and wider communities to participate in sports and recreation activities, increasing the level of physical activity which in turn will lead to greater wellbeing.

Highlight any differences to your strategic case since the latest version of your SOP/ Estates strategy was produced.

Please provide details of benefits and risks of your Programme.

1000 words maximum

This section has changed from previous SOP

The Council has developed a new Strategy for Transforming Education in Powys. The Strategy includes the following four Strategic Aims:

Strategic Aim 1	We will improve learner entitlement and experience
Strategic Aim 2	We will improve learner entitlement and experience for post-16 learners
Strategic Aim 3	We will improve access to Welsh-medium provision across all key stages
Strategic Aim 4	We will improve the provision for learners with SEN/ALN

The new Strategy will be fully aligned with the Council's new ten year Welsh in Education Strategic Plan which will be brought to Cabinet as soon as possible following publication of Welsh Government guidance on the requirements.

Benefits

The benefits of the programme are aligned with the Guiding Principles outlined within the new Strategy and are as follows:

- A world class rural education system that has learner entitlement at its core
- Schools that are fully inclusive, with a culture of deep collaboration in order to improve learner outcomes and experience
- A broad choice and high quality of provision for 14 – 19 year old learners, that includes both academic and vocational provision, meeting the needs of all learners, communities and the Powys economy
- Welsh-medium provision that is accessible and provides a full curriculum in Welsh from Meithrin to age 19 and beyond
- Provision for learners with Special Educational Needs (SEN)/Additional Learning Needs (ALN) that is accessible as near to home as is practicably possible, with the appropriate specialist teaching, support and facilities that enables every learner to meet their potential
- A digitally-rich schools sector that enables all learners and staff to enhance their teaching and learning experience
- Community-focused schools that are the central point for multi-agency services to support children, young people, families and the community
- Early years provision that is designed to meet the needs of all children, mindful of their particular circumstances, language requirements or any special or additional learning needs
- Financially and environmentally sustainable schools
- The highest priority is given to staff wellbeing and professional development

Risks

- The authority is unable to fund and implement its plans
- Reduction in capital funding available
- Changes or delays in projects affects the availability of funding
- Changes to local and/or national political leadership
- Lack of officer capacity to deliver projects
- Lack of public support
- Projects do not deliver appropriate budget savings
- Construction suppliers have insufficient capacity and time
- Inability to meet the quality aspirations and requirements of PCC

4. Economic Case

Highlight any differences to the Economic Case since the latest version of your SOP/ Estates strategy was produced.

1000 words maximum

This section has changed from previous SOP

Individual projects within the authority's programme for Band B have been identified based on the following **investment objectives**:

- To meet the aspirations of the authority's new Strategy for Transforming Education in Powys
- To improve the condition of school buildings in Powys
- To optimise the use of infrastructure and resources across the Council

Critical Success Factors remain the same as in the previous SOP.

Potential scope of the Programme

The Programme's scope is education for 4 – 18 year olds in Powys. Within this scope, options have been based on the degree of optimisation from the 21st C Schools Programme i.e. the size of the investment, which is a combination of the level of business needs, resources available and deliverability.

Options have been assessed against these investment objectives and CSFs, which reflect the authority's aspirations for education, whilst also considering the financial limitations faced by the authority.

The options considered are as follows:

Option 1: Do Minimum

Scope:

Continue with Band B as per the previous SOP

Service solution:

This investment would include refurbishment / remodelling of some schools, as well as rebuild and new build options where appropriate. However, since the costs of Ysgol Bro Hyddgen has increased, there's insufficient funding in the current Band B envelope to continue with any other school projects.

Service delivery:

The council in partnership with Welsh Government

Option 2: Intermediate

Scope:

Increase Band B funding envelope to meet the authority's new Strategy for investment in schools only

Service solution:

This investment would include refurbishment / remodelling of some schools, as well as rebuild and new build options where appropriate

Service delivery:

The council in partnership with Welsh Government and other public organisations e.g. health

Option 3: Maximum

Scope:

Increase Band B funding to invest in additional reconfigured provision as part of Wave 1 of the new Strategy, including community, leisure, early years and multi-agency facilities

Service solution:

This investment would include all options including new build and remodelling.

Service delivery:

The council in partnership with Welsh Government and other public organisations e.g. health

Preferred way forward

The option appraisal resulted in the preferred way forward being option 3 – Maximum. Options 1 and 2 have been discounted as they do not provide the optimum level of investment required to provide the greatest benefits.

The individual projects will be subject to individual business cases and separate procurements.

5. Commercial Case

Highlight any differences to the Commercial Case since the latest version of your SOP/ Estates strategy was produced.

Please include details of what delivery models you are considering e.g. batching or single delivery.

1000 words maximum

No change to previous SOP

From July 2015 Powys has been a named employer within Sewscap 2, the South and Mid Wales Collaborative Construction Framework for schools and other public buildings. Following representation from Powys, this second iteration of the leading construction framework was written to include Lots in appropriate value bands for Mid Wales, as it was considered that using this approach would offer the economic development benefits of the previous Powys & Ceredigion Framework via a heightened framework profile.

The Sewscap frameworks offer a swift route to market which is compliant with EU Procurement Directives and the Wales Procurement Policy Statement. They also provide opportunities for early contractor involvement and focus on long term relationships.

The Framework ensures competition throughout the whole process with project specific competition. A mini-competition for each project between the framework contractors awarded to the appropriate Lot, will test price and quality. With quality questions focusing on the contractor's ability to deliver specific project and add value. The frameworks allow for a combination of investments, each in any location, to be packaged and let as one "project/contract", thus increasing benefits from the economies of scale. Where NEC target price contracts are the chosen form of contract the successful contractor at mini-competition is required to tender 75% of the value of the work packages before agreeing the target price with the client. Best value is further achieved through the life of the project, through shared pain/gain incentives, to deliver the project under the target cost with profit payments linked to outcomes measured against a suite of time, cost and quality KPIS. The Client cost manager will challenge and verify the target cost. The Framework allows the client to "walk-away" if the target price cannot be agreed, incentivising the contractor to construct a competitive target price.

Each project is different and may require a different procurement approach. The frameworks allow for the use of other industry contracts, for example JCT D&B form and is flexible to allow a project to be let as construct only or D&B with design teams appointed by the contractor or client. This flexibility will allow the Council to match the

delivery model to their specific funding and project requirements and also innovate, for example, by progressing the development and use of MMC and offsite fabrication.

6. Financial case

Highlight any differences to the Financial Case since the latest version of your SOP/ Estates strategy was produced.

Please give details of the match funding arrangements for your Programme and confirm whether or not it is affordable.

1000 words maximum

No change to previous SOP

The cost of the projects in Band B have been estimated. Once feasibility projects are undertaken on these schools the project costs will be revised.

The total cost of the projects in Band B are £113.924m.

The strategy for life cycle maintenance will be to maintain the current level of spends on repairs and maintenance. The amount delegated to schools for repairs and maintenance is currently £1.7m per annum. As the quality of the schools improves it is proposed that the current level of budget is maintained which on current analysis will allow the schools to maintain the schools to the new standard.

Each school will be reviewed to determine if the community use has an impact on the authority's partial exemption. However, it is assumed that there will be no VAT implications for the proposals.

The financing for Band B is as follows:

	£m
Supported Borrowing	5.0
Prudential Borrowing	51.9
WG Contribution at 50%	56.9

The following assumptions has been made to calculate the financing of the projects:

Supported Borrowing assumes that this remains at the current level for the authority.

Prudential Borrowing assumes the assets will have a 50 year life and an interest rate of 3.6%

No capital receipts have been assumed and will be considered when individual projects are explored in more detail.

The authority would like to explore the option of the Mutual Investment Model, however to be prudent the funding is based on the Capital Investment Model.

7. Management Case

Highlight any differences to the Management Case since the latest version of your SOP/ Estates strategy was produced.

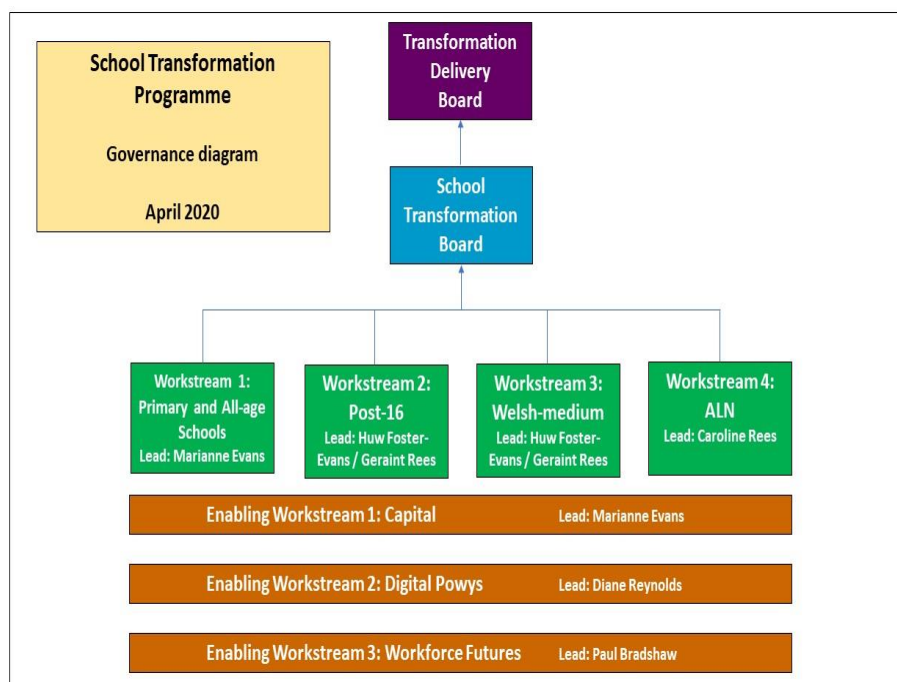
1000 words maximum

This section has changed from previous SOP.

Programme Governance

The governance arrangements for the Transforming Education programme are delivered under the Transformation Delivery Board.

The programme is supported by a number of project workstreams as set out in Figure 1 below. There may also be a requirement to establish sub task and finish groups as the programme progresses.



Reporting and Approvals Process

Reporting and assurance mechanisms are set out in figure 2 below.

Workstream progress will be reported at least bi-monthly to the Schools Transformation Board.

Throughout the programme, progress reports, assurance and approval of key documents or proposals will be presented as required, and sufficient time must be allowed to meet all approval and governance requirements of the programme.

The Transforming Education Programme Board will report progress quarterly to the Transformation Delivery Board. The Transformation Delivery Board will provide strategic assurance, scrutiny, guidance and feedback to the Schools Transformation Board to ensure the best possible outcome.

The programme objectives and outputs will be reliant on links with the Workforce Futures, Digital Powys and Integrated Business Planning Programme Boards.

Contract Management

In July 2017 Powys County Council and Kier entered a joint venture to create a new company called Heart Of Wales Property Services (HOWPS). This company provides building consultancy services as well as housing and corporate building repairs and maintenance, with pre-existing Powys staff transferring under TUPE. The previous SOP for Band A refers to 'the Council's own in house Project Delivery team'; this service is now provided by the same staff working within HOWPS Consultancy.

A key factor in the development of the joint venture has been the recognition that the capacity of the 'in-house' team has been limited by staff recruitment difficulties, and the belief that opening the service up commercially will both provide wider recruitment opportunities as well as allowing access to wider consultancy services within the partner organisation (Kier).

The approach to contract management has been equally creative, and follows from the belief that the unique advantages of a local consultancy team derive from relatively easy site access in a large rural county, and extensive knowledge of the council's property estate. Accordingly, much of the drawing and design work had been placed with contractors' design teams under D&B contracts, allowing HOWPS Consultancy to focus on client agent and project management activities, thereby ensuring that the delivered buildings are fit for purpose.

The HOWPS Consultancy team will remain actively involved throughout the duration of the project fulfilling the intelligent client role once the project is passed over to the successful contractor, thus ensuring continuity of professional staff representing Powys CC interests during all stages of the project programme.

Risk management strategy

The Transforming Education Programme Board will be responsible for managing and mitigating risks to the authority's overall Band B programme. In addition, any risks to the overall programme will be reported to the Transforming Learning and Skills Board.

Risks relating to individual projects within the programme will be identified, monitored and mitigated by the Project Manager. All risks identified will be reported to the

Transforming Education Project Board, which meets on a monthly basis. Risks relating to individual projects will be escalated to the Schools Transformation Programme Board, as appropriate.

The council’s approach will be to ensure that risks are:

- **Identified** - includes risks being considered that could affect the achievement of the project’s objectives, and then described to ensure that there is common understanding of these risks
- **Assessed** – includes ensuring that each risk can be ranked in terms of estimated likelihood, impact and immediacy, and understanding the overall level of risk associated with the project
- **Controlled** – includes identifying appropriate responses to risks, assigning risk owners, and then executing, monitoring and controlling these responses

Benefits realisation strategy

The Schools Transformation Programme Board and the Schools Service Senior Management Team will be responsible for the monitoring, review and delivery of the programme’s benefits.

Gateway review arrangements

Gateway reviews will be undertaken as appropriate throughout the programme.

Please provide details of the structures in place to deliver the projects within your Programme and contact details of the core team.

500 words maximum / organogram

Senior Responsible Owner: Dr Caroline Turner CEO

Section 151 Officer – Jane Thomas

Role	Description
<p>SENIOR RESPONSIBLE OFFICER CAROLINE TURNER (CEO)</p>	<ul style="list-style-type: none"> • Accountable to the board/cabinet • To sponsor and own the business case. • To champion the programme. • To define the programme objectives and ensure they are met. • Appoint the programme lead. • Ensure appropriate reporting to reference committees and boards. • Resolve escalation of risks and issues
<p>PROGRAMME LEAD EMMA PALMER</p>	<ul style="list-style-type: none"> • To produce the programme mandate and plan • Ensure all work is defined in a manner suitable for purposes of control.

	<ul style="list-style-type: none"> • Lead and direct efforts of the programme team towards successful delivery of the programme objectives. • Ensure adequate communication mechanisms exist within the programme between the programme and external stakeholders and between the programme and the rest of the council and cabinet. • Ensure all work is planned, resources are made available and work is carried out in accordance to the programme plan. • Let contracts and monitor performance of external contractors. • Ensure adequate procedures are in place to monitor and control cost, time and quality. • Ensure procedures are in place to manage issues. • Ensure full handover of the programme to the operational teams and manage post completion programme evaluation.
PROGRAMME SENIOR MANAGER MARIANNE EVANS	<ul style="list-style-type: none"> • To provide programme management support to the programme lead and ensure adherence to an agreed methodology. • Ensure appropriate plans are in place to support delivery of workstream objectives. • Provide regular progress reporting. • To manage and escalate risks in accordance with the agreed risk framework.
PROGRAMME DELIVERY	
WORKSTREAM LEADS GERAINT REES, HUW FOSTER EVANS, CAROLINE REES, MARIANNE EVANS	<ul style="list-style-type: none"> • Lead on the delivery of the workstreams • Ensure workstream plans are developed and deliver the agreed outputs
SCHOOLS REORGANISATION DELIVERY LEAD SARAH ASTLEY	<ul style="list-style-type: none"> • Lead on the planning and development of school reorganisation proposals
SCHOOLS CAPITAL PROJECTS DELIVERY LEAD BETSAN IFAN	<ul style="list-style-type: none"> • Lead on the planning, development and delivery of schools capital projects
PROGRAMME DELIVERY DEE DAVIES, DIANE REES, RICHARD WILLIAMS	<ul style="list-style-type: none"> • Support the workstreams to ensure successful delivery of outputs
PROGRAMME SUPPORT ANGHARAD MORGAN TBC	<ul style="list-style-type: none"> • To provide programme support to assist the workstream leads in delivering the objectives. • Manage the programme office to include updating and monitoring of work stream plans, programme reporting, document management, taking minutes and actions in all programme meetings.

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Please provide key milestones for the Programme

Project Name	Estimated timescale for review, consultation and business case prep	Estimated timescale for construction
1. Ysgol Bro Hyddgen	SOC/OBC – Autumn 2020	2021 – 2023
2. Ysgol Brynllwarch	SOC/OBC – Summer 2020	2022 – 2023
3. Ysgol Cedewain	SOC/OBC – Summer 2020	2022 – 2023
4. New Primary School Newtown	tbc	tbc
5. Welshpool High School Remodelling	Complete	Complete
6. Brecon Catchment	PBC – Autumn 2020	2022 – 2024
7. Ysgol Calon Cymru	SOC – Autumn 2020	2022 – 2024
8. Gwernyfed HS	tbc	2022 – 2024
9. Llanfyllin Catchment	PBC – Autumn 2020	2023 – 2025

8. Application for Mutual Investment Model (MIM) funding

Do you intend to deliver any of your Band B projects using the Mutual Investment Model? <i>Delete as appropriate</i>	Yes – but will need further discussions with Welsh Government.
--	--

If:

- **No** - please move to the next **Section 10**
- **Yes** - please complete the relevant section for local authorities or further education institutions below.

(a) Local Authorities

Schools		Number	Size	Cost – based on WG guidance
Please indicate how many school buildings you would use this funding for:	Primary	3	various	tba
	Secondary & Special	7	various	tba
	Total	9		

Please provide brief details including title and estimated capital cost of the project/s.

1000 words maximum

The authority would like to explore the possibility of using MIM to fund all its new builds in the Programme, apart from Ysgol Bro Hyddgen. However, further discussions will be required to agree this.

(b) Further Education Institutions

Colleges

Please provide brief details of your college project(s), together with the estimated capital cost using the Welsh Government capital rate per m².

Please give details of the extent of the works planned e.g. campus, block replacement, extension and the type of facilities e.g. construction, hairdressing and beauty.

1000 words maximum

Example:

Eastleaf Campus business and creative arts hub

Estimated Capital Cost: £20,000,000

This is a 600 place development for business and the creative arts based on x campus.....

9. Band B Projects

How many projects do you intend to deliver in Band B?

5

What are they? (Please note that details of the projects should also be included in the attached table). The projects should be ranked in both documents in order of priority.

500 words maximum

The projects that are included in the council's Band B programme for 21st Century Schools capital investment are as follows:

Priority 1 – Completion of Ysgol Bro Hyddgen new build

This is the continuation / conclusion of the project which has commenced during Band A, for a replacement building for Ysgol Bro Hyddgen, Powys' first all-through school. Ysgol Bro Hyddgen is currently graded a condition C on both campuses.

The project has been impacted by the collapse of Dawnus. The authority has taken the opportunity to review the scheme to include additional community and leisure facilities and this has led to an increase in the funding required.

Priority 2 – 'Newtown' developments, including Ysgol Brynllwarch, Ysgol Cedewain and new primary school in Newtown.

Newtown is Powys' largest town in Powys, and is a key development area for the council. The educational provision within the town which is maintained by Powys County Council currently includes

- 7 primary providers, which includes 1 infant school, 1 junior school, 1 Welsh-medium school and 1 Roman Catholic school
- An English-medium high school (which has a second site in Presteigne)
- A Special school.

The authority has identified that there are significant opportunities for the redevelopment of the education infrastructure in Newtown with a focus on improving special school provision and primary school provision. Discussions have also started with the health board about the possibilities of service integration.

The specific projects within the Newtown Development are:

- Replacement of Ysgol Cedewain, a special school in Newtown, with a new building;
- Investment in a new behavioural school, currently Ysgol Brynllwarch, Kerry
- New primary school in Newtown

Priority 3 – Ysgol Calon Cymru

Ysgol Calon Cymru is a school that was established in 2018, following the reorganisation of Llandrindod Wells High School and Builth Wells High School. The school currently operates from the campuses of the two previous schools. Llandrindod Wells campus is a condition C, and Builth campus is a condition B.

Previously, work has focused on remodelling the D & T block on the Llandrindod campus, but the scope is now expanding to include whole school transformation.

Priority 4 – Gwernyfed HS

This project has previously been in Band A of the programme, and an FBC has been approved for the remodelling of the school. However, due to site constraints, it has been agreed that the scope of this project now changes to consider whole school transformation. It is possible that a new site will be required. If this is the case, a new SOC/OBC will be developed.

Priority 5 – Brecon Review

The authority has identified the need to carry out a review of primary provision in the Brecon catchment. There are currently 5 primary providers in the town of Brecon, which includes an infant and junior school, and a number of schools which are condition C and D. The review will aim to address these issues, and to ensure that the primary provision in Brecon meets the area's future needs. It is also intended that this review will be aligned with the redevelopment of Brecon High School, which was completed in 2019.

The scope has been extended to include options for a new pupil referral unit and leisure facilities.

Priority 6 – Llanfyllin Catchment

The authority has identified the need to carry out a review of schools in the Llanfyllin catchment area, a process that has already started with the establishment of a new all through school in Llanfyllin in September 2020. There are a number of primary schools in the catchment area ranging in size from 18 pupils to 150, and the building stock is generally of poor condition.

All these projects are submitted without prejudice to any decisions taken by cabinet before, during or after any school reorganisation processes, if these are required.

10. Bands C and D

Please provide an update for Bands C and D of your Programme. [Band C will run from April 2024- March 2029; Band D will run between April 2029 and March 2034].

Band C

500 words maximum

To deliver the new Strategy for Transforming Education in Powys 2020 - 2030, there is a requirement for a major capital investment programme that will ensure that schools in Powys have inspiring, environmentally sustainable buildings that can provide opportunities for wider community activity. This will also include developing a reliable, high quality digital infrastructure.

The Council's aspiration is to develop, within the 13 secondary school localities, an infrastructure of all-age (sometimes known as all-through) schools. Initially, these may be multi-sited all-age schools, however, the ultimate aim is to develop new purpose-built schools that will not only provide state of the art facilities for teaching and learning, but also childcare and early years provision, community and leisure facilities, multi-agency areas that can provide support for learners and their families and SEN/ALN facilities of the highest quality.

The Strategy has been split into three 'Waves' of activity: which will transform the whole schools estate in Powys.

Wave 1 2020 – 2022
Wave 2 2022 – 2025
Wave 3 2025 – 2030

The projects that are to be taken forward in Wave 1 include those outlined in section ? above, and are included with an expanded Band B funding envelope.

The estimated capital requirement of the subsequent Waves is as follows:

Wave 2: £150m
Wave 3: £150m

Band D

500 words maximum

To be agreed following successful completion of Band A and Band B projects.

**11. Statement of Approval for Strategic Outline Programme (SOP) -
Band B Update – June 2020**

Please complete as appropriate:

**I confirm that the updates in this form have been signed off by either the
Cabinet of the local authority or the Board of the further education institution:**

Local Authority / College	Powys County Council
Name <i>Printed</i>	
Name <i>Signed</i>	
Position in the organisation	
Date DD/MM/YYYY	

If there has not yet been sign off at Cabinet or Board level, please confirm when this is anticipated. Please also confirm at what level the document has currently been signed off.

Cabinet to consider the SOP on 29th September.

Mae'r dudalen hon wedi'i gadael yn wag yn fwriadol

CYNGOR SIR POWYS COUNTY COUNCIL.

CABINET EXECUTIVE
Date: 29 September 2020

REPORT AUTHOR: County Councillor Phyl Davies
Portfolio Holder for Education and Property

REPORT TITLE: 21st Century Schools Programme – Ysgol Bro Hyddgen
Community Campus Project

REPORT FOR: Decision

1. Purpose

- 1.1 This report seeks Cabinet approval to submit a revised Strategic Outline Case (SOC) and Outline Business Case (OBC) to Welsh Government's 21st Century Schools Programme for capital investment to replace the existing Ysgol Bro Hyddgen school estate in Machynlleth with an all-age community campus on the current secondary campus site. The revised SOC/OBC replaces the previous version which was approved by Welsh Government in 2017.
- 1.2 The new flagship community campus will include early years and education provision, along with brand new leisure and library facilities, replacing the existing Bro Ddyfi Leisure Centre and Machynlleth library. It is the Council's intention for the Bro Hyddgen Community Campus scheme to become the blueprint for the new Strategy for Transforming Education in Powys.
- 1.3 The project is included within the Council's Strategic Outline Programme (SOP) for Band B, which was approved by Welsh Government and Cabinet in July 2017, albeit at an initial projection of £23.2 million. The estimated required funding, including early stage risk contingency, is as follows:

Welsh Government contribution 65%	£31,362,739
PCC 35%	£16,887,629
Total	£48,250,369

- 1.4 It is appropriate to include early stage risk contingency of £5,475,219 at this early project stage. If optimism bias and risk does not materialise, the scheme envelope will reduce. Actual costs will be confirmed following the conclusion of the procurement process and at Full Business Case stage.

Appendix A: Strategic Outline Case and Outline Business Case which outlines the strategic case, the case for change, the economic, commercial, financial and management case.

Appendix B: Q & A Paper (Confidential Paper)

Appendix C: Integrated Impact Assessment

2. **Background**

2.1 On the 14th April 2020, a new Strategy for Transforming Education in Powys was approved by the Leader via a delegated decision.

2.2 The Strategy was developed following extensive engagement with a range of stakeholders during two separate periods between October 2019 and March 2020. The Strategy sets out a new vision education in Powys, which is as follows:

'All children and young people in Powys will experience a high quality, inspiring education to help develop the knowledge, skills and attributes that will enable them to become healthy, personally fulfilled, economically productive, socially responsible and globally engaged citizens of 21st century Wales.'

2.3 The new strategy also sets out a number of guiding principles which will underpin the transformation of education in Powys. These are as follows:

- *A world class rural education system that has learner entitlement at its core*
- *Schools that are fully inclusive, with a culture of deep collaboration in order to improve learner outcomes and experience*
- *A broad choice and high quality of provision for 14 – 19 year old learners, that includes both academic and vocational provision, meeting the needs of all learners, communities and the Powys economy*
- *Welsh-medium provision that is accessible and provides a full curriculum in Welsh from Meithrin to age 19 and beyond Provision for learners with Special Educational Needs (SEN)/Additional Learning Needs (ALN) that is accessible as near to home as is practicably possible, with the appropriate specialist teaching, support and facilities that enables every learner to meet their potential*
- *A digitally-rich schools sector that enables all learners and staff to enhance their teaching and learning experience*
- *Community-focused schools that are the central point for multi-agency services to support children, young people, families and the community*

- *Early years provision that is designed to meet the needs of all children, mindful of their particular circumstances, language requirements or any special or additional learning needs*
 - *Financially and environmentally sustainable schools*
 - *The highest priority is given to staff wellbeing and professional development*
- 2.4 The new strategy sets out a number of Strategic Aims and Objectives, to shape the Council's work to transform the Powys education system over the coming years. One of the Strategic Aims of the Strategy is to *'improve learner entitlement and experience'*. Within this aim, the Strategy sets out two Strategic Objectives, to *'Develop a network of all-age schools based around the 13 current secondary school locations'* and to *'Reconfigure and rationalise primary provision'*.
- 2.5 The strategy also includes an enabling action to implement *'a major capital investment programme that will ensure that schools in Powys have inspiring, environmentally sustainable buildings that can provide opportunities for wider community activity, including where possible childcare services, early years, ALN, multi-agency support and community and leisure facilities.'*
- 2.6 The Council's intention is to develop, within the 13 secondary school localities, an infrastructure of all-age schools. Initially, these may be multi-sited all-age schools, however, the ultimate aim is to develop new purpose-built schools that will not only provide state of the art facilities for teaching and learning, but also childcare and early years provision, community and leisure facilities, multi-agency areas that can provide support for learners and their families and SEN/ALN facilities of the highest quality.
- 2.7 However, prior to the development of the new Strategy, the transformation of education in the Machynlleth catchment area had started in 2012 with an area review which resulted in the establishment of Ysgol Bro Hyddgen in September 2014 as an all-age school across two campuses, merging the former Ysgol Bro Ddyfi and Ysgol Gynradd Machynlleth.
- 2.8 The second phase of the transformation was to develop a new build community campus, replacing the poor-quality buildings of the current campuses. This project was included in the Council's 21st C Schools Programme. The Council awarded a design and build contract to Dawnus Construction Ltd, and a combined SOC/OBC was approved by the Welsh Government in 2017 – the estimated cost at this stage was £23.2 million.
- 2.9 The scheme was at RIBA 4 full design stage, and the planning application had been submitted to the planning authority when, in March 2019, Dawnus entered administration. Construction had not yet started on site.

- 2.10 Following the collapse of Dawnus, officers took the opportunity to reconsider the design to see if it was feasible to include leisure and library provision, as well as early years and education provision.
- 2.11 In January 2020, a design team were directly employed by the Council to support the feasibility study, which concluded in May 2020. Discussions have included representatives from the school and Freedom Leisure, as well as officers from the Council and HoWPS. The information gathered during the feasibility study has informed the revised SOC/OBC.
- 2.12 To confirm that the preferred development site presents the best option for the school, community and for the Council, further investigations took place on an alternative site between January and June. These investigations confirmed that the existing secondary campus site presents the best value for money and quickest route to delivery.

3. The Case for Change

3.1 The case for change is based on the need to improve facilities for pupils and wider community, in a rural area of north Powys. The current school and leisure infrastructure are in very poor condition. The school also operates under operational constraints as a multi-sited school:

- Headteacher and senior leadership team must split their time between two campuses
- Due to the success of the amalgamation, specialist teachers teach the primary phase pupils, (science and P.E for example), but are often late to lessons due to the need to travel between lessons.
- Primary phased pupils cannot access specialist secondary site facilities due to the need to walk 1 mile to the site, and the need to cross the busy A487 trunk road.
- Due to the lack of car parking spaces at both sites, especially at the secondary site, cars often park on the netball court, which cause issues around safeguarding and delivering the curriculum.
- Secondary campus school is an old Victorian building which is not fit for purpose. Some classes need to be split for a maximum of 15 pupils due to the lack of classroom space.
- There is a lack of sporting facilities at both primary and secondary campuses, and the school pupils often need to cross the busy A487 to access leisure centre provision, which causes safeguarding and health and safety concerns.
- Due to the lack of facilities, pupils and the wider community often need to travel out of county to Ceredigion or 30 miles to Newtown to access facilities such as an all-weather pitch. This is especially challenging during winter months.
- The existing leisure centre was built in 1990 and has recently has to face partial closure due to significant issues with the roof of the building.

- The Bro Ddyfi leisure centre has a current book asset value of £3.66m but a recent completed conditions survey estimates backlog maintenance costs of £2.2m. Renovation of this asset is not considered the best value for money option.
- Although the current town library in Machynlleth is in a better condition when compared to the leisure centre. The conditions survey which was conducted in 2011 highlighted issues with the external fabric, however no maintenance has been undertaken on the building due to financial pressures on the Council. The driver for including library provision is the strategy in achieving a true community campus, which will provide services for the pupils and wider community; the library element will form the heart of the new provision.

3.2 The table below outlines the current building condition and backlog maintenance figures:

Building	Building Condition	Backlog Maintenance
Bro Hyddgen secondary campus	C/D	£4,133,313
Bro Hyddgen primary campus	C	£1,341,153
Bro Ddyfi Leisure Centre	N/a	£2,242,600
Machynlleth town library	B	£125,071
Total backlog maintenance costs:		£7,842,137

4. Overview of the project

4.1 The requested investment will deliver a brand new, purpose-built community campus project which will include a 620 place all-though school with early years facilities, and leisure and library provision. The new build will deliver the following:

- 620 place all-age school with dedicated early years provision, ensuring equitability of provision for rural areas in the north of Powys;
- The school building has been designed to support the school to deliver the new curriculum for Wales, and will meet Donaldson aspiration of the three-phase approach in teaching and learning;
- Specialist equipment, including ICT and conferencing facilities, to support teaching and learning outcomes which will help to ensure all learners maximise their potential. The ICT facilities will also be available for community use, which will encourage lifelong learning opportunities;
- A fully equipped early years provision with hygiene and outdoor learning and play facilities;

- School will be able to take full advantage of the all-through school teaching model, ensuring that all pupils are able to access specialist facilities and learning experiences;
- Dedicated outdoor learning areas, including a forest school area;
- A holistic integrated multi community service approach, with dedicated leisure facilities to include a swimming pool, gym, activity studio, community café, library, and a suite of meeting rooms. The meeting rooms will also be used for health interventions as prescribed by GP's;
- Sporting facilities will include a 3G pitch, MUGA (multi use games area), grass pitches;
- A flagship community focused project, with community groups being able to access the facilities out of school hours. Safeguarding will be ensured as the school will be able to lock down the teaching areas while enabling community access to the community zone.
- The building will aim to achieve full passivhaus and BREEAM Excellent accreditation, having a positive impact on the recently declared Climate Emergency, and contributes to the WG strategy 2019 strategy 'Prosperity for All: A Low Carbon Wales'. If approved and funding is secured, the Bro Hyddgen Community Campus project will be the first passivhaus campus in the UK.

4.2 The new community campus project in Machynlleth will be built on the current secondary school site. The existing secondary school site will be demolished to make room for a new car park and MUGA.

4.3 If approved, the number of Council assets in Machynlleth will be reduced:

Asset	Plans
Secondary campus buildings	To be demolished as part of project to make room for a new car park and MUGA
Primary campus building	Schools Service will declare surplus to requirements and other service areas will be approached to declare an interest
Canolfan Hyddgen	Retained and will be managed by the school
Bro Ddyfi leisure centre	Leisure Service will declare surplus to requirements – likely to be demolished
Existing town library	Library Service will declare surplus to requirements – likely to be sold

5. Advice

5.1 It is advised that the revised SOC/OBC is submitted to Welsh Government. The reasons for this are as follows:

- If approved by the Welsh Government, the Council can then commence the procurement process to appoint a Design and Build contractor and progress to full business case stage. The outline project plans are as follows:

Gain business case funding November 2020 approval	
Complete RIBA 4 designs for the campus element	April 2021
Procurement	May 2021
RIBA 5 – start on site	September 2021
School opens	September 2023

- Welsh Government intervention rate for Band B programme is 65%, which represents good value for money for the Council.

5.2 Cabinet should note the following risks:

- Additional land acquisition is required to meet Building Bulletin guidance. Negotiations with the landowner are progressing and cost estimates are included within the envelope;
- The overall funding envelope of £48m is an increase from the original cost of £23m, and therefore this will have an impact on the delivery of other schemes within Band B. To mitigate this, a revised Strategic Outline Programme will be submitted to Welsh Government for an increase to Band B;
- Risk that Welsh Government will not support the business case – discussions will continue with Welsh Government officers to address any issues they may have.
- Risk that Welsh Government will not fund the demolition and remedial works for the leisure centre – discussions will continue with Welsh Government officers.

5.3 It must be noted that the Council is currently working on developing a new model of post-16 education across the whole county. This may have implications on the age range of the school, but the scheme has been developed to be flexible should there be changes to post-16 education in the future.

6. Resource Implications

6.1 Financial Capital:

Powys CC will make the case for the Bro Hyddgen Community Campus project to be funded through the 21st Century Schools Band B Programme. The total cost associated with the project is **£48,250,369**. The Council is requesting that Welsh Government provide 65% of the total cost of the project, with Powys County Council responsible for the remaining 35%. If Welsh Government approve the project at this cost,

other projects within the Programme will be at risk – a request will be made to the Welsh Government to increase the Programme.

Capital funding from Powys County Council will be profiled provided as follows:

	Prior Years	2020/21	2021/22	2022/23	2023/24	Total
	£	£	£	£	£	£
Prudential Burrowing	1,203,886	575,210	3,540,394	8,020,780	3,547,359	16,887,629
Total PCC funding	1,203,886	575,210	3,540,394	8,020,780	3,547,359	16,887,629

As the overall funding envelope of £48 million is an increase from the original cost of £23 million, assuming Welsh Government fund 65% of the revised scheme the Council will need to fund an additional £8.75 million, the annual revenue debt servicing costs for this scheme will increase by an estimated £0.43 million. If Welsh Government do not agree to fund this increase the annual revenue debt servicing costs will increase by £1.23 million.

Other schemes within the programme will need to be reduced/removed to accommodate this project.

The following capital from Welsh Government is requested:

	Prior Years	2020/21	2021/22	2022/23	2023/24	Total
Total Welsh Government funding	0	1,068,248	6,575,017	14,895,733	8,823,742	31,362,740

If the Welsh Government do not agree to fund the demolition of the Sports Centre as part of the scheme, then the Council's contribution would increase by £0.78 million. The funding to support this is yet to be identified.

The current 21st Century Schools grant conditions allow Welsh Government to claw back grant if the new school has over 15% surplus capacity five years after occupation of the school. The capacity of this facility seems to be in excess of the current demand, so this remains a risk to this scheme.

Once the scheme is complete the library and leisure centre would be vacant and the sale of these is anticipated to generate a £0.17 million capital receipt.

6.2 Financial Revenue:

The amount of funding provided to schools is driven by the funding formula. Any change to the formula funding provided will impact on the Council's revenue budget. Based on the current formula, there would be an on-going requirement for additional revenue funding of £32k per annum from the inception of the new build school. In addition to this, it is anticipated that there will be a cost increase for rates payable of £86k. The total impact on the Council's revenue budget is therefore estimated to be £118k per annum.

It should be noted that there will be substantial financial benefits achievable through the introduction of passivhaus technologies and design standards as outlined in the economic case, as the energy costs incurred by the school and leisure providers will be reduced.

There is a further potential ongoing requirement to increase the management fee paid to Freedom Leisure as a result of additional requirements to manage the new 3G pitches, this has been estimated at approximately £6.6k per annum but is subject to further negotiation. These negotiations would need to take into account any potential savings that fall to Freedom Leisure from the passivhaus technologies and the potential for increased footfall / income opportunities from the new facilities.

6.3 Overall affordability and funding support

Powys County Council seeks support from Welsh Government to fund this scheme. The 21st Century Schools Band B Programme intervention rate is 65%, and Powys County Council are required to fund 35% of the costs. It is Powys County Council's intention to submit the SOC/OBC business case to Welsh Government to seek funding approval.

The Council sets its Prudential Indicators, under the Prudential Code, based on making prudent and affordable decisions and the 21st Century Schools' projects were included in these indicators. The annual cost for servicing the debt associated with this project is estimated at £844,000 based on the spend profile above and a 50-year life.

The new campus will be constructed on the existing Bro Hyddgen secondary school site playing fields. The old buildings will be demolished to make room for a new car park and MUGA. The demolition costs are included within the funding envelope and are eligible 21st Century Schools Programme expenditure.

6.5 Procurement:

"The project will be procured under the new SEWSCAP3 framework. Appropriate bonds and collateral warranties will be obtained, and contract signed prior to commencement. The contractor will also be

required to secure a Project Bank Account as a condition of the contract”.

6.6 **The Head of Finance (Section 151 Officer) notes** the content of the report, the funding of this project can be accommodated within the existing Capital Programme under Band B of the 21st Century School Programme, but will put other projects currently included in Band B at risk. The revenue funding to support the Schools funding formula is considered as part of the Council Budget process and the individual allocation to the new school will be recalculated at the point of opening. Confirmation of the funding will be considered at Full Business Case submission.

6.7 **Corporate Property comments:**

Corporate Property note the proposals within the Report and will continue to support with regards land negotiations and other resources as required. Any properties that become surplus as a consequence will be dealt with under the Corporate Asset Policy.’

Project delivery will require specialist PCC staff resourcing from various departments, including Corporate property, ICT, Schools Service, Finance and Catering and Cleaning.

7. **Legal implications**

Legal: If funding is secured to deliver the Bro Hyddgen Community Campus project, the Freedom Leisure contract for Machynlleth will need to be re-negotiated.

The Head of Legal and Democratic Services (Monitoring Officer) has commented as follows: “I note the legal comment and have nothing to add to the report”.

8. **Data Protection**

Data Protection Officer comments: “This proposal does not involve the processing of personal data at this stage. However, when the project progresses to construction and transitioning, then data protection legislation must be complied with.”

9. **Comment from local member(s)**

Councillor Michael Williams: “Wonderful, wonderful news for the town and wider community, ensuring vital services: education, leisure and culture well into the future. It has my total support.”

10. **Integrated Impact Assessment**

The Bro Hyddgen Community Campus project presents the Council with an opportunity to establish and build a transformational community campus project, with facilities fit for the 21st Century. The project seeks to deliver a brand-new campus which includes education and recreation provision for all members of the community, from cradle to older age. The project will secure community library and leisure provision in the rural town of Machynlleth for generations to come.

The impact assessment consistently scores 'very good' in meeting Council priorities, the Wellbeing of Future Generations goals, and meets the Council's key guiding principles. The project will promote health and wellbeing by establishing state of the art sports and fitness facilities and will put equal emphasis on physical and mental wellbeing. The project is also ground-breaking in supporting Welsh Government's carbon neutral agenda, with the building aiming to achieve both BREEAM Excellent and Passivhaus accreditation. If the project secures funding to proceed, this will be the first Passivhaus community campus project in the world.

The biggest risk to this project is the requirement to secure significant investment to deliver from both PCC and Welsh Government via the 21st Century Schools Programme, which is 65% funded by WG and 25% PCC.

11. Recommendation

11.1 To approve the submission of the combined Strategic Outline Case (SOC) and Outline Business Case (OBC) to Welsh Government's 21st Century Schools Programme for capital investment to replace the existing Ysgol Bro Hyddgen school estate in Machynlleth with an all-age community campus on the current secondary campus site. The new flagship community campus will include early years and education provision, along with leisure and library facilities. The revised SOC/OBC replaces the previous version which was approved by Welsh Government in 2017.

11.2 To approve the purchase of additional land to develop a grass pitch to meet Building Bulletin guidance.

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Head of Service:	Emma Palmer – Head of Transformation & Communications Lynette Lovell – Interim Chief Education Officer
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Mae'r dudalen hon wedi'i gadael yn wag yn fwriadol

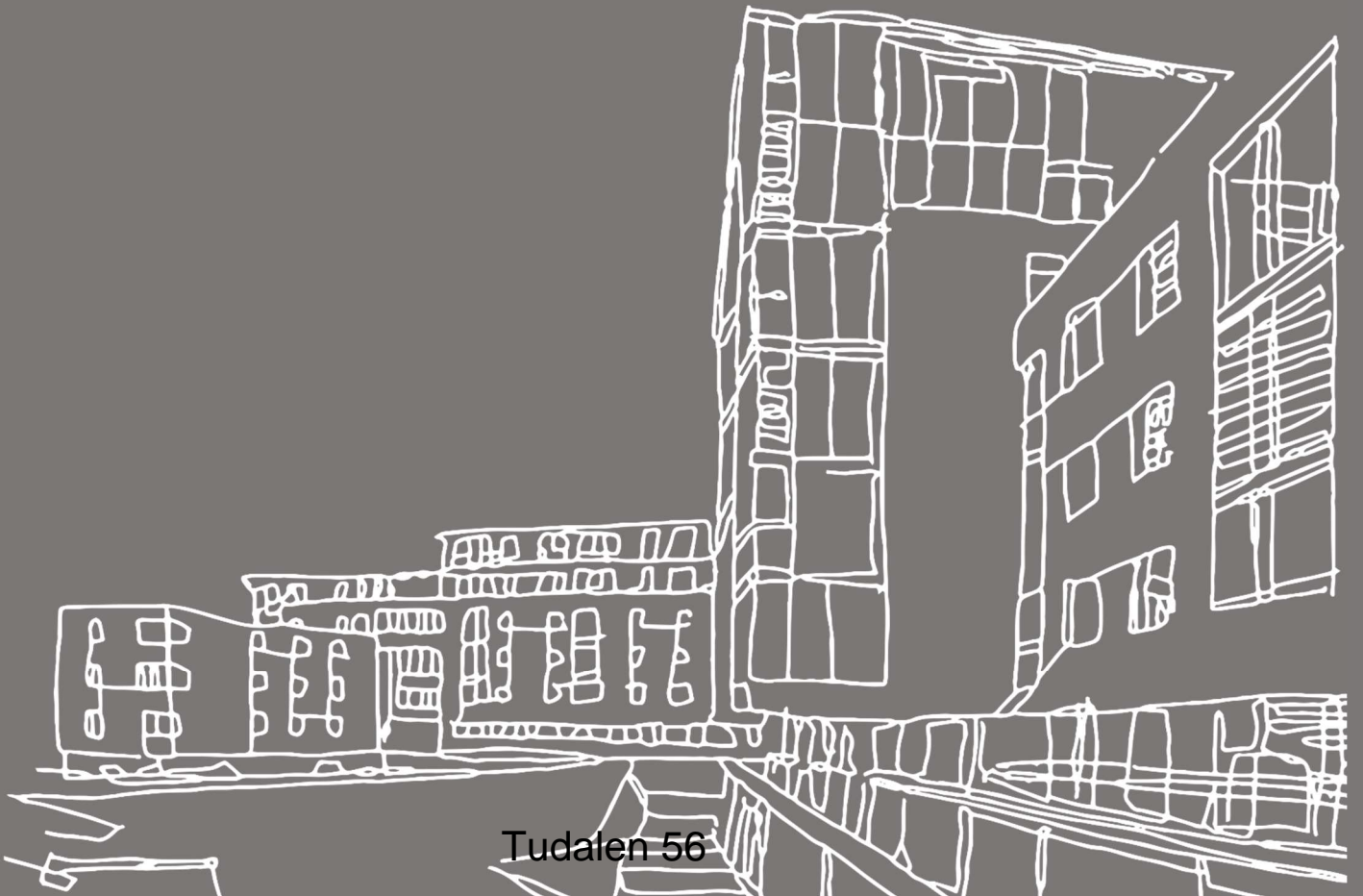
Combined Strategic Outline Case and Outline Business Case:



Bro Hyddgen Community Campus Project
September 2020



Version 0.5



Tudalen 56

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1 Executive Summary

The purpose of this combined Strategic Outline Case (SOC) and Outline Business Case (OBC) is to present the case for investment of a project that seeks to establish and construct the first Community Campus in Powys.

This will be a flagship project for Powys and will be a blueprint for future schemes. The aim is to develop new purpose-built community campus in Machynlleth, which situated in the north of Powys. The new campus will include early years provision (two class bases), 240 places (eight class bases) for Primary pupils and 380-place for Secondary and Sixth Form pupils inclusive of a 3G pitch, four court sports hall, and MUGA. The additional community facilities will incorporate new leisure facilities, inclusive of a 25m pool, reception, and café, wet and dry side changing rooms and gym, a new town library, areas to conduct community alternative prescriptions, and various meeting and conferencing areas.

This facility will replace the Bro Ddyfi Leisure Centre, located opposite to the high school, a structure which is considered end of life. The Campus will also incorporate a new public library to replace the existing structure which is in the town centre.

The Campus model goes beyond the 'community focused' school agenda and ensures that the new facility becomes the heart of the community where education, health and wellbeing and lifelong learning facilities all interlink to meet the needs of the Machynlleth community and catchment area; safeguarding local provision in a rural area of Powys for future generations.

The cost of the preferred option including optimism bias and early stage risk is estimated to be **£48,250,369**

Welsh Government contribution 65%	£31,362,739
PCC 35%	£16,887,629
Total	£48,250,369

In developing the flagship Bro Hyddgen Community Campus project, which will form the blueprint for future provision in Powys, PCC have explored opportunities to increase the integration of the school with the wider community and create a year round campus model that can act as a focal point for the town of Machynlleth. Through incorporating new state of the art fully integrated leisure and library facilities at the school, it is the Council's ambition to create an education and wellbeing hub, that will provide a range of family focused services to the communities in and around the Machynlleth area. The new community focused leisure and

wellbeing services will ensure the long-term viability of leisure services within the locality, safeguarding the jobs of those employed at the centre, and the economic benefits these bring to local supply chain businesses. Closer working between the school and Freedom leisure will enable access to a broader range of extra-curricular sports and physical training opportunities for pupils at the school providing lasting physical and mental health wellbeing benefits.

With a design and build model using the highest environmental passivhaus standards, the new community school and leisure campus will also act as a beacon project for environmental excellence. Enabling pupils at the school to gain a greater degree of insight into the latest technological developments to reduce emissions generated by infrastructure projects, and their ongoing carbon footprint. Incorporating these cutting-edge environmental design technologies will also enable the school to substantially reduce its energy costs, with schemes elsewhere demonstrating reductions in utilities expenditure of between 50 and 80%. This will provide a considerable cash saving for the school helping to support its long-term financial sustainability.

In establishing and constructing a Community Campus in Machynlleth, PCC will also eradicate backlog maintenance costs of nearly £8m.

2 Project Background

On 14 April 2020, the Council approved the new Strategy for Transforming Education in Powys 2020-30. The new Strategy outlines four strategic aims:

- Strategic Aim 1: We will improve learner entitlement and experience
- Strategic Aim 2: We will improve learner entitlement and experience for post-16 learners
- Strategic Aim 3: We will improve access to Welsh-medium provision across all key stages
- Strategic Aim 4: We will improve the provision for learners with SEN/ALN

The Council's intention is to develop, within the 13 secondary school localities, an infrastructure of all-age schools. Initially, these may be multi-sited all-age schools, however, the ultimate aim is to develop new purpose-built schools that will not only provide state of the art facilities for teaching and learning, but also childcare and early years provision, community and leisure facilities, multi-agency areas that can provide support for learners and their families and SEN/ALN facilities of the highest quality.

However, prior to the development of the new Strategy, the transformation of education in the Machynlleth catchment area had started in 2012 with an area review which resulted in the establishment of Ysgol Bro Hyddgen in September 2014 as an all-age school across two campuses, merging the former Ysgol Bro Ddyfi and Ysgol Gynradd Machynlleth.

The second phase of the transformation was to develop a new build community campus, replacing the poor-quality buildings of the current campuses. This project was included in the Council's 21st C Schools Programme. The Council awarded a design and build contract to Dawnus Construction Ltd, and a combined SOC/OBC was approved by the Welsh Government in January 2017 – the estimated cost at this stage was £23.2m.

The scheme was at RIBA 4 full design stage, and the planning application had been submitted to the planning authority when, in March 2019, Dawnus entered administration. Construction had not yet started on site.

Following the collapse of Dawnus, officers took the opportunity to reconsider the design to see if it was feasible to include leisure and library provision, as well as early years and education provision.

In January 2020, a design team were directly employed by the Council to support the feasibility study, which concluded in May 2020. Discussions have included representatives from the school and Freedom Leisure, as well as officers from the Council and Heart of Wales Property Services. The information gathered during the feasibility study has informed the revised SOC/OBC.

To confirm that the preferred development site presents the best option for the school, community and for the Council, further investigations took place on an alternative site between

January and June. These investigations confirmed that the existing secondary campus site presents the best value for money and quickest route to delivery.

3 Strategic Case

The case for change is based on the need to improve facilities for pupils and wider community, in a rural area of north Powys. The current school and leisure infrastructure are in very poor condition. The school also operates under operational constraints as a multi-sited school:

- Headteacher and senior leadership team must split their time between two campuses;
- Due to the success of the amalgamation, specialist teachers teach the primary phase pupils, (science and P.E for example), but are often late to lessons due to the need to travel between lessons;
- Primary phased pupils cannot access specialist secondary site facilities due to the need to walk 1 mile to the site, and the need to cross the busy A487 trunk road;
- Due to the lack of car parking spaces at both sites, especially at the secondary site, cars often park on the netball court, which cause issues around safeguarding and delivering the curriculum;
- Secondary campus school is an old Victorian building which is not fit for purpose. Some classes need to be split for a maximum of 15 pupils due to the lack of classroom space;
- There is a lack of sporting facilities at both primary and secondary campuses, and the school pupils often need to cross the busy A487 to access leisure centre provision, which causes safeguarding and health and safety concerns;
- Due to the lack of facilities, pupils and the wider community often need to travel out of county to Ceredigion or 30 miles to Newtown to access facilities such as an all-weather pitch. This is especially challenging during winter months;
- The existing leisure centre was built in 1990 and has recently has to face partial closure due to significant issues with the roof of the building;
- The Bro Ddyfi leisure centre has a current book asset value of £3.66m but a recent completed conditions survey estimates backlog maintenance costs of £2.4m. Renovation of this asset is not considered the best value for money option;
- Although the current town library in Machynlleth is in a better condition when compared to the leisure centre. The conditions survey which was conducted in 2011 highlighted issues with the external fabric, however no maintenance has been undertaken on the building due to financial pressures on the Council. The driver for including library provision is the strategy in achieving a true community campus, which will provide services for the pupils and wider community; the library element will form the heart of the new provision.

The requested investment will deliver a brand new, purpose-built community campus project which will include a 620 place all-through school with early years facilities, and leisure and library provision. The new build will deliver the following:

- 620 place all-age school with dedicated early years provision, ensuring equitability of provision for rural areas in the north of Powys;
- The school building has been designed to support the school to deliver the new curriculum for Wales, and will meet Donaldson aspiration of the three-phase approach in teaching and learning;
- Specialist equipment, including ICT and conferencing facilities, to support teaching and learning outcomes which will help to ensure all learners maximise their potential. The ICT facilities will also be available for community use, which will encourage lifelong learning opportunities;
- A fully equipped early years provision with hygiene and outdoor learning and play facilities;
- School will be able to take full advantage of the all-through school teaching model, ensuring that all pupils are able to access specialist facilities and learning experiences;
- Dedicated outdoor learning areas, including a forest school area;
- A holistic integrated multi community service approach, with dedicated leisure facilities to include a swimming pool, gym, activity studio, community café, library, and a suite of meeting rooms. The meeting rooms will also be used for health interventions as prescribed by GP's;
- Sporting facilities will include a 3G pitch, MUGA (multi use games area), grass pitches;
- A flagship community focused project, with community groups being able to access the facilities out of school hours. Safeguarding will be ensured as the school will be able to lock down the teaching areas while enabling community access to the community zone;
- The building will aim to achieve full passivhaus and BREEAM Excellent accreditation, having a positive impact on the recently declared Climate Emergency, and contributes to the WG strategy 2019 strategy 'Prosperity for All: A Low Carbon Wales'. If approved and funding is secured, the Bro Hyddgen Community Campus project will be the first passivhaus campus in the UK.

The new community campus project in Machynlleth will be built on the current secondary school site. The existing secondary school site will be demolished to make room for a new car park and MUGA. If approved, the number of Council assets in Machynlleth will be reduced from 4 separate buildings to one.

3.1 Strategic Fit

3.1.1 National Strategies

The proposals contained within this business case contribute to the following national and international strategies and policies:

- United Nations Convention on the Rights of the Child;
- Wellbeing and Future Generations Act 2015;
- The Learning Country: Vision into Action 2008;
- Skills framework for 3-19-year olds in Wales 2008;
- One Wales: One planet, a new sustainable development scheme for Wales May 2009 or any successor strategy;
- Learner Travel Operational Guidance - April 2009;
- A Curriculum for all Learners 2010;
- Measuring the capacity of schools in Wales – Circular 021/2011;
- Welsh Government Welsh Medium Education Strategy 2010;
- Improving Schools National Implementation Plan 2012-15;
- A Living Language: A language for Living: Welsh Language Strategy 2012-17;
- Building a Brighter Future: Early Years and Childcare Plan 2013;
- School Standards and Organisation (Wales) Act 2013;
- School Organisation Code 2013;
- School Organisation: Consultation with Children and Young People – Guidance Document 2013.

3.1.2 Local Strategies

- Vision 2025 sets out the Cabinet's priorities for the council up to 2025. 'Strengthening Learning and Skills' is one of the four priorities outlined within this vision;
- Welsh in Education Strategic Plan 2017-20 sets out the council's priorities for developing Welsh-medium provision within Powys;
- Transforming Education in Powys 2020-30, sets out Powys approach to developing school infrastructure and the planning of school places;
- Powys Community Focused Schools Strategy, which ensures that key services are sufficiently integrated and able to work collaboratively;
- Powys Carbon Reducing & Sustainability Strategies, which identifies that all new schools will be part of a new generation of energy efficient buildings;

- Powys Regenerations Strategy aims to deliver outcomes which will have a positive impact upon the physical, social, environmental, economic, and cultural attributes of the county; and
- Powys ICT Strategy which aims at delivering learners' entitlement to use technology to support their learning and to enable schools to become more innovative and effective in their teaching and learning.

3.2 Case for Change

3.2.1 Investment Objectives

The Investment Objectives underlying the case for change for this project are:

1. To improve the learning provision and outcomes for pupils and learners across the age range
2. To ensure that pupils in the Machynlleth area can access high quality Welsh-medium provision through all key stages of education
3. To deliver a fit for purpose building solution that delivers an improved learning environment, meeting Passivhaus requirements, and of the appropriate size;
4. To further improve the transition between all key stages;
5. To create a community focussed school that is the central point for multi-agency success to support children, their families, and the community;
6. To ensure the economic, financial, and environmental sustainability of the school.

3.2.2 Targets and measures

The following table identifies the measures and targets that will be utilised to ensure that the identified investment objectives are SMART.

Table 1 – Targets and Measures

IO	Measure	Target
1.	<p>i. Improved learning outcomes, as measured by relevant data sources:</p> <ul style="list-style-type: none"> • Estyn inspection outcomes and benchmarks • Regional / Local Authority Review • Individual learner and learning centre targets • Pupil voice / learning centre council feedback • Whole school end of key stage performance data • National benchmarking data • DFES <p>ii. Improved motivation, engagement, attendance and extracurricular involvement as evidenced by facilities being used:</p> <ul style="list-style-type: none"> • Learning centre self-evaluation • Learning centre improvement plan • Estyn inspection outcomes • Local Authority review outcomes <p>iii. Pupil voice / school council</p>	<ul style="list-style-type: none"> • All lesson observations of the key areas of all key stages to be reported as 'Excellent' or 'Good' within 18 months of new school opening. • To achieve 'Excellent' or 'Good' Estyn and/or Local Authority judgements for the three Key Questions within 18 months of new school opening. • All lesson observations reported by Estyn as 'Excellent' or 'Good' for Teaching and Learning within 18 months of new school opening. • To achieve a judgement of at least 'Good' or 'Excellent' for learner outcomes as a result of Estyn inspections within 18 months of new school opening. • To gain a positive stakeholder satisfaction report based on Estyn, Learner and Parent questionnaires within 18 months of new school opening. • Post 16 education to be categorised as 'Excellent' across DFES and Estyn benchmarks. • Attendance of school percentage rate to increase to at least 94% for the academic year 2018/19 (92.6% in 2012/2013). • To Interview 10% of pupils and 5% of parents to evaluate the effectiveness of the learning centres policies and practices in promoting learners' wellbeing seeking a satisfaction classification of at least 'good' (reference parental survey annexe 5 Estyn guidance).
2.	<p>i. Increased number of learners studying through the medium of Welsh;</p> <p>ii. Broader Welsh medium curriculum available to learners at all key stages</p>	<ul style="list-style-type: none"> • 100% of learners in the Ysgol Bro Hyddgen catchment area have the option to study through the medium of Welsh by 2024; • Curriculum fully available through the medium of Welsh.
3.	<p>i. Reduction in energy use and carbon emissions</p>	<ul style="list-style-type: none"> • Reduction in heating costs of 50% and reduction of electricity consumption of 35% by September 2025; • Reduction in CO² emission of 110995kg/m² annually by September 2025
4.	<p>i. Improved learning outcome as evidenced by:</p> <ul style="list-style-type: none"> • Estyn inspection outcomes • Local Authority Review • Individual pupil and school targets 	<ul style="list-style-type: none"> • Increase performance between: <ul style="list-style-type: none"> ○ Key Stages 1 and 2; ○ Key Stages 2 and 3; ○ Key Stages 3 and 4, and ○ Key Stage 4 and Post 16 education.

IO	Measure	Target
	ii. Pupil Voice /School Council feedback	<ul style="list-style-type: none"> • Ensure that all pupils make at least one level of progress between key stage 2 and 3; and ensure that all pupils achieving the CSI at KS2 do so at KS3
5.	i. Improved pupil wellbeing as evidenced by Estyn reports; ii. Increased usage of community facilities	<ul style="list-style-type: none"> • All aspects of learner wellbeing (as detailed in Estyn guidance) to be awarded a judgement of 'Excellent' within 18 months of opening; • Leisure facilities open to pupils for 10 hours per week; • 20% increase in financial revenues for leisure facilities by September 2025 • 45% increase in total usage of community leisure facilities within 18 months of opening; • Increase in amount of activities available to learners and wider community within 18 months of opening • Increased public swim usage by 20% per annum by 2026 • Increased number of children's swimming lessons delivered the pool by 25% by 2026 • Increased number of adult swimming lessons delivered at the pool by 15% by 2026
6.	i. Reduced backlog maintenance and accessibility costs. ii. Reduction in ongoing premises and utility costs;	<ul style="list-style-type: none"> • Reduction in premises costs per square metre (excluding NNDR) of 5% within 18 months of opening. • Removal of existing backlog maintenance liabilities on opening of the new assets. • Reduction in utility costs by 80% at the new school and library, and 50% at the new leisure centre within 12 months of opening

3.2.3 Existing Arrangements

The location of the existing primary and secondary school infrastructure in relation to both the leisure centre and each other can be seen in figure one below.

While the physical distance between the two school sites is only one mile, as can be seen from the map, both school buildings are located at the opposite ends of the town.

Figure 1: Location of School in relation to the town

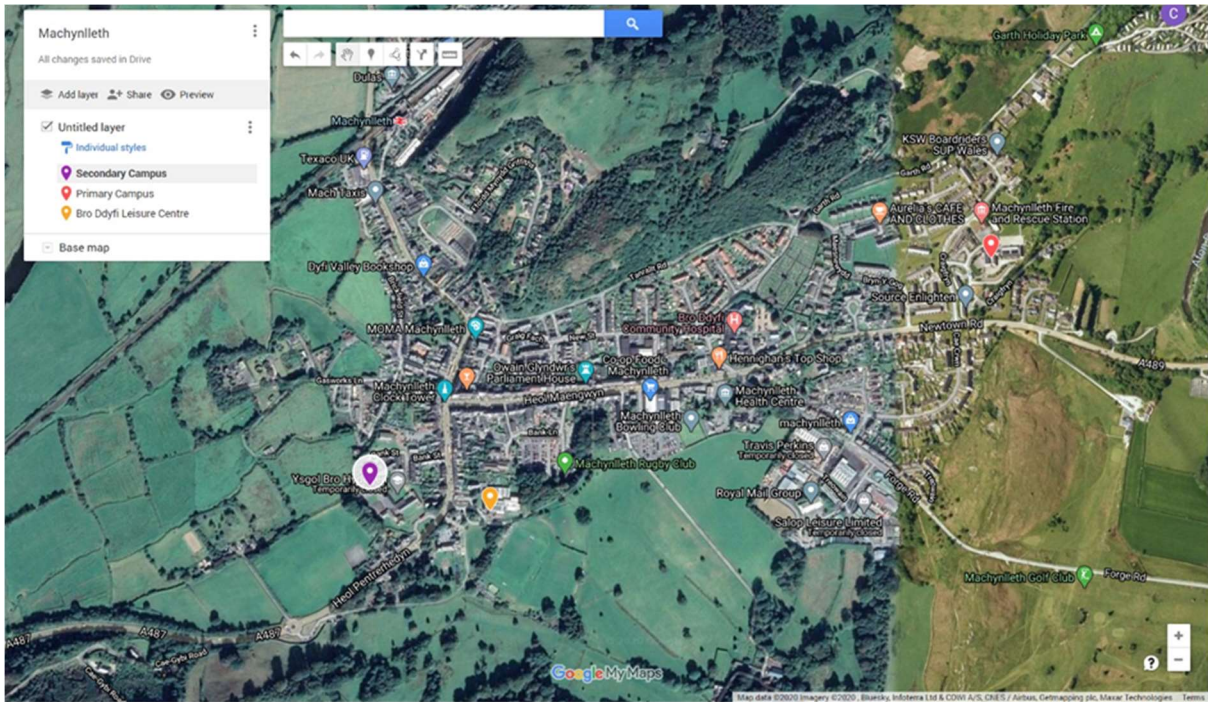


Figure 2: Secondary School Campus



Figure 3: Primary School Campus



Figure 4: Leisure Centre



Key information about the existing arrangements is held within tables 1-3 below:

Table 2 – Summary Information

Language Category	Bilingual Category 2B/C (“dual-stream”)
Age range	11-18
Total number of places in school	676
Number of pupils	474
Level of surplus places	202 (30%)
Welsh Medium Pupils	287
ALN/SEN Pupils	31
Free School Meals	60
Pupils from ethnic minorities	18
Number of Teachers	33
Pupil Teacher Ratio	14:1
National School Categorisation	Yellow

Table 3 – Learner Outcomes

KS2	2017	2018	2019
Cymraeg Level 4-6	92.3%	93.8%	100%
Welsh 2L Level 4-6	100%	88.9%	68.8%
English Level 4-6	100%	88%	87.9%
Maths Level 4-6	92%	88	87.9%
Science Level 4-6	100%	92%	90.9%
KS3	2017	2018	2019
Cymraeg Level 5-E	100%	96%	94.1%
Welsh 2L Level 5-E	100%	100%	78.6%
English Level 5-E	100%	100%	95.8%
Maths Level 5-E	100%	94.3%	91.7%
Science Level 5-E	100%	100%	97.9%
KS4	2017	2018	2019
Cymraeg A*-C	79.4%	38.2%	84.4%
Welsh Literature A*-C	71.4%	77.8%	50%

Welsh 2L A*-C	93.3%	87.5%	83.3%
English A*-C	77.6%	20%	48%
English Literature A*-C	0%	97.1%	76.9%
Maths	69.4%	60.5%	55.3%
Numeracy	67.3%	80.4%	60.5%
Science Double (1) A*-C	0%	68.4%	61.1%
Science Double (2) A*-C	0%	52.6%	50%

Table 4 – Staffing Structure

School	Head Teacher	Dep. Head Teacher	Teachers	Teaching Assist.	Support Staff	Totals
Ysgol Bro Hyddgen	1	2	33	17	4	13

Table 5 – Present & forecast pupil numbers

School	Jan 2020	Jan 2021	Jan 2022	Jan 2023	Jan 2024
Primary	173	178	186	182	184
Secondary	301	286	282	298	287

Table 6 – Number of surplus places

School	Total places	Current places (Jan 2020)	Total surplus (Jan 2020)
Primary	213	173	40 (18.8%)
Secondary/Sixth Form	463	301	162 (35.0%)

Table 7 – Latest condition assessments (2016)

Building	Condition	Suitability	Sustainability
Primary	B/C	A	B
Secondary	C	C	C

Table 8 – Backlog Maintenance Costs

Property	Backlog maintenance costs
Secondary School	£4,133,313
Primary School	£1,341,153
Bro Ddyfi Leisure Centre	£2,242,600
Machynlleth town library	£125,071
Total	£7,842,137

3.2.4 Problems with the status quo - School

Ysgol Bro Hyddgen was established in September 2014 as PCC's first All Through School, providing education for 4 – 18-year olds, following the merger of Ysgol Bro Ddyfi and Machynlleth CP School.

The school currently operates across two sites. While the two sites are less than a mile apart the nature of the split site does present some operational efficiency barriers.

The headteacher and senior leadership team share their time between the two campuses and are supported by an administrative team based at each of the two sites. Whole-school staff meetings and training events generally take place at the secondary campus. School meals are prepared in the kitchen on the secondary campus and transported to a server on the primary campus.

Cross-phase teaching and learning already takes place and has been one of the most successful aspects of the amalgamation of the schools. Teaching resources and expertise are shared, and secondary campus teachers travel, on a regular basis, to the primary campus to deliver specialist classes. This has been particularly successful in delivering Mathematics, P.E and I.C.T lessons.

Due to the location of the secondary and primary campuses, primary pupils rarely attend classes at the secondary campus, with the result that teachers must travel between campuses. During busy times of the week, teachers are often late to lessons or must cut lessons short, which pose difficulties for the senior management team.

Due to the lack of car parking spaces at both sites, but specifically at the secondary campus, teachers and visitors often park on the netball pitch meaning that it is often inaccessible for school pupils. The School drop off area at the secondary campus is significantly insufficient, with only a narrow lay-by off the main road. During rush hour, and especially when work is being undertaken on the roads, the road and drop off area becomes congested and cause long delays within the town.

The current condition and suitability of the school buildings have declined considerably with the passage of time. Issues are particularly acute at the secondary campus. The main problems with the current secondary campus building pose daily challenges to the senior management team, staff, and pupils.

Backlog maintenance costs have inflated such that it is becoming increasingly impossible to keep up with the demand of all of the repair work, and the building is no longer considered fit for purpose, with leakages and heating specifically being of concern.

The configuration of the school, which is an old Victorian building, means that there are several educational blocks with insufficient space to effectively teach whole classes. Some classes can only accommodate as few as 15 pupils. This is an incredibly challenging situation for both the teachers and the pupils.

Due to the lack of sporting facilities at both campuses, pupils utilise the facilities at the nearby Bro Ddyfi Leisure Centre. This is a major concern within the local community because there is a need for the pupils to cross the busy A487, where it is argued, the current crossing poses a safeguarding risk.

The lack of state of the art sporting facilities not only on the school sites, but in the Machynlleth area as a whole, means that there are very few opportunities on offer for local children, young people and the wider community, with the need to travel out of county to Ceredigion or 30 miles to Newtown, to access modern facilities. With the school playing fields often being water-logged, the netball court being used as a car parking space and the current size of the existing school halls, capital investment in improving access to leisure facilities is greatly needed.

3.2.5 Problems with the status quo – Leisure Centre

Bro Ddyfi Leisure Centre was built in 1990. A full condition survey of the building was completed in December 2010. At that time, the survey concluded that the building was in reasonable condition, however elements of the building were showing signs of wear and likely to reach the end of their useful life within the intervening ten-year period.

After substantial internal issues with water ingress, a roof survey was commissioned in March 2019 to ascertain the extent of the issues with this element of the structure. The report concluded that the roof was at the end of its useful life with multiple minor defects now causing damage to internal surfaces. The report recommended that a new roof was required which would have the added benefit of improved insulation and design, at a total cost of £183,120. In late 2019, some areas (including the gym) had to close due to the roof caving in.

In May 2020, a further, more comprehensive condition survey was commissioned in light of further issues with the structure. This identified that only minimal maintenance work had appeared to have been carried out on the building historically, with the result that the main elements of the building are deteriorating and reaching expiry. Major areas of concern included the previously identified life expired roof; structural issues with the block and beam first floor; aged electrical installation; nearing life expired mechanical plant; tired and worn facilities, fixtures, and fittings; and a backlog of general maintenance items. A total cost of between £2.3 and £2.5m was identified as being required to replace the life expired elements and ensure the centre remained weathertight for the next 10 years.

Energy costs at the facility are high at around £80K per annum, representing 15% of the total costs of facility operation, and are the largest expenditure after payroll. Modern Passivhaus design offers demonstrable savings of up to 50% in leisure centre settings, which over the life of the asset are substantial and would go a large way in offsetting the annual loss incurred through service provision.

Operationally, in 2015 Freedom Leisure was awarded the contract to manage all thirteen of Powys' leisure centres, including Bro Ddyfi. This contract runs until 2030. Outsourcing the service has seen usage at the centre increase by 5% during the last five years, despite the quality of provision on offer. Expectation for increased usage for state-of-the-art facilities are

high, given that alternative access to private sector vendors within the locality is limited for dry side facilities and non-existent for the pool.

Under the contract responsibility for the maintenance of the building remains with Powys County Council. The current asset has a book value of £3.66m and with basic work required of circa £2.4m, renovation of this asset is not considered to represent either value for money or be affordable within PCC's existing constrained capital budgets. Works in the magnitude of £2.4 million would not deliver modern standard leisure facilities or maximise the potential benefits achievable through new energy efficient design. Without external investment it is therefore considered that a realistic reference case option for comparison would involve the managed decline of the centre over the next 10 years until the contract expiry with Freedom leisure. At that point, within the reference case, the centre would be closed.

3.2.6 The status quo – library provision

The Machynlleth town library is one of the busiest libraries in Powys, with over 10,000 books in the library, all of which will be transferred to the new provision. The footfall for the library in 2018/19 was 23,888 and 2019/20 23,607 (however these figures were affected by the coronavirus pandemic). This equates to around 150 visitors per day.

Although the library is successful, there are building backlog maintenance issues that needs addressing and no maintenance work has been undertaken since the conditions survey was undertaken in 2011.

The library already offers a range of services to the community, including:

- Children's story time
- Lego club
- Craft activities and summer reading club
- Volunteer run computer help sessions (which are currently fully booked)
- Public talks
- Developed links with the local care home
- Developed links with local festivals such as Glyndwr festival

It is anticipated that by co-locating library services within the community campus provision, the services available for a wider range of community members; parents will be able access the library whilst children are receiving swimming lessons for example, public talks can happen in dedicated studios, links with care homes can be further developed in a holistic manner with the school and leisure elements.

In co-locating services, the library service will be able to modernise and further develop ICT facilities available for community use, contributing towards the lifelong learning agenda, in a state-of-the-art building fit for the 21st Century.

3.3 Welsh Medium Education

Ysgol Bro Hyddgen is a Bilingual Category 2B/C (“dual-stream”) School serving the catchment of Machynlleth as such it is an important component in Powys County Council’s education strategy that aims to support Welsh Government aspirations for one million Welsh speakers by 2050. As an all through school serving all age groups from the age of 4 to 18 the model of educational delivery supports transition for Welsh Medium education across all the key stages. It is considered that new 21st Century school facilities and modern collocated leisure facilities will further enhance the attractiveness of Welsh medium education at the school, creating long term sustainability for provision within the catchment.

3.4 ALN provision

Powys County Council is currently consulting on the new vision which will guide the transformation of provision for SEN/ALN pupils in Powys. Improving provision is one of the strategic aims of the Transforming Education Strategy in Powys 2020-30. In future, it is intended that Powys will have in place a range of provision for pupils with ALN including mainstream classes (with support where required), specialist classes, satellites of special schools, special schools, a pupil referral unit, outreach support from special schools and advice and guidance from a small team of highly qualified central staff. It is intended that provision in the Bro Hyddgen catchment will be further developed with a specialist satellite all-through provision at the school along with a suite of dedicated wellbeing and therapeutic rooms.

3.5 Childcare/Nursery Provision

Powys County Council is committed to provide suitable infrastructure to enable providers to provide the 30-hour childcare scheme. Currently, PCC is contracted with two separate non-maintained settings, one is providing bi-lingual provision, and the other Welsh medium provision. The current arrangements is unsuitable and does not offer equitable service from an infrastructure perspective to the children of Machynlleth, with one setting being housed in demountable accommodation on the primary school site, and the other in an annex at the secondary school site. The current arrangement provides obstacles for the two settings to work more closely together.

At the time when the original OBC was submitted to WG for approval, the intention was to build a dedicated space for the local nursery to be located within the new building, however the provider has by now indicated that they do not wish to relocate from their existing site.

Within the new building, a dedicated early years wing will be built incorporating two class bases, offices, hygiene facilities, and dedicated outdoor learning facilities. The school will also work closely with the settings to ensure that they have access to ICT facilities, if and when required.

3.6 Active Travel

It is anticipated that the flagship Community Campus project will improve active travel links within the town of Machynlleth.

As part of the scheme, the authority is looking to improve the active travel links and will ensure that the walking routes to the campus are safe and improvements will be made to the existing footpaths and pedestrian crossings, making the site much more 'community friendly' and accessible. The access to the site will be improved by replacing problematic three mini roundabouts (which currently sits on the main trunk road connecting Machynlleth to Aberystwyth) with one roundabout and a pedestrian crossing, significantly improving active travel for the site and wider community, which is crucial given the inclusion of community and leisure facilities within the scheme.

A highways travel assessment report has already been undertaken and has identified the need to improve Active travel links, but a further report will be done to expand the scope to include the travel needs of the wider community who will access the leisure facilities, as well as the needs of learners and staff.

The new all-through school serves the town of Machynlleth and wider catchment area. The primary school will continue to meet the needs of primary aged pupils within the town of Machynlleth, whilst the secondary element of the new buildings will serve the wider catchment schools which includes Glantwymyn, Carno and Llanbrynmair Federation.

The new site is situated less than a mile from the current primary school site, therefore there will be no impact in terms of travel and school transport.

Powys County Council will develop any construction project in line with Welsh Government Active Travel Wales Act (2013) and design guidance.

It is the council's view that active travel is essential to encourage staff, pupils, and wider members of the community to walk and cycle to new facilities, meaning that more people can enjoy the benefits of active travel.

3.7 Main Benefits

The main benefits associated with the strategic case are outlined below.

Table 8 – Benefits by Stakeholder

Investment Objective	Stakeholder	Main Benefits Criteria by Stakeholder Group
1. To improve the learning provisions and outcomes for pupils and learners across the age range	Learners	<p><u>Quantifiable Benefits</u></p> <ul style="list-style-type: none"> • Enhanced life chances and employment opportunities • Opportunities to benefit from a wider range of learning opportunities • Opportunities to benefit from a range of key & other learning skills

Investment Objective	Stakeholder	Main Benefits Criteria by Stakeholder Group
		<u>Non-Quantifiable Benefits</u> <ul style="list-style-type: none"> Ability to positively contribute to Society and the wider community Increased health and wellbeing of staff & students
	Staff	<u>Quantifiable Benefits</u> <ul style="list-style-type: none"> Greater opportunities to use a wider range of different learning / teaching styles Increased critical mass of staff that enables the sharing of opportunities via professional learning communities Increased critical mass of students supports the development of staff expertise and specialisms
		<u>Non-Quantifiable Benefits</u> <ul style="list-style-type: none"> Professional challenge to deliver new subjects Improved professional credibility and integrity Increased health and wellbeing of staff & students
	Employers	<u>Quantifiable Benefits</u> <ul style="list-style-type: none"> Improved levels of recruitment, quality, and retention of staff
		<u>Non-Quantifiable Benefits</u> <ul style="list-style-type: none"> Reputational improvement for the County Council Improved opportunities to attract and retain high quality staff
	Wider Community	<u>Quantifiable Benefits</u> <ul style="list-style-type: none"> Community regeneration and sustainability Reduction in crime, anti-social behaviour, and disaffection
<u>Non-Quantifiable Benefits</u> <ul style="list-style-type: none"> Learners/pupils contributing more positively to society Improved community links and facilities ensuring community cohesion Enhanced local and national reputation of the wider community Improved community pride, self-esteem, confidence, and sense of belonging 		
2. To ensure that pupils in the Machynlleth area can access high quality Welsh-medium provision through all key stages of education	Learners	<ul style="list-style-type: none"> An annual increase in the % of Welsh first language programmes An annual increase in the number of 11 – 16 courses that are available through the medium of Welsh An annual increase in the number of pupils taking subjects through the medium of Welsh in KS3 & KS4 An annual increase in the number of Sixth Form pupils taking subjects through the medium of Welsh Wider range of both academic and vocational courses delivered or assessed in Welsh

Investment Objective	Stakeholder	Main Benefits Criteria by Stakeholder Group
	Staff	<ul style="list-style-type: none"> Significantly raise the capacity for learning bilingually and through Welsh medium across the authority via 14-19 Learning Pathways option menus developing the number of vocational courses delivered through the medium of Welsh
	Employers	<ul style="list-style-type: none"> More opportunities for Welsh speaking staff Bilingual training and employees increased availability of suitably qualified Welsh speaking employees in the Machynlleth and North Powys area
	Wider Community	<ul style="list-style-type: none"> Promotes bilingual ethos.
<p>3. To deliver a fit for purpose building solution that delivers an improved learning environment meeting BREEAM requirement, and of the appropriate size</p>	Learners	<p><u>Quantifiable Benefits</u></p> <ul style="list-style-type: none"> Improved attendance Securing positive learning experiences Improved learning outcomes for learners and families Improved engagement with the learning process Improved access to learning materials (physical, academic and emotional) Greater potential for social interaction through increased number of peer groups and role models Equality of opportunity to access excellent teaching and learning experiences
		<p><u>Non-Quantifiable Benefits</u></p> <ul style="list-style-type: none"> Inspired learning Greater learning opportunities to improve learners' key skills Creating independent learners Improved self-esteem and well-being Raising aspirations
	Staff	<p><u>Quantifiable Benefits</u></p> <ul style="list-style-type: none"> Access to a wider range of teaching materials (state of the art ICT and other emerging technologies) Greater opportunities to use a wider range of different learning / teaching styles Increased opportunities for continuous professional development Increased critical mass of staff that enables the sharing of opportunities via professional learning communities Increased critical mass of pupils supports the development of staff expertise and specialisms
		<p><u>Non-Quantifiable Benefits</u></p> <ul style="list-style-type: none"> More opportunities to facilitate distributed leadership and increased responsibilities Working environment – motivated learners as a result from a more vibrant classroom experience

Investment Objective	Stakeholder	Main Benefits Criteria by Stakeholder Group
	Employers	<u>Quantifiable Benefits</u>
		<ul style="list-style-type: none"> Improved levels of recruitment, quality and retention of staff
	Wider Community	<u>Non-Quantifiable Benefits</u>
		<ul style="list-style-type: none"> Reputational improvement for the County Council More effective staffing structures – management and support
4. To further improve the transition between all key stages	Learners	<u>Quantifiable Benefits</u>
		<ul style="list-style-type: none"> Localised access to learning, sporting, and cultural opportunities Reduction in crime, anti-social behaviour, and disaffection Increase uptake of and access to healthy active lifestyles
	Staff	<u>Non-Quantifiable Benefits</u>
		<ul style="list-style-type: none"> Securing local provision Improved community pride, self-esteem, confidence, and sense of belonging Improved community links and facilities ensuring community cohesion
Employers	<ul style="list-style-type: none"> An annual increase in the % of KS2 pupils that transfer to Welsh first language programmes in KS3 An annual increase in the number of pupils taking subjects through the medium of Welsh in KS4 An annual increase in the number of pupils taking subjects through the medium of Welsh in the Sixth Form from September 2012 	
	<ul style="list-style-type: none"> More opportunities for Welsh speaking staff 	
	<ul style="list-style-type: none"> Bilingual training and employees Larger and better qualified pool of potential employees with a greater range of qualifications. Greater learning capability attracts business to the area Young People do not have to leave the area to learn 	
Wider Community	<ul style="list-style-type: none"> Reduction in the number of young people who are NEET 	
5. To create a community focussed school that is the central point for multi-agency success to support children their families and the community	Learners	<u>Quantifiable Benefits</u>
		<ul style="list-style-type: none"> Greater understanding of the benefits of physical activity amongst all age groups Improved physical health and wellbeing for pupils gaining access to the leisure centre facilities Improved mental health and wellbeing for pupils gaining access to the leisure centre facilities Potential for a greater number of non-curricular activities for schools within the vicinity of the leisure centre
		<u>Non-Quantifiable Benefits</u>

Investment Objective	Stakeholder	Main Benefits Criteria by Stakeholder Group
		<ul style="list-style-type: none"> Local pride – greater sense of involvement and ownership Ability to shape local community – pupil/community voice Community school, owned by the community for the community Raised aspirations across the community
	Staff	<u>Quantifiable Benefits</u> <ul style="list-style-type: none"> Improved understanding of community needs and aspirations
		<u>Non-Quantifiable Benefits</u> <ul style="list-style-type: none"> Greater engagement with the local community Ability to have an impact on community self-confidence and pride Improved reputation or standing within the wider community
	Employers	<u>Quantifiable Benefits</u> <ul style="list-style-type: none"> Increased usage of community pool facilities Removal of substantial backlog maintenance issues at the pool Long-term assurance over the maintenance of local jobs supported by the Leisure Centre
		<u>Non-Quantifiable Benefits</u> <ul style="list-style-type: none"> Assured business continuity through enhanced community engagement Development of community spirit and identity
	Wider Community	<u>Quantifiable Benefits</u> <ul style="list-style-type: none"> Community sustainability and cohesion Increased take up of public swimming and fitness class offerings Increased take up of child and adult swimming lessons at the Leisure Centre Positive reinforcement of WG and PCC and their investment in local communities
<u>Non-Quantifiable Benefits</u> <ul style="list-style-type: none"> Development of community spirit and identity Enhanced local and national reputation of wider the community Reduced costs for the NHS incurred through physical inactivity and cardio-vascular diseases. 		
6. To ensure the economic and financial sustainability of the school.	Learners	<u>Quantifiable Benefits</u> <ul style="list-style-type: none"> More funding due to redistribution of resources Greater learning opportunities to improve learners' key skills Wider range of curricular and non-curricular opportunities Economies of scale (from closing two sites and opening a 'new' 4-18 school)
		<u>Non-Quantifiable Benefits</u> <ul style="list-style-type: none"> Greater potential for social interaction through increased number of peer groups and role models

Investment Objective	Stakeholder	Main Benefits Criteria by Stakeholder Group
		<ul style="list-style-type: none"> Greater understanding of the importance of sustainable development and environmental issues
	Staff	<p><u>Quantifiable Benefits</u></p> <ul style="list-style-type: none"> Sustainability and retention of staff Greater staff expertise and specialisms Increased opportunities for continuous professional development Greater opportunities to use a wider range of different learning / teaching styles <p><u>Non-Quantifiable Benefits</u></p> <ul style="list-style-type: none"> More opportunities to facilitate distributed leadership and increased responsibilities Greater opportunity for flexible working practices e.g. team teaching Improved professional credibility and integrity
	Employers	<p><u>Cash Releasing Benefits</u></p> <ul style="list-style-type: none"> Reduction in advertising costs for teaching staff Income from community use of facilities Potential for commercial lettings Backlog maintenance savings <p><u>Quantifiable Benefits</u></p> <ul style="list-style-type: none"> Securing long-term opportunities for employment in the community Sustaining local business community Greater potential to reinvest revenue and capital Greater ability to target specific need Greater ability to share resources Greater consistency in managing employment issues Improved borrowing capacity (prudential borrowing) <p><u>Non-Quantifiable Benefits</u></p> <ul style="list-style-type: none"> Improved financial management reputation and confidence that public funds are being used efficiently Futureproofing of rural communities Backlog maintenance costs removed for the first five years post new build (NB. This will be included in the economic analysis, but not as a benefit)
	Wider Community	<p><u>Quantifiable Benefits</u></p> <ul style="list-style-type: none"> Securing long-term opportunities for employment in the community Community regeneration and sustainability <p><u>Non-Quantifiable Benefits</u></p>

Investment Objective	Stakeholder	Main Benefits Criteria by Stakeholder Group
		<ul style="list-style-type: none"> • Improved financial management reputation and confidence that public funds are being used efficiently • Futureproofing of rural communities • Sustaining local business community • Enhanced local and national reputation of wider the community • Improved community links and facilities ensuring community cohesion • Improved community pride and sense of belonging

3.8 Main Risks

The main risks associated with the strategic case are outlined below.

Table 9 – Strategic Risks and Countermeasures

Main Risk	Counter Measures
Business and Political Risks	
1. An unexpected reduction in the level/ availability of capital or revenue funding leads to delays and reduction in the scope of the project.	1. No contractual commitments will be made until firm assurances have been given regarding the affordability and availability of funding.
2. The project requires political endorsement	2. The Council's Cabinet has given approval in principle to the project and will be kept informed as the project develops.
3. Pupil numbers fall in the short term, making it more difficult to make the case	3. Detailed (long terms) strategic planning about Welsh Medium education in North Powys to underpin the business case.
Service Risks	
1. Legislative changes.	1. Plan flexibility into the options where possible.
2. WG policy changes	2. Plan flexibility into the options where possible.
External Environmental Risks	
1. Issues relating to planning permission or planning constraints	1. There has been early engagement with the Local Authority Planning Department on the proposed site and to identify any issues

	relating to planning permission or planning constraints.
2. Covid 19	2. Early engagement with contractors to establish an appropriate risk response

3.9 Project Constraints

The project is subject to the following constraints:

- Availability of capital funding from Welsh Government and Powys County Council for any new build required;
- Any planning consent which may be required for any new build required'
- Requirement to meet Passivhaus standards;
- Need to minimise negative impact on current pupils.

3.10 Project Dependencies

The project dependencies are as follows:

- Political support at local and national level;
- Stakeholder support – parents, governors, community, diocesan education authority;
- Capital funding from Welsh Government and Powys County Council;
- Internal officer capacity;
- Capacity of other service areas to provide support;
- Planning permission and any other statutory consents that may be required.

4 Economic Case

4.1 Critical Success Factors

CSF1: Strategic Fit

- The option must satisfy all 5 investment objectives and business needs
- The option must optimise the benefits as presented in the Main Benefits Criteria
- The option must be aligned with and promote the national, regional and local strategies

CSF2: Potential Value for Money (VFM)

- The option must optimise the resources available for the delivery of learning
- The option must provide value for money in the delivery of learning

CSF3: Potential Achievability

- The option must be acceptable to learners, staff, governors, and the wider community;
- The option must be politically acceptable at local, county, and national level;
- The option must be achievable within current legislation;
- The options must be operationally achievable/physically achievable.

CSF4: Supply side Capacity and Capability

- The option must secure sufficient appropriate resources and expertise to be deployed within Powys to achieve the investment objectives.

CSF5: Potential Affordability

- The extent to which the option is affordable within the forecasted revenue of participating organisations;
- The extent to which the option is affordable within the forecasted capital finding of participating organisations.

4.2 Long List Options

The long list of options was generated by a cross departmental group of stakeholders at a workshop held on Thursday 19th March 2020. The following individuals were present at this workshop:

- Marianne Evans – Senior Manager Education Services;
- Betsan Ifan – Strategic Programme Manager;
- Dawn Richards – Capital and Financial Planning Accountant;
- Jennie Ashton – Service Strategy & Development Manager
- Anwen Orrells – Challenge Advisor
- Ian Pilcher – HOWPS

- Laurence Darley – CPC Project Services LLP

Each option was evaluated against the agreed investment objectives and critical success factors to determine whether they were to be discounted or carried forward to the short list for further consideration.

4.3 Scope Appraisal

4.3.1 Options

- Minimum – 4 to 16 All through School;
- Intermediate – 4 to 18 All through School with community facilities;
- Maximum – 4 to 18 All through School with sixth form and community facilities

4.3.2 Advantages and Disadvantages

Table 10 – Scope advantages and disadvantages

Do Minimum: 4 to 16 All through School	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Aligns to the strategic approach to education of Powys County Council; • Will contribute towards the wider efficiency of sixth form funding across the whole county; • Pupils accessing further and higher education elsewhere will have access to a wider range of courses than can currently be offered at Ysgol Bro Hyddgen's sixth form. 	<ul style="list-style-type: none"> • Requires consultation to close the sixth form; • Increased travel to learn time for sixth form pupils; • Does not address condition issues with the current leisure centre building; • Current crossing site between the school and the leisure centre on the A487 is a safeguarding risk; • Does not create sustainable leisure facilities within the Machynlleth catchment area; • Does not safeguard local jobs at the leisure centre for the long term; • Will require the eventual closure of the leisure centre as the asset replacement is beyond the envelope for capital expenditure for PCC.
Intermediate: 4 to 16 All through School with community facilities	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Provides continuity for pupils progressing from secondary to further education at the same site; • Minimises travel to learn time for learners access the sixth form at the site; 	<ul style="list-style-type: none"> • Current sixth form is small and therefore cannot offer a wide range of course choices to learners;

<ul style="list-style-type: none"> • Removes safeguarding issue crossing A487 road to the leisure site; • Increases opportunities for learners to access modern, fit for purpose leisure facilities; • Presents opportunities for expanding pupil access to leisure facilities; • Maintains the sustainability of leisure facilities within the community for the long term; • Safeguards jobs within the community; • Maintains gross value add benefits achieved through the leisure centre provision to the local economy 	<ul style="list-style-type: none"> • Does not contribute towards PCC creating a sustainable financially affordable approach to sixth form provision; • Additional capital funding required.
Maximum: 4 to 18 All through School with sixth form and community facilities	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Provides continuity for pupils progressing from secondary to further education at the same site; • Minimises travel to learn time for learners access the sixth form at the site; • Removes safeguarding issue crossing A487 road to the leisure site; • Increases opportunities for learners to access modern, fit for purpose leisure facilities; • Presents opportunities for expanding pupil access to leisure facilities; • Maintains the sustainability of leisure facilities within the community for the long term; • Safeguards jobs within the community; • Maintains gross value add benefits achieved through the leisure centre provision to the local economy 	<ul style="list-style-type: none"> • Current sixth form is small and therefore cannot offer a wide range of course choices to learners; • Does not contribute towards PCC creating a sustainable financially affordable approach to sixth form provision; • Requires negotiation with third party (Freedom Leisure); • Additional capital funding required.

4.3.3 Conclusion

Table 11 – Scope appraisal summary

Reference to:	Do Nothing	Intermediate Scope	Maximum Scope
1. To improve the learning provision and outcomes for pupils and learners across the age range	✓	✓	✓
2. To ensure that pupils in the Machynlleth area are able to access high quality Welsh-medium provision through all key stages of education	✓	✓	✓
3. To deliver a fit for purpose building solution that delivers an improved learning environment, meeting BREEAM requirements, and of the appropriate size;	✓	✓	✓
4. To further improve the transition between all key stages;	✓	✓	✓
5. To create a community focussed school that is the central point for multi-agency success to support children, their families and the community;	?	✓	✓
6. To ensure the economic and financial sustainability of the school.	✓	✓	✓
Strategic Fit			
Strategic Fit	x	✓	x
Potential VFM	✓	✓	x
Potential achievability	✓	✓	✓
Supply side capability	✓	✓	✓
Affordability	✓	✓	✓
Summary	Carry Forward for Comparison	Preferred	Discounted

The Intermediate scope is the preferred option as it aligns with all the schemes investment objectives and critical success factors.

The do-minimum scope is carried forward for economic comparison. It does not however, align to the strategic objectives for education and community campus provision developed by Powys County Council. It is also questionable whether this option will meet investment objective five '*To create a community focussed school that is the central point for multi-agency success to support children, their families and the community*', without the additional facilities that the library, meeting rooms, swimming pool, sports hall and external sports facilities bring to the project.

4.4 Service Solution Appraisal

4.4.1 Options

- Option 1 – Undertake essential maintenance only to both primary and secondary campuses, managed decline of leisure centre forecast closure in 2030;
- Option 2 - Refurbish secondary campus and conduct essential maintenance to primary campus managed decline of leisure centre forecast closure in 2030;
- Option 3 – Remodel secondary campus and conduct essential maintenance to primary campus, managed decline of leisure centre forecast closure in 2030;
- Option 4 – New build secondary campus and conduct essential maintenance to primary campus, managed decline of leisure centre forecast closure in 2030;
- Option 5 – New build primary and secondary campuses and leisure and library facilities on four sites;
- Option 6 – New build primary and secondary campus on single site, managed decline of leisure centre forecast closure in 2030;
- Option 7 – New build Community Campus. Primary and secondary campus with new build community leisure, library, and meeting facilities on existing secondary school site.
- Option 8 – New build Community Campus. Primary and secondary campus with new build community leisure, library, and meeting facilities on single alternative site.

4.4.2 Advantages and Disadvantages

Table 12 – Service solution advantages and disadvantages

Option 1: Undertake essential maintenance only to both primary and secondary campuses, managed decline of leisure centre forecast closure in 2030	
Advantages	Disadvantages
<ul style="list-style-type: none"> • No capital spends required immediately; • Enables alternative use of capital funding within the programme envelope; • No significant construction disruption to pupils and learners. 	<ul style="list-style-type: none"> • Inadequate school buildings that are in poor condition will continue in use; • Current cohort of learners continues to be taught in sub-standard accommodation; • Does not provide a single sited All Through Campus; • Piecemeal school estate (at Ysgol Bro Hyddgen); • Does not fully realise the benefits of an All Through School in terms of cross-phase teaching and learning/transition, or use of specialist teaching facilities; • Will still require significant investment in the short/medium term • Does not address issue of surplus places • Will not generate any lifecycle efficiencies; • Will not generate any property revenue efficiencies;

	<ul style="list-style-type: none"> • No new potential for additional revenue income streams; • Current layouts are inappropriate; • Will result in significant investment required in medium term; • Will not in result in a 21st Century standard school; • Does not free up sites for capital release; • Does not provide opportunity for new housing on existing primary school site.
<p>Option 2: Refurbish secondary campus and conduct essential maintenance to primary campus, managed decline of leisure centre forecast closure in 2030</p>	
<p>Advantages</p>	<p>Disadvantages</p>
<ul style="list-style-type: none"> • Extends the life of the secondary school building. • Addresses immediate issues easily; • Reduces the probability of disruption to service delivery; • Less immediate drain on Council's capital resources; • Continuity of education on sites; • Enables alternative use of capital funding within the programme envelope. 	<ul style="list-style-type: none"> • Inadequate school buildings continue with poor suitability and sustainability factors, R & M funding would not stop further deterioration; • Current cohort of learners continues to be taught in sub-standard accommodation; • Does not provide a single sited All Through Campus; • Piecemeal school estate (at Ysgol Bro Hyddgen); • Does not fully realise the benefits of an All Through School in terms of cross-phase teaching and learning/transition, or use of specialist teaching facilities; • Does not address issue of surplus places • Unlikely to generate lifecycle efficiencies; • Unlikely to generate property revenue efficiencies; • No new potential for additional revenue income streams; • Financially unviable as it will not attract 21st Century School funding; • Does not enhance current public perception of the condition of the specialist school facilities campus; • Some noise disruption to pupils; • Does not improve the learning environment and does not provide a suitable environment suitable for the needs of vulnerable pupils and staff; • Does not enhance current public perception of the condition of the specialist school facilities campus, may be viewed as a stop gap solution • The works required at Ysgol Bro Hyddgen could severely impact the Major Improvement Programme fund, which will decrease the amount of funding available for much needed improvements at other schools;

	<ul style="list-style-type: none"> • Will not in result in a 21st Century standard school; • Does not free up sites for capital release; • Does not provide opportunity for new housing on existing primary school site.
Option 3: Remodel secondary campus and conduct essential maintenance to primary campus, managed decline of leisure centre forecast closure in 2030	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Extends the life of some secondary school blocks; • Addresses immediate issues easily; • Less immediate drain on Council's capital resources in Band B; • Enables alternative use of capital funding within the programme envelope; • Provision matches current and long-term pupil projections • Partially addresses surplus places issue • Provides a clear learning pathway (4-18yrs) • No significant construction disruption and continuity of education on the current site • Provides flexibility within (SOP) cost envelope to focus on other priorities • Marginal improvements in premises result in improved teaching and learning experiences and outcomes • Improves the condition of the school estate 	<ul style="list-style-type: none"> • Disruption to pupils; • Inadequate school buildings continue with poor suitability and sustainability factors, R & M funding would not stop further deterioration on blocks not rebuilt; • Potential reduction in outdoor space; • Piecemeal school estate (at Ysgol Bro Hyddgen) • Does not fully realise the benefits of an All Through School in terms of cross-phase teaching and learning/transition, or use of specialist teaching facilities • Unlikely to generate substantial lifecycle efficiencies; • Unlikely to generate substantial property revenue efficiencies; • No new potential for additional revenue income streams; • Does not enhance current public perception of the condition of the specialist school facilities campus, may be viewed as a stop gap solution • Does not improve the learning environment overall and does not provide a suitable environment suitable for the needs of vulnerable pupils and staff. • Will not in result in a 21st Century standard school; • Does not free up sites for capital release; • Does not provide opportunity for new housing on existing primary school site.
Option 4: New build secondary campus and conduct essential maintenance to primary campus, managed decline of leisure centre forecast closure in 2030	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Will generate 21st Century standard school for secondary pupils; • Creates a carbon efficient building; • Optimises utility costs; • Reduces lifecycle costs; • New facilities will prove attractive to potential learners and employees; • New facilities will be viewed positively within the community. 	<ul style="list-style-type: none"> • Does not provide 21st Century standard school for primary cohort; • Potential transport disruption within the locality during construction; • Larger capital requirement.; • Current cohort of primary learners continues to be taught in sub-standard accommodation • Potential reduction in outdoor space

<ul style="list-style-type: none"> • Enhanced teaching and learning facilities result in enhanced educational outcomes • Provision matches current and long-term pupil projections • Partially addresses surplus places issue 	<ul style="list-style-type: none"> • Does not provide a single sited All Through Campus • Lack of parity between primary and secondary sector in terms of building conditions • Does not fully realise the benefits of an All Through School in terms of cross-phase teaching and learning/transition, or use of specialist teaching facilities; • Does not free up sites for capital release; • Does not provide opportunity for new housing on existing primary school site;
<p>Option 5: New build primary and secondary campuses and leisure and library facilities on four sites;</p>	
<p>Advantages</p>	<p>Disadvantages</p>
<ul style="list-style-type: none"> • Will generate 21st Century standard school for secondary pupils; • Creates a carbon efficient building; • Optimises utility costs; • Reduces lifecycle costs; • New facilities will prove attractive to potential learners and employees; • New facilities will be viewed positively within the community; • Enhanced teaching and learning facilities result in enhanced educational outcomes; • Provision matches current and long-term pupil projections; • Addresses surplus places issue. 	<ul style="list-style-type: none"> • Potential transport disruption within the locality during construction; • Larger capital requirement.; • Does not provide a single sited All Through Campus; • Does not fully realise the benefits of an All Through School in terms of cross-phase teaching and learning/transition, or use of specialist teaching facilities; • Does not free up sites for capital release; • Does not provide opportunity for new housing on existing primary school site; • Reduces capital funding availability for other schemes.
<p>Option 6: New build primary and secondary campus on single site, managed decline of leisure centre forecast closure in 2030</p>	
<p>Advantages</p>	<p>Disadvantages</p>
<ul style="list-style-type: none"> • Will generate 21st Century standard school for secondary pupils; • Creates a carbon efficient building; • Optimises utility costs; • Reduces lifecycle costs; • New facilities will prove attractive to potential learners and employees; • New facilities will be viewed positively within the community; • Enhanced teaching and learning facilities result in enhanced educational outcomes; • Provision matches current and long term pupil projections; • Addresses surplus places issue. • Provides a clear learning pathway (4-16yrs); • Creates a single sited all through campus; • Maximises the benefits of an all through school in terms of cross-phase teaching and 	<ul style="list-style-type: none"> • Potential transport disruption within the locality during construction; • Larger capital requirement.; • Reduces capital funding availability for other schemes.

<p>learning/transition, or use of specialist facilities;</p> <ul style="list-style-type: none"> • Facilitates the capital receipt opportunity from the sale of the primary school site; • Enables new housing development opportunity on the old primary school site. 	
<p>Option 7: New build Community Campus. Primary and secondary campus with leisure facilities on existing secondary school site</p>	
<p>Advantages</p>	<p>Disadvantages</p>
<ul style="list-style-type: none"> • Will generate 21st Century standard school for secondary pupils; • Creates a carbon efficient building; • Optimises utility costs; • Reduces lifecycle costs; • New facilities will prove attractive to potential learners and employees; • New facilities will be viewed positively within the community; • Enhanced teaching and learning facilities result in enhanced educational outcomes; • Provision matches current and long-term pupil projections; • Addresses surplus places issue. • Provides a clear learning pathway (4-16yrs); • Creates a single sited all through campus; • Maximises the benefits of an all through school in terms of cross-phase teaching and learning/transition, or use of specialist facilities; • Facilitates the capital receipt opportunity from the sale of the primary school site; • Enables new housing development opportunity on the old primary school site. 	<ul style="list-style-type: none"> • Potential transport disruption within the locality during construction; • Larger capital requirement.; • Reduces capital funding availability for other schemes; • Current site is constrained and there will therefore be either a requirement to purchase additional land adjacent to the site or compromise on the amount of outdoor space. • Requires the development of complex access arrangements with Freedom Leisure; • Additional officer time to develop scheme.
<p>Option 7: New build Community Campus. Primary and secondary campus with leisure facilities on single alternative site</p>	
<p>Advantages</p>	<p>Disadvantages</p>
<ul style="list-style-type: none"> • Will generate 21st Century standard school for secondary pupils; • Creates a carbon efficient building; • Optimises utility costs; • Reduces lifecycle costs; • New facilities will prove attractive to potential learners and employees; • New facilities will be viewed positively within the community; • Enhanced teaching and learning facilities result in enhanced educational outcomes; • Provision matches current and long-term pupil projections; • Addresses surplus places issue. • Provides a clear learning pathway (4-16yrs); • Creates a single sited all through campus; 	<ul style="list-style-type: none"> • Potential transport disruption within the locality during construction; • Larger capital requirement; • Alternative potential site is not in Council ownership; • Alternative potential site land categorisation may make development difficult • Reduces capital funding availability for other schemes; • Requires the development of complex access arrangements with Freedom Leisure; • Additional officer time to develop scheme.

- | | |
|--|--|
| <ul style="list-style-type: none">• Maximises the benefits of an all through school in terms of cross-phase teaching and learning/transition, or use of specialist facilities;• Facilitates the capital receipt opportunity from the sale of the primary school site;• Enables new housing development opportunity on the old primary school site. | |
|--|--|

4.4.3 Conclusion

Table 13 – Service Solution appraisal summary

Reference to:	Option 1	Option 2	Option 3	Option 4	Option 5	Option 6	Option 7	Option 8
To improve the learning provision and outcomes for pupils and learners across the age range	x	x	x	✓	✓	✓	✓	✓
To ensure that pupils in the Machynlleth area can access high quality Welsh-medium provision through all key stages of education	x	?	✓	✓	✓	✓	✓	✓
To deliver a fit for purpose building solution that delivers an improved learning environment, meeting BREEAM requirements, and of the appropriate size;	x	x	?	?	✓	✓	✓	✓
To further improve the transition between all key stages;	x	x	x	✓	✓	✓	✓	✓
To create a community focussed school that is the central point for multi-agency success to support children, their families, and the community;	x	x	x	x	?	?	✓	✓
To ensure the economic and financial sustainability of the school.	x	x	x	?	?	✓	✓	✓
Critical Success Factors								
Strategic Fit	x	x	x	x	x	x	✓	✓
Potential VFM	x	x	x	x	?	✓	✓	✓
Potential achievability	x	x	x	✓	✓	✓	✓	?
Supply side capability	✓	✓	✓	✓	?	✓	✓	✓
Affordability	✓	✓	✓	✓	?	✓	?	?
Summary	Discount but Carry Forward	Discounted	Discounted	Discounted	Discounted	Possible	Preferred	Possible

Both Options 7 and 8 meet or may potentially meet all of the scheme's investment objectives and critical success factors and are therefore shortlisted. Whilst option 6 does not align to the strategic priorities for Powys County Council, it is deliverable, affordable and aligns to the core funding principles of 21st Century Schools funding, it is therefore progressed as a comparator alongside option 1.

4.5 Service Delivery Appraisal

4.5.1 Options

- Minimum – Local Authority delivery;
- Intermediate – Local Authority and Private Sector partner arrangements;
- Maximum – Private Sector partnership (PPP);

4.5.2 Advantages and Disadvantages

Table 14 – Service delivery advantages and disadvantages

Minimum: Local Authority	
Advantages	Disadvantages
<ul style="list-style-type: none"> • All requisite delivery structures are already in place; • Local Authority has extensive experience in delivering this service delivery model; • Cost effective model; • Strategic link to Councils School Transformation Programme; • Most expedient model for delivery; • Politically acceptable; • Limited risk due to specialist support within LA 	<ul style="list-style-type: none"> • May stifle innovation.
Intermediate: Local Authority and Private Sector Partner arrangements	
Advantages	Disadvantages
<ul style="list-style-type: none"> • All requisite delivery structures in place; • Local Authority has extensive experience in delivering this service delivery model; • Cost effective model; • Strategic link to Councils School Transformation Programme • Most expedient model for delivery; • Politically acceptable; • Limited risk due to specialist support within LA 	<ul style="list-style-type: none"> • Will prove more expensive for the Local Authority • Contractor may not be au fait with the workings and culture of Local Authority
Maximum: Private Sector partnership (PPP)	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Private sector suppliers will provide specialisms and capacity that the Local Authority alone cannot provide • Services can be delivered relatively quickly 	<ul style="list-style-type: none"> • Private contractor is an unknown quantity • Contractor may not be au fait with the workings and culture of Local Authority • Any private sector partnership will be unlikely to include local contractors; • Profit element of partnership may impact on funds available for development

4.5.3 Conclusion

Table 15 – Service Delivery appraisal summary

Reference to:	LA	LA & PSP	PPP
1. To deliver a fit for purpose building solution that delivers an improved learning environment for pupils with significant additional learning needs – minimum condition B and meeting BREEAM requirements	✓	✓	✓
2. To improve the building's efficiency / running costs	✓	✓	✓
3. To provide facilities that will accommodate a greater proportion of pupils with significant additional learning needs that are currently accessing provision out of Powys	✓	✓	✓
4. To provide improved opportunities for pupils with significant additional learning needs	✓	✓	✓
5. To provide holistic support for Powys children with significant additional needs, incorporating reliable specialised equipment and facilities	✓	✓	✓
6. Increase the capacity of teaching staff to deliver a 21st century curriculum that meets the needs of learners with significant additional learning needs.	✓	✓	✓
Critical Success Factors			
Strategic Fit	✗	✓	✗
Potential VFM	?	✓	✗
Potential achievability	✗	✓	✓
Supply side capability	✗	✓	✓
Affordability	✗	✓	✗
Summary	Discounted	Preferred	Discounted

4.6 Implementation Appraisal

4.6.1 Options

- Minimum – New School opens September 2023;
- Intermediate – New School opens Spring Term 2023;
- Maximum - New School opens September 2022;

4.6.2 Advantages and Disadvantages

Table 16 – Implementation advantages and disadvantages

Minimum: New School opens September 2023	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Lack of disruption to education in the short term 	<ul style="list-style-type: none"> • Local community disruption due to extended period of works; • Delayed to accrual of scheme benefits • Immediate cohorts of learns miss out unnecessarily on 21st Century school facilities
Intermediate: New School opens Spring Term 2023	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Immediate cohorts of learns enjoy 21st Century school facilities within a reasonable period of time • Minimises disruption to learners once school becomes operational; • Ensures Local Authority funding allocation is spent within Welsh Government timescales • Allows time for innovation in design but ensures completion within a reasonable time scale; • Minimises local community disruption. 	<ul style="list-style-type: none"> • Partial delay to accrual of scheme benefits
Maximum: New School opens September 2022	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Immediate cohorts of learns enjoy 21st Century school facilities within a reasonable period of time • Minimises disruption to learners once school becomes operational; • Ensures Local Authority funding allocation is spent within Welsh Government timescales • Ensures completion in a timely manner; • Minimises local community disruption. 	<ul style="list-style-type: none"> • Potential for rushed design (lack of innovation); • Timescales may be unrealistic due to lead in time for sourcing materials • Requires additional bespoke resource for project in order to deliver upon demanding timescale.

4.6.3 Conclusion

Table 17 – Implementation appraisal summary

Reference to:	Sept 23	Spring 23	Sept 22
1. To deliver a fit for purpose building solution that delivers an improved learning environment for pupils with significant additional learning needs – minimum condition B and meeting BREEAM requirements	✓	✓	✓
2. To improve the building's efficiency / running costs	✓	✓	✓
3. To provide facilities that will accommodate a greater proportion of pupils with significant additional learning needs that are currently accessing provision out of Powys	✓	✓	✓
4. To provide improved opportunities for pupils with significant additional learning needs	✓	✓	✓
5. To provide holistic support for Powys children with significant additional needs, incorporating reliable specialised equipment and facilities	✓	✓	✓
6. Increase the capacity of teaching staff to deliver a 21st century curriculum that meets the needs of learners with significant additional learning needs.	✓	✓	✓
Critical Success Factors			
Strategic Fit	✓	✓	?
Potential VFM	x	✓	✓
Potential achievability	✓	✓	?
Supply side capability	✓	✓	✓
Affordability	✓	✓	✓
Summary	Discounted	Preferred	Discounted

4.7 Funding Appraisal

4.7.1 Options

- Minimum – Wholly Local Authority funded from capital programme;
- Intermediate - Mix of Local Authority borrowing and Welsh Government funding;
- Maximum - Wholly Welsh Government grant funded.
- Alternative – Mutual Investment Fund (MIM).

4.7.2 Advantages and Disadvantages

Table 18 – Funding advantages and disadvantages

Minimum: Wholly Local Authority funded from capital programme.	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Would not require any additional Local Authority borrowing; • Maximum control over scale and timescale of scheme. 	<ul style="list-style-type: none"> • Diverts capital from other community priorities such as Social Care and highways; • Cost prohibitive. • Affordability
Intermediate: Mix of Local Authority borrowing and Welsh Government funding.	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Ensures affordability of scheme; • Provides certainty to Welsh Government i.e. the scheme fits strategically; • Allows for the direction of capital monies to other community priorities. 	<ul style="list-style-type: none"> • Repayment costs for Local Authority may impact on revenue budgets; • Welsh Government grant funding requirements may be onerous; • Application process may delay delivery.
Maximum: Wholly Welsh Government grant funded.	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Enables major capital investment in other community priorities. 	<ul style="list-style-type: none"> • Welsh Government grant funding requirements may be prohibitive; • Application process may delay delivery. • May stifle innovation.
Alternative: Mutual Investment Model	
Advantages	Disadvantages
<ul style="list-style-type: none"> • No capital funding required up front; • Sponsorship from Welsh Government; • Cost certainty (capital and revenue); • Welsh Governments preferred model; 	<ul style="list-style-type: none"> • Scheme is not eligible given that RIBA 4 designs are complete for some project elements • Development partners may not be interested; • Complex ownership and governance model; • Multifaceted governance may stifle innovation;

	<ul style="list-style-type: none"> Schemes with swimming pools are not eligible for MIM funding
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4.7.3 Conclusion

Table 19 – Funding appraisal summary

Reference to:	LA 100%	Mix	WG 100%	MIM
1. To deliver a fit for purpose building solution that delivers an improved learning environment for pupils with significant additional learning needs – minimum condition B and meeting BREEAM requirements	✓	✓	✓	✓
2. To improve the building's efficiency / running costs	✓	✓	✓	✓
3. To provide facilities that will accommodate a greater proportion of pupils with significant additional learning needs that are currently accessing provision out of Powys	✓	✓	✓	✓
4. To provide improved opportunities for pupils with significant additional learning needs	✓	✓	✓	✓
5. To provide holistic support for Powys children with significant additional needs, incorporating reliable specialised equipment and facilities	✓	✓	✓	✓
6. Increase the capacity of teaching staff to deliver a 21st century curriculum that meets the needs of learners with significant additional learning needs.	✓	✓	✓	✓
Critical Success Factors				
Strategic Fit	✗	✓	✓	?
Potential VFM	✓	✓	✓	✓
Potential achievability	✓	✓	?	?
Supply side capability	?	✓	?	?
Affordability	✗	✓	✓	✓
Summary	Discounted	Preferred	Discounted	Discounted

4.8 Summary of appraisals

Table 20 – Long List Summary

Tudalen 105

Scope appraisal	Minimum: 4 to 16 All Through School			Intermediate: 4 to 16 All Through School with leisure facilities			Maximum: Community Campus. 4 to 18 All Through School with sixth form, leisure, library, and meeting facilities		
Service solution (Long list appraisal)	Option 1: essential maintenance primary & secondary, managed decline of leisure centre forecast closure in 2030	Option 2: Refurb secondary & essential maintenance primary, managed decline of leisure centre forecast closure in 2030	Option 3: Remodel secondary & essential maintenance primary, managed decline of leisure centre forecast closure in 2030	Option 4: New build secondary & essential maintenance primary, managed decline of leisure centre forecast closure in 2030	Option 5: New build primary & secondary & new build leisure and library facilities	Option 6: New build primary & secondary single site, managed decline of leisure centre forecast closure in 2030	Option 7: New build Community Campus. Primary, secondary & leisure and library and meeting facilities exiting secondary school site	Option 8: New build Community Campus. Primary, secondary & leisure and library and meeting facilities single alternative site	
Service Delivery	Minimum: LA Delivery			Intermediate: LA and Private Sector Delivery			Maximum: Private Sector partnership (PPP)		
Implementation	Minimum: New School opens September 2023			Intermediate: New School opens Spring Term 2022			Maximum: New School opens September 2022		
Funding	Minimum: Wholly LA Funded		Intermediate: Mixed LA & WG Funded			Maximum: Wholly WG Funded		Alternative: Mutual Investment Fund	

The shortlisted options are therefore:

- Option 1 – To undertake essential maintenance only to both primary and secondary campuses, managed decline of leisure centre forecast closure in 2030;
- Option 6 – New build primary & secondary single site, managed decline of leisure centre forecast closure in 2030;
- Option 7 – New build Community Campus. Primary and secondary campus with leisure, library, and meeting facilities on existing secondary school site;
- Option 8 – New build Community Campus. Primary and secondary campus with leisure, library, and meeting facilities (all) on alternative site.

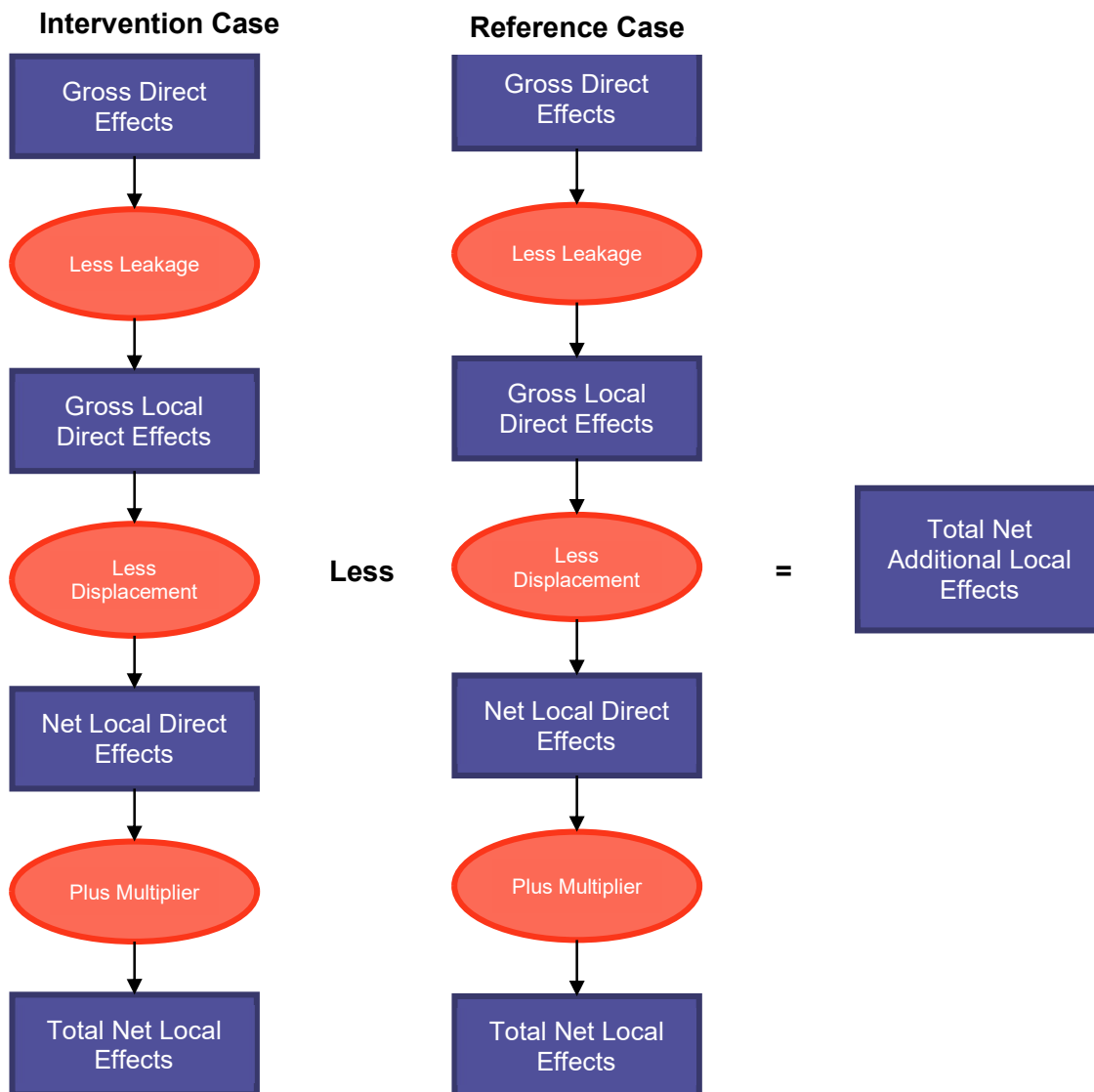
4.9 Economic Appraisal

4.9.1 Quantifiable Benefits Methodology

The approach to the economic impact assessment has been developed in line with best practice guidance, including the HM Treasury’s Green Book (Appraisal and Evaluation in Central Government) and the Homes and Communities Agency’s (HCA’s) Additionality Guide. The approach has also given regard to the HM Treasury’s supplementary Green Book guidance on Public Sector Business Cases: Using the Five Case Model and the Department for Communities and Local Government’s (DCLG’s) appraisal guide.

Assessment has sought to estimate both the gross and net additional impact of each intervention at both the local and regional level. In line with the HCA additionality guide (3rd Edition) the net additional effects of the scheme have been calculated using the following model:

Figure 5: HCA Additionality Model



Leakage effects: the number or proportion of outputs (occurring under the reference case and the intervention options) that benefit those outside of the intervention's target area or group should be deducted from the gross direct effects.

Displacement: the number or proportion of intervention outputs (occurring under the reference case and the intervention options) accounted for by reduced outputs elsewhere in the target area should also be deducted

Economic multiplier effects: further economic activity (jobs, expenditure or income) associated with additional local income, local supplier purchases and longer-term development effects then need to be added.

4.9.2 Quantitative Benefits Appraisal

The leakage level associated with option all shortlisted options is 0%. ONS Labour Force Survey Data indicates that the median travel to work time within Powys was 26 minutes in 2016 (latest data set). Given Machynlleth geographic location it is therefore highly unlikely that employment benefits derived from the leisure centre will be lost to the local economy.

Displacement associated with all shortlisted options is considered minimal. Swimming related activity at the centre represented 42% of all participation during 2018/19. The nearest swimming pool facilities are 16.4 miles away at Llanidloes Sports Centre and 18.3 miles away at the Plascrug Leisure Centre, Aberystwyth. The approximate journey time to Aberystwyth is 34 minutes by car or bus. Whilst the drive by car to Llanidloes is the same as to Aberystwyth there is no direct public transport route, with journey times upwards of 1 hour 35 minutes. With such a large travel distance to alternative facilities and given that both facilities have co-existed with Bro Ddyfi for an extended period of time, any displacement effects of the continued existence of swimming facilities in Machynlleth are extremely unlikely. Gym and fitness activities represented 23% of all activity at the centre during 2018/19, one alternative provider operates within the town, there is therefore considered to be a low level of displacement in relation to gym and fitness activities, however this is not zero. Given the low level of people employed within the industry locally and the limited number of vendors a percentage of half the current activity level is considered appropriate at 11.5%

The multiplier selected for the business case is 1.34. This is the type II multiplier for employment for the recreation sector of the Welsh Economy. This is sector number 24 of 25 aggregated from the 88 industries identified by the Welsh Economy Research Unit within the Input-Output Tables for Wales.

Average annual gross value add (GVA (B) by job filled) has been extracted from the ONS Sub-Regional Productivity February 2020 release. GVA per employee is based on sector specific data (Standard Industrial Classification R – Arts, entertainment, and recreation).

Table 21: GVA Results

Description	
Gross direct jobs	9.8 FTE
Leakage	0%
Workplace direct effects	9.8 FTE
Displacement	11.5%
Net workplace direct effects	8.7 FTE
Multiplier	1.34
Total net workplace effects	11.6 FTE
Average annual GVA per workforce job SIC-R	£146,361
Average annual GVA per workforce job in region	£101,541
Total net local effects	£247,901

4.9.3 Net Present Cost

The detailed economic appraisals for each shortlisted option are attached to this business case in the NPV spreadsheet. The short-listed options have been risk-adjusted to account for the 'risk retained' (in £s) by the organisation under each option. The following tables summarises the key results of the economic appraisals for each option.

Table 22 – Economic Appraisal – Option 1

To undertake essential maintenance only to both primary and secondary campuses, managed decline of leisure centre forecast closure in 2030;		
	Undiscounted (£'000s)	Net Present Cost (£'000s)
Opening Value	£10.584	£10.584
Capital	£8.352	£7.805
Revenue	£53.683	£39.661
Risk Retained	£7.033	£6.680
Optimism Bias	£0.959	£0.911
Total Costs	£80.611	£65.641
Total Benefits	-£3.700	-£3.074
Costs Net Benefits	£76.911	£62.568

Table 23 – Economic Appraisal – Option 6

New build primary & secondary single site, managed decline of leisure centre forecast closure in 2030;		
	Undiscounted (£'000s)	Net Present Cost (£'000s)
Opening Value	£10.584	£10.584
Capital	£36.984	£29.415
Revenue	£155.301	£68.702
Risk Retained	£2.648	£2.403
Optimism Bias	£1.204	£1.092
Total Costs	£206.719	£112.195
Total Benefits	-£4.191	-£3.457
Costs Net Benefits	£202.528	£108.738

Table 24 – Economic Appraisal – Option 7

New build Community Campus. Primary and secondary campus with leisure, library and meeting facilities on existing secondary school site;		
	Undiscounted (£'000s)	Net Present Cost (£'000s)
Opening Value	£10.584	£10.584
Capital	£51.362	£41.366
Revenue	£157.204	£69.048
Risk Retained	£3.764	£3.409
Optimism Bias	£1.711	£1.550
Total Costs	£224.625	£125.956
Total Benefits	-£18.741	-£8.411
Costs Net Benefits	£205.884	£117.545

Table 25 – Economic Appraisal – Option 8

New build Community Campus. Primary and secondary campus with leisure, library and meeting facilities (all) on alternative site;		
	Undiscounted (£'000s)	Net Present Cost (£'000s)
Opening Value	£10.584	£10.584
Capital	£51.362	£41.366
Revenue	£157.204	£69.048
Risk Retained	£3.764	£3.409
Optimism Bias	£1.711	£1.550
Total Costs	£224.625	£125.956
Total Benefits	-£18.241	-£7.899
Costs Net Benefits	£206.384	£118.057

Please note that the revenue / lifecycle cost totals shown in the tables above consist of the elements detailed in table 26 below. Estimates for revenue costs are those incurred through delivery by Freedom Leisure and Ysgol Bro Hyddgen and not Powys County Council. For a full breakdown of revenue costs incurred by the PCC please see the Financial Case. Assumptions underpinning these calculations include:

- The migration year (4) to the new school and leisure building contains ten months of old cost structure and two months of new cost structure, this is calculated on the basis that the new assets will open in January of 2024;
- There is anticipated to be no change to existing school staffing structure;
- There is a forecasted reduction in the school's utilities costs of 80% due to the introduction of Passivhaus standards;
- There is anticipated to be no change to existing leisure centre staffing structure;
- There is a forecasted reduction in the leisure utilities costs of 50% due to the introduction of Passivhaus standards;
- New state of the art facilities is likely to increase footfall and participation at the leisure centre increasing income at a rate of 5% per annum;
- Direct and indirect GVA modelled in line with HCA guidance for additionality.

Table 26 – Revenue Components

Option	Years	Cost Elements	Category	Undiscounted Value (£'000)
Option 1	Years 1-2	Backlog Maintenance	Whole life	£7.992
	Years 0 – 19	School Salary Costs	Per annum	£2.496
	Years 0 – 19	School Building Costs	Per annum	£97

Option	Years	Cost Elements	Category	Undiscounted Value (£'000)
	Years 0 – 19	Leisure Expenditure	Per annum	£508
	Years 0 – 11	Leisure Income	Per annum	£357
	Years 0 – 11	Lifecycle Cost	Whole life	£360
	Years 0 – 11	GVA	Per annum	£303
Option 6	Years 1-4	Capital Construction	Whole life	£30.088
	Years 0-59	School Salary Costs	Per annum	£2.496
	Years 0-3	Building Costs	Per annum	£97
	Year 4	Building Costs	Per annum	£91
	Years 5-59	Building Costs	Per annum	£59
	Years 5-59	Lifecycle Cost	Whole life	£6.896
	Years 0-11	Leisure Expenditure	Per annum	£508
	Years 0 – 11	Leisure Income	Per annum	£357
	Years 0 – 11	GVA	Per annum	£303
Option 7	Years 1-4	Capital Construction	Whole life	£42.775
	Years 0-59	School Salary Costs	Per annum	£2.496
	Years 0-3	Building Costs	Per annum	£97
	Year 4	Building Costs	Per annum	£91
	Years 5-59	Building Costs	Per annum	£59
	Years 5-59	Lifecycle Cost	Whole life	£8.587
	Years 0-3	Leisure Expenditure	Per annum	£508
	Year 4	Leisure Expenditure	Per annum	£495
	Years 5-59	Leisure Expenditure	Per annum	£429
	Years 0 – 3	Leisure Income	Per annum	£357
	Year 4	Leisure Income	Per annum	£360
	Years 5-59	Leisure Income	Per annum	£374
	Years 0 – 59	GVA	Per annum	£303
Option 8	Years 1-4	Capital Construction	Whole life	£43.775 (Inc. additional land)

Option	Years	Cost Elements	Category	Undiscounted Value (£'000)
	Years 0-59	School Salary Costs	Per annum	£2.496
	Years 0-3	Building Costs	Per annum	£97
	Year 4	Building Costs	Per annum	£91
	Years 5-59	Building Costs	Per annum	£59
	Years 5-59	Lifecycle Cost	Whole life	£8.587
	Years 0-3	Leisure Expenditure	Per annum	£508
	Year 4	Leisure Expenditure	Per annum	£495
	Years 5-59	Leisure Expenditure	Per annum	£429
	Years 0 – 3	Leisure Income	Per annum	£357
	Year 4	Leisure Income	Per annum	£360
	Years 5-59	Leisure Income	Per annum	£374
	Years 0 – 59	GVA	Per annum	£303

3.7.2 Economic Ranking

Table 27 – Economic Summary

Option	Description	NPC (,000)	Discounted Benefits (,000)	EAC (,000)
1	To undertake essential maintenance only to both primary and secondary campuses, managed decline of leisure centre forecast closure in 2030;	£65.641	-£3.074	£4.25
4	New build primary & secondary single site, managed decline of leisure centre forecast closure in 2030;	£108.738	-£3.457	£4.15
7	New build primary and secondary campus with leisure facilities on existing secondary school site	£117.545	-£8.411	£4.48
8	New build primary and secondary campus with leisure facilities (all) on alternative site	£118.057	-£7.899	£4.50

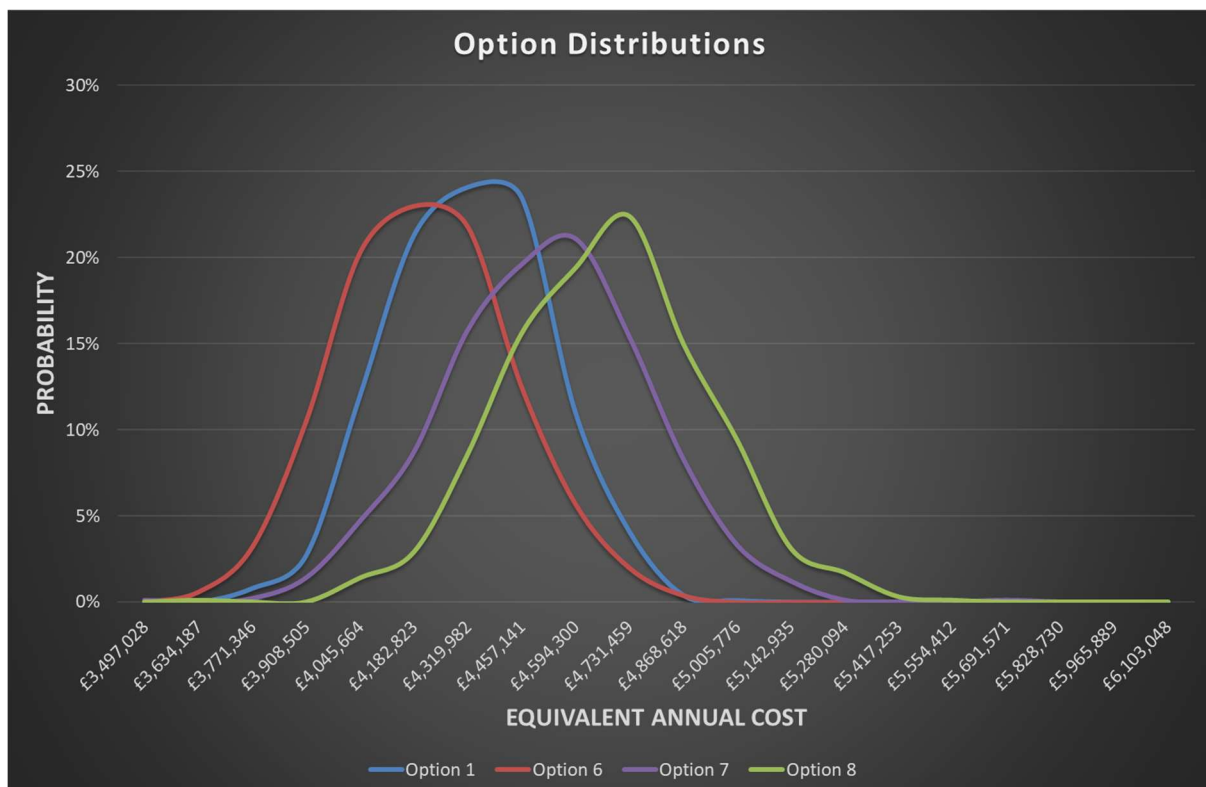
4.9.4 Monte Carlo Simulation

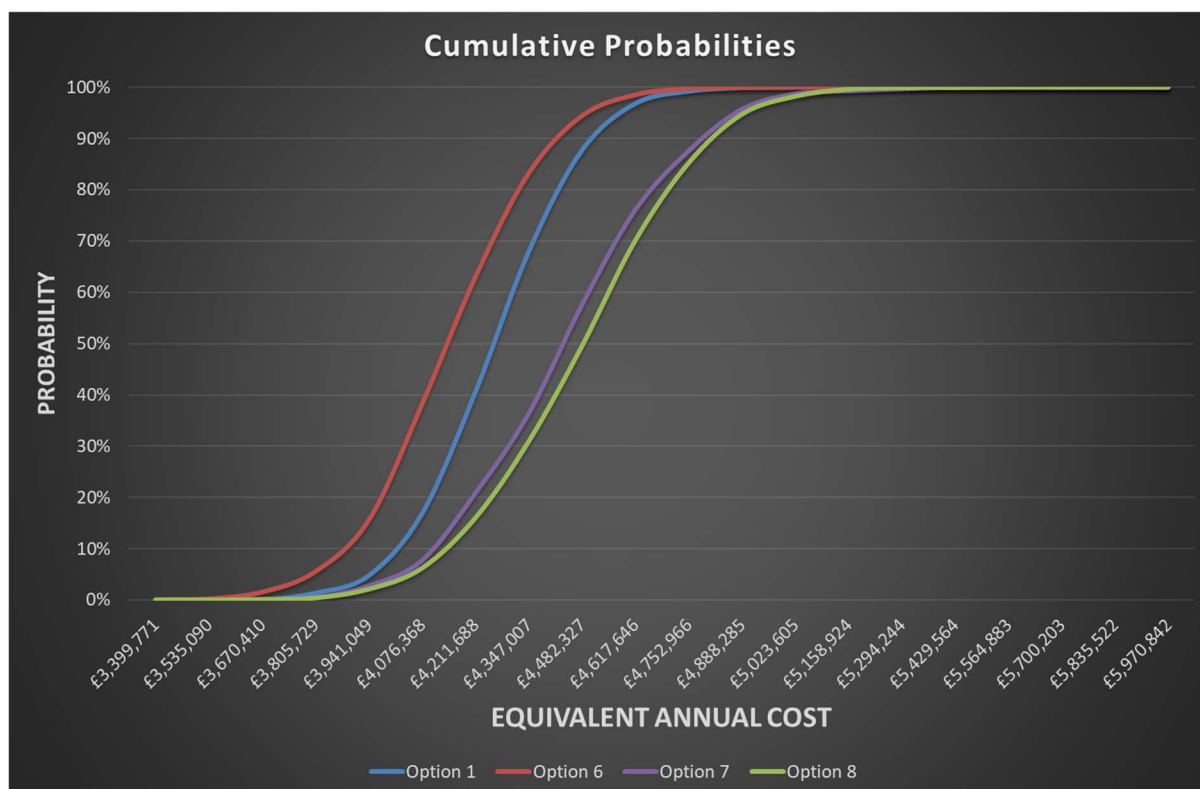
To make the scenario planning more robust (and less linear), we have completed a Monte Carlo Simulation in this business case. The simulation uses the following cost elements as variables: backlog maintenance/new build capital, old revenue cost, new revenue cost, lifecycle cost, capital receipts and new community lettings. Monte Carlo simulation uses random number generation to provide a set of predictive results. Charting these results can allow you to determine the probability of a particular result or set of results occurring.

Each variable went through 1000 iterations of number generation to produce a Normal or Gaussian distribution of the potential results obtainable. A normal distribution for the data was chosen as the results should conform to central tendency theorem, being clustered around the estimated value rather than being uniformly distributed between two points.

Once the variables for each option were simulated, the results were used as the input for 27 different potential 'What if' scenarios based along the three dimensions of capital, revenue, and savings. The scenarios were used to demonstrate the sensitivity between the different variables, providing 27 (+1 base value) different potential outcomes for NPC per option. A list of the 27(+1) scenario is, and the 28 NPC potential results for each option is shown in Appendix B: Monte Carlo Simulation.

Finally, the mean and standard deviation values for the 28 scenarios were used as the input variables for a further 1000 iterations of the simulation to produce a final Normal distribution curve for each of the four shortlisted options. The results are demonstrated in the two charts below.





As can be seen from the first chart each option displays the typical bell-shaped curve indicative of a Normal distribution. The probability of any value occurring within this distribution can be read off the chart. Both charts clearly indicate that option 6 (red line) has the lowest annual equivalent cost while option 8 (green) line has the highest annual cost.

The results also indicate that there is a:

- 91.96% probability that the net present cost of option 6 will fall between £100m and £120m;
- 69.19% probability that the net present cost of option 7 will fall between £100m and £120m; and
- 63.63% probability that the net present cost of option 8 will fall between £100m and £120m.

Table 28: Summary of Top 20 Results

Rank Order	Total NPV	Scenario No.	Option No.	Revenue	Capital	Savings	Points
1	£3.766441	54	Option 6	Best Capital	Best Revenue	Worst Savings	112
2	£3.768581	56	Option 6	Best Capital	Best Revenue	Best Savings	111
3	£3.783123	55	Option 6	Best Capital	Best Revenue	Expected Savings	110
4	£3.898658	28	Option 1	Best Capital	Best Revenue	Best Savings	109
5	£3.901919	27	Option 1	Best Capital	Best Revenue	Expected Savings	108
6	£3.922801	26	Option 1	Best Capital	Best Revenue	Worst Savings	107
7	£3.939105	53	Option 6	Best Capital	Expected Revenue	Best Savings	106
8	£3.946775	51	Option 6	Best Capital	Expected Revenue	Worst Savings	105
9	£3.949401	52	Option 6	Best Capital	Expected Revenue	Expected Savings	104

Rank Order	Total NPV	Scenario No.	Option No.	Revenue	Capital	Savings	Points
10	£3.967331	46	Option 6	Expected Capital	Best Revenue	Expected Savings	103
11	£3.971919	47	Option 6	Expected Capital	Best Revenue	Best Savings	102
12	£3.981909	112	Option 8	Best Capital	Best Revenue	Best Savings	101
13	£3.992581	45	Option 6	Expected Capital	Best Revenue	Worst Savings	100
14	£4.026253	111	Option 8	Best Capital	Best Revenue	Expected Savings	99
15	£4.056166	110	Option 8	Best Capital	Best Revenue	Worst Savings	98
16	£4.069757	19	Option 1	Expected Capital	Best Revenue	Best Savings	97
17	£4.073992	25	Option 1	Best Capital	Expected Revenue	Best Savings	96
18	£4.087513	24	Option 1	Best Capital	Expected Revenue	Expected Savings	95
19	£4.093360	17	Option 1	Expected Capital	Best Revenue	Worst Savings	94
20	£4.093934	18	Option 1	Expected Capital	Best Revenue	Expected Savings	93

Through ranking all the potential NPC results (28 x Y options), it is possible to generate a total NPC score for each option. Each result was ranked from 1-X with X points allocated for the lowest (least costly) potential NPC through to 1 for the highest (most costly) potential NPC. The scores were then cumulated for each option, with the highest score obtaining a final score of 100%, with the other options scoring a percentage of that. The final results are displayed within the table below:

Table 29: Summary of Overall Results

Option No.	Score	Final Score
Option 1	1922	85.77%
Option 6	2241	100.00%
Option 7	1304	58.19%
Option 8	861	38.42%

4.10 Qualitative Benefits Appraisal

All the benefits from the OBC were grouped into four categories, and the benefit groups were then weighted by the project team to provide an assessment against the five options.

Table 30 – Benefit Group Weighting

Benefit Groups	Example of Benefits (<i>info in brackets = how achieved</i>)	Weight
Standards and Breadth of Education	<p>Improved learning outcomes for learners and families (Achieved through better facilities and learning environments)</p> <p>Improved levels of recruitment, quality, retention, and reputation of staff (New environments will assist this)</p> <p>Opportunities to benefit from a wider range of learning opportunities and skills. (Better learning facilities)</p> <p>Access to a wider range of teaching materials (state of the art ICT and other emerging technologies) (Better learning facilities)</p>	30%

Benefit Groups	Example of Benefits (<i>info in brackets = how achieved</i>)	Weight
Standards of Estate and Facilities	<p>Zoned and bespoke facilities for flexible community use (Design)</p> <p>Improved energy efficiency of estate (Through environmental initiatives)</p> <p>Increased flexibility of accommodation to meet demands and expectations of stakeholders (Flexibility through design)</p> <p>More efficient use of premises / estate (Efficiency through design)</p> <p>Improved accessibility to all areas of the site (school site disparate and layout poor)</p>	15%
Financial Sustainability	<p>Creation of new opportunities for revenue generation (New community focussed facilities)</p> <p>Reduced building operating costs (Through environmental initiatives)</p> <p>Ensure the viability of educational provision (In the longer term, as other local school estate deteriorates)</p> <p>Ensure the viability of leisure provision (through removal of extensive backlog maintenance liabilities)</p>	5%
A prosperous Wales	<p>Generating sustainable employment opportunities for residents within Powys (maintaining local educational and leisure employment within the Machynlleth area)</p> <p>Improves the attractiveness and viability of Machynlleth town centre, supporting the growth of local businesses and increasing wider employment opportunities for local people (indirect and induced spend within the local economy).</p> <p>Sport Wales research shows that Welsh sports have a social return of £2.88 for every pound invested, including considerable savings to the NHS (creating sustainable accessibility to sports and leisure facilities within Machynlleth)</p>	10%
A healthier Wales	<p>A healthy urban environment that supports health, recreation, and wellbeing (New green spaces and high-quality leisure facilities).</p> <p>Positive impact on mental and physical health of local community (secure and sustainable employment opportunities and leisure amenities that will endure for the long-term)</p>	10%
A more equal Wales	<ul style="list-style-type: none"> • Promoting inclusivity of access to leisure and educational services (DDA compliant access to building); • Facilitating rural communities' access to facilities that support health and wellbeing (local provision of leisure facilities and associated clubs and activities) 	10%
A Wales of cohesive communities	<ul style="list-style-type: none"> • Same site intra-generational opportunities for increased community wellbeing (whole community access to facilities) 	10%

Benefit Groups	Example of Benefits (<i>info in brackets = how achieved</i>)	Weight
A Wales of vibrant culture and thriving Welsh language	<ul style="list-style-type: none"> Promoting WG aspirations for one million Welsh Language speakers by 2050 (Welsh Medium Language education within a 21st Century School setting) 	5%
A globally responsible Wales	<ul style="list-style-type: none"> Low carbon strategies at heart of the new developments to reduce energy use and promote resource efficiency (Passivhaus design) 	5%

Each of the benefit groups were scored on a range of 0-10 for each option. These scores were agreed by the workshop participants to confirm that the scores were fair and reasonable.

Table 31 – Benefits Appraisal

Benefit Group	Weight	Maximum Score	Raw				Weighted			
			Option 1	Option 6	Option 7	Option 8	Option 1	Option 6	Option 7	Option 8
Standards of Education	30	10	6	8	9	9	180	240	270	270
Estate and facilities	15	10	5	9	10	10	75	135	150	150
Financial Sustainability	5	10	5	9	8	8	25	45	40	40
A prosperous Wales	10	10	5	6	9	9	50	60	90	90
A healthier Wales	10	10	6	6	9	9	60	60	90	90
A more equal Wales	10	10	6	6	8	8	60	60	80	80
A Wales of cohesive communities	10	10	6	6	8	8	60	60	80	80
A Wales of vibrant culture and thriving Welsh language	5	10	9	9	9	9	45	45	45	45
A globally responsible Wales	5	10	4	7	8	8	20	35	40	40
Total	100		52	66	78	78	575	740	885	885
Rank			4	3	=1	=1	4	3	=1	=1

4.11 Risk Appraisal

The workshop assigned the risk scores shown in the following table based on participants' judgment and assessment of previous procurements. The range of scales used to quantify risk followed the corporate risk assessment process. The likelihood and impact scores are summarised below:

Probability:

- Low = 1 - Not likely to occur or may happen once every 20 years;
- Medium = 2 - Possible or may happen within 10 years;
- High = 3 - Likely or may happen once a year;
- Very High = 4 - Certain or happens several times a year.

Impact:

- Low = 1;
- Medium = 2;
- High = 3;
- Catastrophic = 4.

The likelihood is multiplied by the impact score to provide a “risk score”. The main risks fall into three categories namely Service Risk (SR), Business Risk (BR) and External environmental risk (EER).

Table 32 – Risk Appraisal

No	Summary of Risk	Category	Option 1	Option 6	Option 7	Option 8
1.	The risk that there will be an undermining of customer’s/media’s perception of the organisation’s ability to fulfil its business requirements – for example, adverse publicity concerning an operational problem	SR	8	12	1	2
2.	Continuity of 21st century funding not sustained by mainstream funding	SR	0	3	9	12
3.	Newly redeveloped or built school may attract pupils from other schools or catchment areas	EER	0	4	6	6
4.	Delay in WG approval of FBC	SR/ EER	0	0	1	2
5.	Availability of Capital funding, both in terms of Capital allocation from WG and prudential borrowing	SR	12	4	12	12
6.	Feasibility unproven - in terms of SIS/Ecology	SR / EER	0	0	0	9
7.	Lack of stakeholder support for scheme	SR	25	9	2	6
8.	Lack of adequate revenue funding stream	SR	1	6	3	3
9.	Lack of timely decision making at PCC	SR	0	1	1	2
10.	Unsuccessful schools’ re-organisation and consultation process. Low level of public support for scheme.	EER	0	0	0	0
11.	Failure to develop and implement plan and processes to manage staff and learners prior, during and post commissioning of the new/ existing/alternative facilities	SR	1	1	1	1
12.	For any number of unforeseen reasons, arising from risk and uncertainty, the construction costs increase beyond original cost estimates	SR / EER	6	4	4	6
13.	Failure to gain planning and environmental approvals or acquire land for new construction	SR / EER	0	4	6	8

No	Summary of Risk	Category	Option 1	Option 6	Option 7	Option 8
14.	Curriculum developed fails to engage learners - inadequate facilities to deliver broader curriculum	SR	12	1	1	1
15.	Statutory consultation fails	EER	0	0	0	0
16.	Health and Safety - e.g. Injuries/incidents during construction leading to delays/injury investigation/claims for compensation/prosecution	SR	20	5	5	5
17.	The risk that design cannot deliver the services to the required quality of Educational Provision standards.	SR	12	3	3	3
18.	The risk that the construction of physical assets is not completed on time, to budget and to specification	SR	2	2	2	2
19.	The risk that the quality/quantity of initial intelligence (for example, preliminary site investigation) will affect the likelihood of unforeseen problems occurring.	SR	8	2	2	8
20.	The risk arising in accommodation projects relating to the need to decant staff/clients from one site to another	SR	0	0	0	0
21.	The risk that the nature of the project has a major impact on its adjacent area and there is a strong likelihood of objection from the public.	SR	1	2	2	3
22.	The risk that can arise from the contractual arrangements between two parties – for example, the capabilities of the contractor/ when a dispute occurs	SR	1	1	1	1
23.	The risk that the quantum of service provided is less than that required under the contract	SR	0	1	1	1
24.	The risk that the demand for a service does not match the levels planned, projected or assumed	SR	1	1	1	1
25.	The risk that actual community usage of the service varies from the levels forecast as a benefit.	SR/ EER	1	1	2	2
26.	The risk that changes in technology result in services being provided using sub-optimal technical solutions	SR / EER	1	1	1	1
27.	The risk relating to the uncertainty of the values of physical assets at the end of the contract period	EER	0	2	2	2
28.	Profile of capital expenditure incorrect	SR/ EER	2	2	2	2
29.	The risk that project outcomes are sensitive to economic influences – for	EER	1	1	1	1

No	Summary of Risk	Category	Option 1	Option 6	Option 7	Option 8
	example, where actual inflation differs from assumed inflation rates					
30.	The risk that policy & legislative change increases costs. This can be divided into secondary legislative risk (for example, changes to corporate taxes) and primary legislative risk (for example, specific changes which affect a particular project)	EER	0	1	1	1
31.	A change in political climate at WG level	EER	1	4	4	4
32.	A change in political climate at County level	EER	1	4	4	4
33.	Outcome of internal decision making (i.e. Decisions made against officer recommendations)	SR	0	0	2	2
34.	Loss of experienced staff	SR	2	2	2	2
35.	The risk that the timescales for the new school will be delayed as a result of Covid-19 impact on the construction process and on the successful contractor's supply-chain	EER	3	9	9	9
36.	The risk that the cost of materials may increase as a result of reduced supply due to Covid-19	EER	3	6	6	6
Total			125	99	100	130
Rank			3	1	2	4

While both schemes scored considerably differently under some individual risks, over the full assessment both Options 6 and 7 only have one point separating them. Option 8 has considerably more uncertainty surrounding it due to the potential unavailability/affordability of the alternative site which is not in PCC ownership.

4.12 The Preferred Option

Table 33 – Final Appraisal Scores

Evaluation Results	Option 1	Option 6	Option 7	Option 8
Economic appraisals	1	2	3	4
Benefits appraisal	4	3	=1	=1
Risk appraisal	3	1	2	4
Total Points	8	6	6	9
Overall Ranking	3	=1	=1	4

At this SOC/OBC stage both options 6 and 7 are possible however due to the mix of additional benefits provided by the School and Community Leisure Campus PCCs preferred scheme at this stage is option 7.

Figure 6: Outline Scheme Drawings

REVISED SCHEME WITH ADDITIONAL PLAYING FIELDS OPTION 1

Revised site plan with additional pitches to north

If land to the north of the school were purchased to include a full size grass rugby pitch there may still be opportunities for a smaller 3G pitch on site.

Legend:

1. New 3G 5-a-side pitch.
2. Junior 11 a-side grass football pitch
3. Informal junior football pitch (potential for MUGA or 3G 5 a-side pitch here if deemed necessary).
4. Hard informal play.
5. Senior outdoor social space (potential to be used as outdoor table tennis or traversing wall for leisure centre use).
6. Service yard with bin store and sprinkler tank.
7. Grass rugby pitch (minimum Rugby standards for dead-ball zone and pitch length).
8. 60m sprint track
9. 200m grass athletics track.
10. Boundary / extent of playing fields to north of school to be agreed.
11. Long jump run up and pit.
12. 3 Court MUGA
13. Ramped path down to playing fields
14. Accessible parking spaces
15. Cycle Store
16. Improved screening to western boundary with trim trail.
17. Emergency vehicle access to playing fields
18. Pedestrian bridge crossing over brook
19. Footpath to MUGA



Churchman Thornhill Finch

7

*Nb this is an illustrative design and there are still several options around the layout of the external pitches and playing fields. The grass pitch design is also subject to Natural Resources Wales approval.

5 Commercial Case

5.1 Procurement Method

5.1.1 Procurement Strategy

Three procurement strategy routes were considered in the Strategic Outline Plan Commercial Case. These included the following:

- Public/Private partnerships;
- Joint venture with the private sector;
- Conventional procurement routes utilising framework contractors.

Consideration of these procurement routes concluded that a Joint Venture with the private sector and the Public/Private Partnerships route were unfeasible in this instance of the following reasons:

- i. There was no commitment to further commercial opportunities of significant scale that could be offered to a separate private entity. This would reduce the commercial appeal of entering a formal partnership or joint venture with Powys County Council.
- ii. Both Private/Public Partnerships and Joint Ventures are more complex and time consuming to set up and manage. Powys only has limited major construction projects to offer, therefore it is less likely that the fixed costs involved in setting up the partnerships would be recovered through down the line savings or savings achieved through quantities of scale.
- iii. Given the scale of development required within the Council's Band A 21st century Schools Programme, it is felt that the additional costs incurred by the complexities of Public/Private partnerships or a Joint Venture with the private sector will not be justified by the potential benefits from entering into these arrangements.

The Council has good experience of working with contractor frameworks. The Council has concluded that the optimum procurement route will be to join the revised SEWSCAP framework that is being re-launched in June 2019 (SEWSCAP 3).

The benefits of utilising contractors from this existing Contractor Frameworks list are as follows:

1. Consultation and design development can be carried out by the Heart of Wales Property Services Ltd (HoWPS), which is a 50:50 joint venture partnership between PCC and Kier. The design team will then remain actively involved throughout the duration of the project fulfilling the intelligent client role once the project is passed over to the successful contractor, thus ensuring continuity of professional staff representing PCC during all stages of the project programme.
2. Compliant with EU procurement directives and the Public Contract Regulations (2014), offering a swift route to market and opportunities for early contractor involvement;

3. The framework is free to use, offering a variety of contracts, pricing models and the potential for further savings achieved via mini competition;
4. The new SEWSCAP Property Construction Framework is divided into the following lots:
 - Lot 1: Provision of Construction services to include new build, extensions, and refurbishment under traditional or design and build with all associated works – (£250,000 to £1,500,000) - Powys County Council and other Potential Employers based or operating in Powys or operating nearby;
 - Lot 2: Provision of Construction services to include new build, extensions and refurbishment under traditional or design and build with all associated works – (£250,000 to £1,500,000) - Torfaen County Borough Council, Blaenau Gwent County Borough Council, Monmouthshire County Council, Caerphilly County Borough Council or other Potential Employers based or operating near those areas;
 - Lot 3: Provision of Construction services to include new build, extensions and refurbishment under traditional or design and build with all associated works – (£250,000 to £1,500,000) - Rhondda Cynon Taf County Borough Council, Merthyr Tydfil County Borough Council and Bridgend County Borough Council and any Participating Authorities based or operating near those areas
 - Lot 4: Provision of Construction services to include new build, extensions and refurbishment under traditional or design and build with all associated works – (£250,000 to £1,500,000) - Vale of Glamorgan Council, The County Council of the City of Cardiff Council, Newport City Council or other Potential Employers based or operating near those areas;
 - Lot 5: Provision of Construction services, extensions, and refurbishment under traditional or design and build with all associated works – (£1,500,001 to £3,000,000) - Powys County Council and other Potential Employers based or operating in Powys or operating nearby to include new build
 - Lot 6: Provision of Construction services to include new build, extensions, and refurbishment under traditional or design and build with all associated works – (£1,500,001 to £3,000,000) - All Potential Employers
 - Lot 7: Provision of Construction services to include new build, extensions, and refurbishment under traditional or design and build with all associated works – (£3,000,001 to £5,000,000) - All Potential Employers
 - Lot 8: Provision of Construction services to include new build, extensions, and refurbishment under traditional or design and build with all associated works – (£5,000,001 to £10,000,000) - All Potential Employers
 - Lot 9: Provision of Construction services to include new build, extensions, and refurbishment under traditional or design and build with all associated works – (£10,000,001 to £25,000,000) - All Potential Employers
 - Lot 10: Provision of Construction services to include new build, extensions, and refurbishment under traditional or design and build with all associated works – (£25,000,001 to £100,000,000) – All Potential Employers

In this instance the Council propose to use Lot 10 (£25M - £100M). The Core principles of the framework are the over-riding objectives guiding the Authority and the Contractor in the operation of this Framework Agreement, and in entering and performing Call-Off Contracts. The Authority and the Contractor hereby agree:

- To work together and with the Potential Employers, Employers, and their advisers in good faith and in a spirit of mutual trust and co-operation;
- To act in a co-operative and collaborative manner to achieve and advance the relevant Construction Project;
- To share information honestly and openly; and
- To highlight any difficulties at the earliest possible opportunity.

The Authority and the Contractor agree to work together in accordance with the terms of this Framework Agreement and in co-operation and collaboration with the Potential Employers, Employers and their advisers, to achieve the successful delivery of a series of Construction Projects and in particular, the Core Principles.

The Contractor will always both in relation to this Framework Agreement and any Call-Off Contract, adhere to the Core Principles.

To achieve and advance the Core Principles, the Authority and the Contractor agree that they will at all times support collaborative behaviour and confront behaviour that does not comply with the Core Principles.

The Contractor agrees to provide the Authority with such information as the Authority may from time to time reasonably request including (without limitation) in relation to:

- Its status (including financial standing), structure and management;
- Its resource commitments and availability;
- Its performance under any Call-Off Contracts; and
- The performance of its obligations under this Framework Agreement.

If the Contractor fails in any material respect to provide any information requested, or provides information which is materially incomplete, incorrect, or insufficient, the Authority may serve notice of suspension from this Framework Agreement on the Contractor.

5.1.2 Award methodology

Within this framework two methods may be used by Participating Authorities to award contracts under the framework, as summarised below (Direct award applies to Lots 1-7 and 10 only):

1. Mini-tender – Contractors in the relevant Lots will be invited to tender against a range of quality and pricing criteria. This method will apply to all Lots;
2. Early Contractor Involvement mini-tender - Early Contractor Involvement allows the Employer to engage with a Contractor via a contract to carry out services such as initial design, feasibility and assisting in planning and business cases etc. This process known as a 2-stage design and build requires bidders to submit an overall price for the whole of the works including the design. This will form the basis for the ECI appointment and will be discussed and refined during ECI with the aim of agreeing prices or a contract sum within the price envelope prior to the start of the construction stage.

Under this mini tendering process, the framework contractors will be asked to price scheme specific Preliminaries and Design Costs including an approximate Target Cost as a guide. All other costs would be in accordance with their (already tendered) framework submission. Under NEC3 Option C, the interim valuations will be paid on actual invoiced costs for labour, plant, materials and sub-contractors plus overheads and profit with a gain/pain percentage share on completion.

The following broad principles are to be pursued, around contractor incentivisation in order to help to implement smart procurement. Their implementation is subject only to agreement on the manner of their application in specific negotiations, and further formal consultation on appropriate contract terms and conditions:

- Making best use of competition at prime and sub-contract level to meet requirements and achieving value for money.
- Making the best use of effective pricing mechanisms to reflect the circumstances of the procurement will be used to promote incentivisation of performance.
- The Council and Industry have common objectives in trying to ensure that incentives produce demonstrable value for money (VFM) benefits for Powys and sustained shareholder value for Industry.
- Risks and rewards should be shared between the Council and Industry in an equitable manner.
- Risk should be owned by those best placed to manage it.
- The prospect of longer-term commercial relationships in return for good performance should be a major spur to good performance supported by incentivisation arrangements
- The benefits of incentivisation arrangements should apply to the sub-contract supplier base and continue to be nurtured to achieve VFM.
- Gain-sharing opportunities should be actively explored and pursued wherever possible.
- Partnering arrangements for longer term contracts must include a framework for continuing incentivisation.

- Benchmarking of performance against recognised best in class processes and practises will aid assessment of achievement against incentivisation measures.
- Sanctions for unsatisfactory performance against the contract requirement need to be available and will be used where appropriate.
- Sharing of future contract savings in subsequent contracts.

The Core principles of the framework are the over-riding objectives guiding the Authority and the Contractor in the operation of this Framework Agreement, and in entering and performing Call-Off Contracts. The Authority and the Contractor hereby agree:

- To work together and with the Potential Employers, Employers and their advisers in good faith and in a spirit of mutual trust and co-operation.
- To act in a co-operative and collaborative manner so as to achieve and advance the relevant Construction Project;
- To share information honestly and openly; and
- To highlight any difficulties at the earliest possible opportunity.

5.2 Required Services

5.2.1 The required service streams:

A new 4 to 18 all through school with 620 places, plus early years facilities, inclusive of 25m pool, wet and dry side changing rooms, fitness centre, public library, meeting rooms, and associated remedial works to the bowls hall.

5.2.2 The specification of required outputs:

- CO2 or energy arising from site activities as deemed required by the contractor to achieve Passivhaus;
- CO2 or energy arising from transport to and from site as deemed required by the contractor to achieve Passivhaus;
- Water consumption arising from site activities as deemed required by the contractor to achieve Passivhaus;
- Air (dust) pollution arising from the site as deemed required by the contractor to achieve Passivhaus;
- Water (ground and surface) pollution occurring on the site as deemed required by the contractor to achieve Passivhaus;
- 80% of site timber is responsibly sourced and 100% is legally sourced.

5.3 Potential for Risk Transfer.

Table 34 – Risk category

Risk Category	Potential allocation
---------------	----------------------

	Public	Private	Shared
Design risk		✓	
Construction and development risk		✓	
Transition and implementation risk			✓
Availability and performance risk		✓	
Operating risk	✓		
Variability of revenue risks	✓		
Termination risks		✓	
Technology and obsolescence risks	✓		
Control risks	✓		
Residual value risks	✓		
Financing risks	✓		
Legislative risks			✓
Other project risks			✓

5.4 Project Bank Accounts (PBAs)

Details around the approach to PBAs will be developed as this proposal moves through the various approval gates. This will include details of:

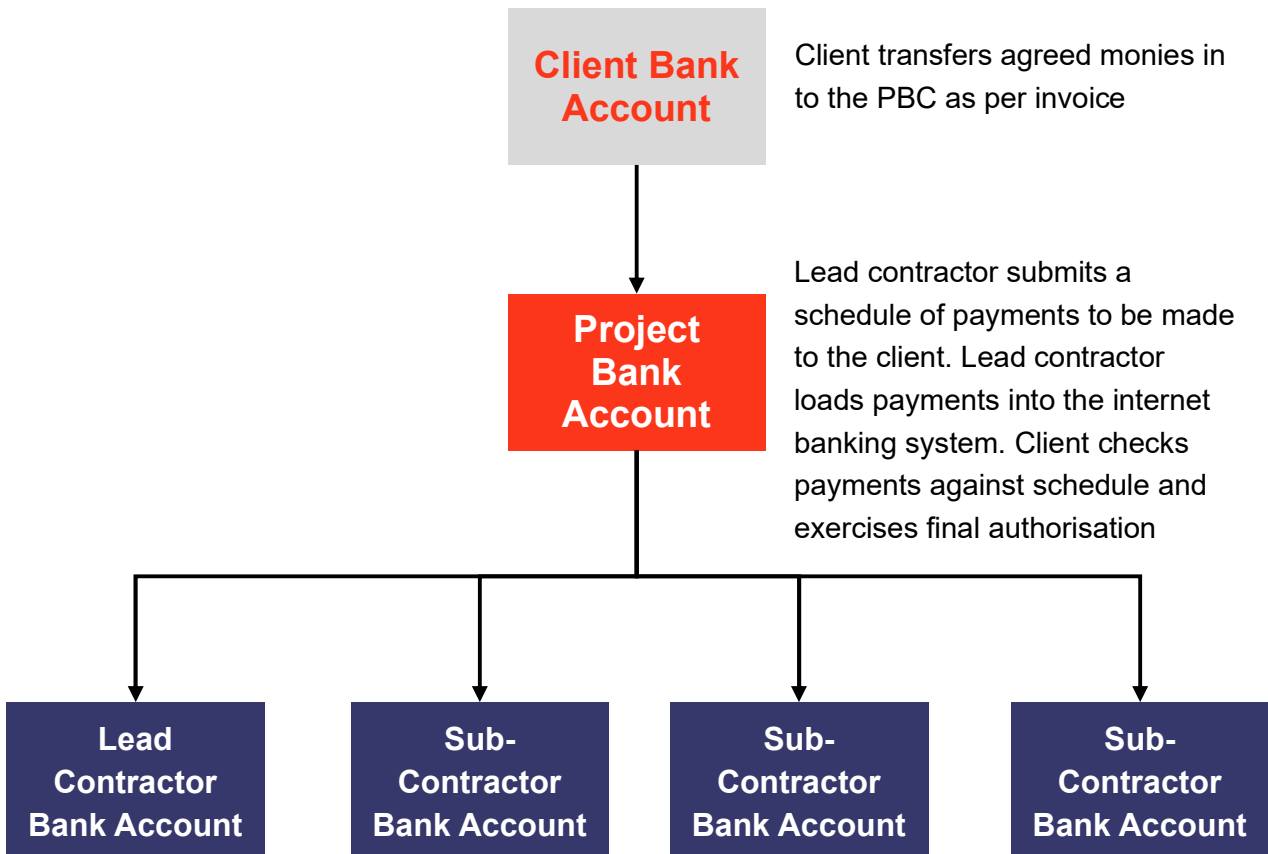
- Who will approve the PBA documentation and how? For example, who will approve and sign the Deeds of Trust, Deeds of Adherence / Joining Deed, Bank Mandate.
- Who will agree payments due to the lead contractor and each of their named suppliers and how?
- Who will be responsible for paying money into the PBA and authorising payments out?
- Who will agree why certain supply chain members may not be paid directly from the PBA and the criteria this will be based upon?

It is important that the benefits of PBAs are understood, and prospective tenderers understand that they should communicate these benefits down the supply chain, to maximise sub-contractor sign up to the PBA.

To support this, a briefing pack and information sheet for tenderers outlining both the benefits and requirements of using a PBA.

Additionally, at tender stage, the procuring party will include clauses in the ITT documentation, referencing the use of PBAs. These clauses will include specific requirements on how the PBA will operate.

Figure 7: PBA money route



5.5 Community Benefits

5.5.1 Agreed schedule

The inclusion of community benefits/social requirements within contracts will ensure that wider social and economic issues are considered when tendering construction and development work. The Council particularly considers that the works afford an ideal opportunity to the contractor to enhance employment prospects and skills through the recruitment, training, and retention of economically inactive people at a disadvantage in the labour market.

5.5.2 Delivery of agreed targets

Based on previous experience, for a project of this value, we would expect the successful contractor to:

- Deliver a Meet the Buyer Event to raise awareness of project to local supply chain;
- Use Sell2Wales to advertise opportunities;
- Complete 100% payments to sub-contractors within 23 days of receipt of invoice;
- Utilise and complete the Value Wales Measurement Tool;
- Provide at least 1,570 person weeks of employment; training and/or work experience opportunities for unemployed people, those leaving and educational establishment or training provider; trainee's or apprentices;
- Employee 50 apprentices on the project;

- Conduct 4,530 pupil interactions;
- Spend at least 85% of contract spend in Wales;
- Divert 85% of waste from landfill;
- Conduct 3 Community initiatives throughout the duration of the project;

6 Financial Case

6.1 Project Summary Costs

Table 35 – Key metrics

New Build % (Area)	100%
Description of work & any unusual constraints	Project will be the first passivhaus community campus project in the UK
# Pupil Places	620
# SEN Places	ALN Centre will be established to cater for primary and secondary phase pupils, some who will come from out of catchment
Total # Places	32
# Storeys (including basement)	3
Delivered through Regional Framework?	SEWSCAP 3
Contract period in weeks	Approximately 72
GFA (M2)	6935 school, 1700 leisure
# Trainee and apprenticeship opportunities	50
Use of local subcontractors as a % of total cost	To be agreed with contractor at tender stage

6.2 Breakdown of Capital Costs

Table 36 – Breakdown of capital costs

Project Costs	
Capital Cost	£42,775,149.87
Optimism Bias	£1,711,006
Risk	£3,764,213
VAT (only to be included where non-recoverable by applicant)	£0
Total Project Cost (inclusive of optimism bias and risk)	£48,250,369
Total (It is assumed that optimism bias and risk will be fully mitigated and that the capital build cost is the actual cost upon which the intervention rate will apply.)	£27,803847
Funding Body Intervention Rate	(65%)

6.3 Cost Template

Table 37 – Elemental Breakdown

	2017/18-2019/20	2020/21	2021/22	2022/23	2023/24	Total	Cost/m2	Cost/Pupil
Development costs								
Site investigation		£ 143,438.00				£ 143,438.00	£ 16.61	£ 231.35
Land acquisition		£ 500,000.00				£ 500,000.00	£ 57.90	£ 806.45
Construction cost								
Substructure		£ -	£ 1,976,412.60	£ -	£ -	£ 1,976,412.60	£ 228.88	£ 3,187.76
Superstructure		£ -	£ 751,068.78	£ 5,305,762.45	£ 2,099,386.46	£ 8,156,217.69	£ 944.55	£ 13,155.19
Abnormals		£ -	£ 315,733.33	£ 673,323.78	£ 266,421.06	£ 1,255,478.17	£ 145.39	£ 2,024.96
Externals		£ -	£ 1,445,026.11	£ 3,081,620.96	£ 1,219,337.16	£ 5,745,984.24	£ 665.43	£ 9,267.72
Internal finishes		£ -	£ -	£ 1,184,040.73	£ 1,159,880.80	£ 2,343,921.53	£ 271.44	£ 3,780.52
Services		£ -	£ -	£ 4,360,989.12	£ 2,578,096.68	£ 6,939,085.80	£ 803.60	£ 11,192.07
Preliminaries		£ -	£ 1,549,146.61	£ 1,092,473.39	£ -	£ 2,641,620.00	£ 305.92	£ 4,260.68
Overhead/Profit							Inc.	Inc.
Existing leisure Centre demolition costs/ making good of site/ bowling centre consequential:					£ 1,200,000.00	£ 1,200,000.00	£ 138.97	£ 1,935.48
Client costs								
ICT				£ 355,000.00	£ 355,000.00	£ 710,000.00	£ 82.22	£ 1,145.16
FFE				£ 290,000.00	£ 290,000.00	£ 580,000.00	£ 67.17	£ 935.48
Design Fees	£ 761,786.70	£ 449,606.04	£ 958,816.86	£ 379,385.09	£ -	£ 2,549,594.69	£ 295.26	£ 4,112.25
Professional fees	£ 293,611.19	£ 204,545.79	£ 436,208.44	£ 172,599.15	£ -	£ 1,106,964.57	£ 128.20	£ 1,785.43
Contingencies		£ -	£ 890,533.72	£ 1,899,126.49	£ 751,447.22	£ 3,541,107.43	£ 410.09	£ 5,711.46
Client costs	£ 148,488.53	£ 154,604.76	£ 329,705.64	£ 130,458.08	£ -	£ 763,257.00	£ 88.39	£ 1,231.06
Inflation			£ 285,537.52	£ 1,324,734.55	£ 1,011,796.08	£ 2,622,068.14	£ 303.66	£ 4,229.14
Total Project Cost	£ 1,203,886.42	£ 1,452,194.58	£ 8,938,189.60	£ 20,249,513.80	£ 10,931,365.46	£ 42,775,149.87	£ 4,953.69	£ 68,992.18

Tudalen 133

6.4 Impact on the Organisation's income and expenditure account

Table 38 – Impact on the organisation's income and expenditure account

£s	Total Cost	Years (years 9-59 same as year 8, with the exception of Lifecycle costs, which are shown from year 9, at 5-year periods)									
		0	1	2	3	4	5	6	7	8	
		19/20	20/21	21/22	22/23	23/24	24/25	25/26	26/27	27/28	
Preferred way forward:											
Capital Costs	42.775	1.204	1.452	8.938	20.250	10.931	0.000	0.000	0.000	0.000	0.000
Lifecycle Costs	8.587	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Revenue Costs	179.787	2.961	2.961	2.961	2.961	2.967	3.000	3.000	3.000	3.000	3.000
Cash Releasing Benefits	-0.541	0.000	0.000	0.000	0.000	0.000	-0.541	0.000	0.000	0.000	0.000
Total	230.607	4.165	4.413	11.899	23.210	13.899	2.459	3.000	3.000	3.000	3.000
Funded by:											
Existing Revenue	-177.654	-2.961	-2.961	-2.961	-2.961	-2.961	-2.961	-2.961	-2.961	-2.961	-2.961
Total Existing	-177.654	-2.961	-2.961	-2.961	-2.961	-2.961	-2.961	-2.961	-2.961	-2.961	-2.961
Additional Funding Req.	52.954	1.204	1.452	8.938	20.250	10.938	-0.502	0.039	0.039	0.039	0.039
Cumulative Funding		1.204	2.656	11.594	31.844	42.782	42.279	42.318	42.357	42.395	

Tudalen 134

6.5 Cost Build Up

Table 39 – Cost build up

£s	Total Cost	Years (years 9-59) same as year 8, with exception of Lifecycle costs, occurring at 5-year periods)									
		0	1	2	3	4	5	6	7	8	
		19/20	20/21	21/22	22/23	23/24	24/25	25/26	26/27	27/28	
CAPITAL COSTS											
New Build Capital Cost	£42.775	£1.204	£1.452	£8.938	£20.250	£10.931	£0.000	£0.000	£0.000	£0.000	£0.000
Lifecycle Cost	£8.587	£0.000	£0.000	£0.000	£0.000	£0.000	£0.000	£0.000	£0.000	£0.000	£0.000
Capital Costs Total	£51.362	£1.204	£1.452	£8.938	£20.250	£10.931	£0.000	£0.000	£0.000	£0.000	£0.000
REVENUE COSTS											
School Funding Formula	£161.912	£2.669	£2.669	£2.669	£2.669	£2.674	£2.701	£2.701	£2.701	£2.701	£2.701
Freedom Leisure Mgt. Fee	£17.875	£0.292	£0.292	£0.292	£0.292	£0.293	£0.298	£0.298	£0.298	£0.298	£0.298
Revenue Costs Total	£179.787	£2.961	£2.961	£2.961	£2.961	£2.967	£3.000	£3.000	£3.000	£3.000	£3.000
Total Costs	£231.148	£4.165	£4.413	£11.899	£23.210	£13.899	£3.000	£3.000	£3.000	£3.000	£3.000
BENEFITS											
Capital Receipts	-£0.541	£0.000	£0.000	£0.000	£0.000	£0.000	-£0.541	£0.000	£0.000	£0.000	£0.000
Benefits Total	-£0.541	£0.000	£0.000	£0.000	£0.000	£0.000	-£0.541	£0.000	£0.000	£0.000	£0.000
Cost Net Cash Savings	£230.607	£4.165	£4.413	£11.899	£23.210	£13.899	£2.459	£3.000	£3.000	£3.000	£3.000
Total	£230.607	£4.165	£4.413	£11.899	£23.210	£13.899	£2.459	£3.000	£3.000	£3.000	£3.000

Lifecycle costs incurred as follows: Year 9: £149k, Year 14: £71k, Year 19: £802k, Year 24: £416k, Year 29: £257k, Year 34: £1,786m, Year 39: £1,573m, Year 44: £2,402m, Year 49: £802k, Year 54: £179k, Year 59: £149K

6.6 Overall Affordability and Balance Sheet Impact

A balance sheet asset addition of £42,775,150 is made for the new school. Short term additional funding is required of £42,775,150 for years 0 through 4 excluding VAT, retained risks and optimism bias.

There is also an ongoing requirement for revenue funding of £32k per annum from the inception of the new build school because of the funding formula calculation. In addition to this, it is anticipated that there will be a cost increase for rates payable of £86k.

It should be noted that these formula calculations do not take account of the substantial benefits achievable through the introduction of passivhaus technologies and design standards as outlined in the economic case. While this is counterintuitive, the financial beneficiaries of these savings are at present likely to be the school and Freedom Leisure.

There is a further potential ongoing requirement to increase the management fee paid to Freedom Leisure as a result of additional requirements to manage the new 3G pitches, this has been estimated at approximately £6.6k per annum but is subject to further negotiation. These negotiations would need to consider any potential savings from the passivhaus technologies and the potential for increased footfall / income opportunities from the new facilities.

The Band B submission has been scrutinised and assessed by the Council's Section 151 Officer for affordability in light of the 65% programme intervention rate.

The Council will meet the 35% contribution required to support the overall programme in Band B through prudential borrowing.

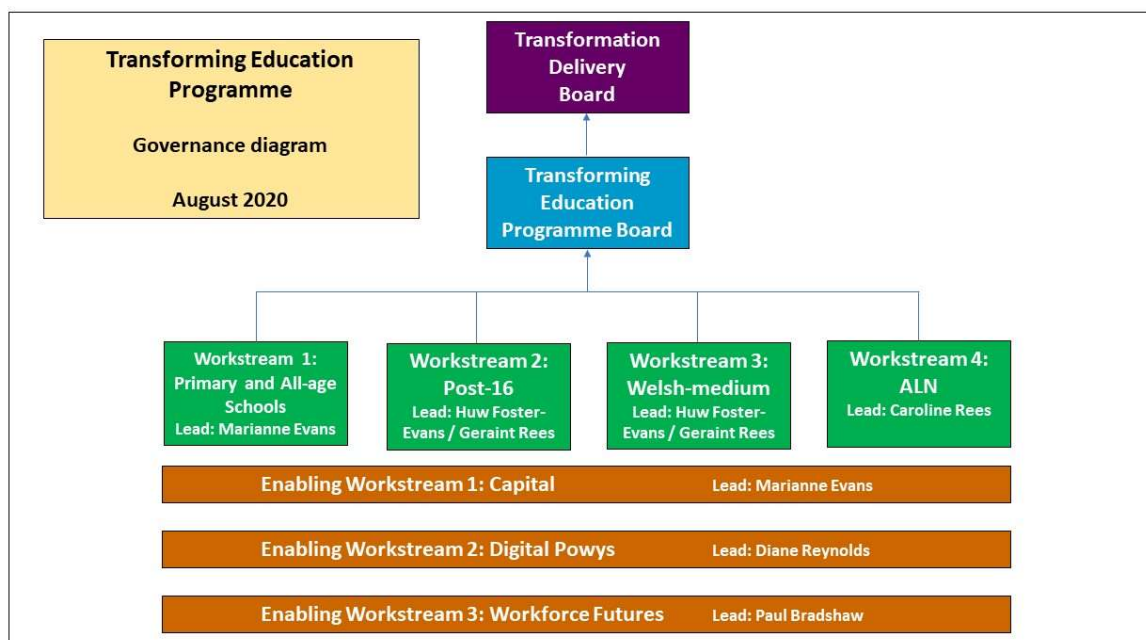
7 Management Case

7.1 Programme Management Arrangements

This scheme is a constituent of the Powys 21C Schools Programme and has been identified within that Programme as a priority. It will be managed in accordance with best practice in programme and project management principles – MSP and PRINCE2 to provide a systematic and effective delivery framework.

Overall corporate governance for this scheme is provided by the Transformation Delivery Board and the current management arrangements are set out in the diagram below

Figure 8: Lines of responsibilities



7.2 Project Management Arrangements

Table 40 – Programme Team

Name	Title	Programme Role
Dr Caroline Turner	Chief Executive Officer	Senior Responsible Officer
Jane Thomas	Head of Financial Services	Senior Supplier Finance
Marianne Evans	Senior Manager Education Services	Senior Supplier Education
Emma Palmer	Head of Transformation and Communications	Programme Lead
Betsan Ifan	Strategic Programme Manager – 21st Century Schools Programme	Strategic Programme Manager

7.2.1 Project Structure

The project will be managed in accordance with the general principles of PRINCE2 methodology. The project management team comprises the Project Board, “Project Team”, the Project Manager and the Team Managers. This “team” is responsible for the day-to-day management and implementation of the project.

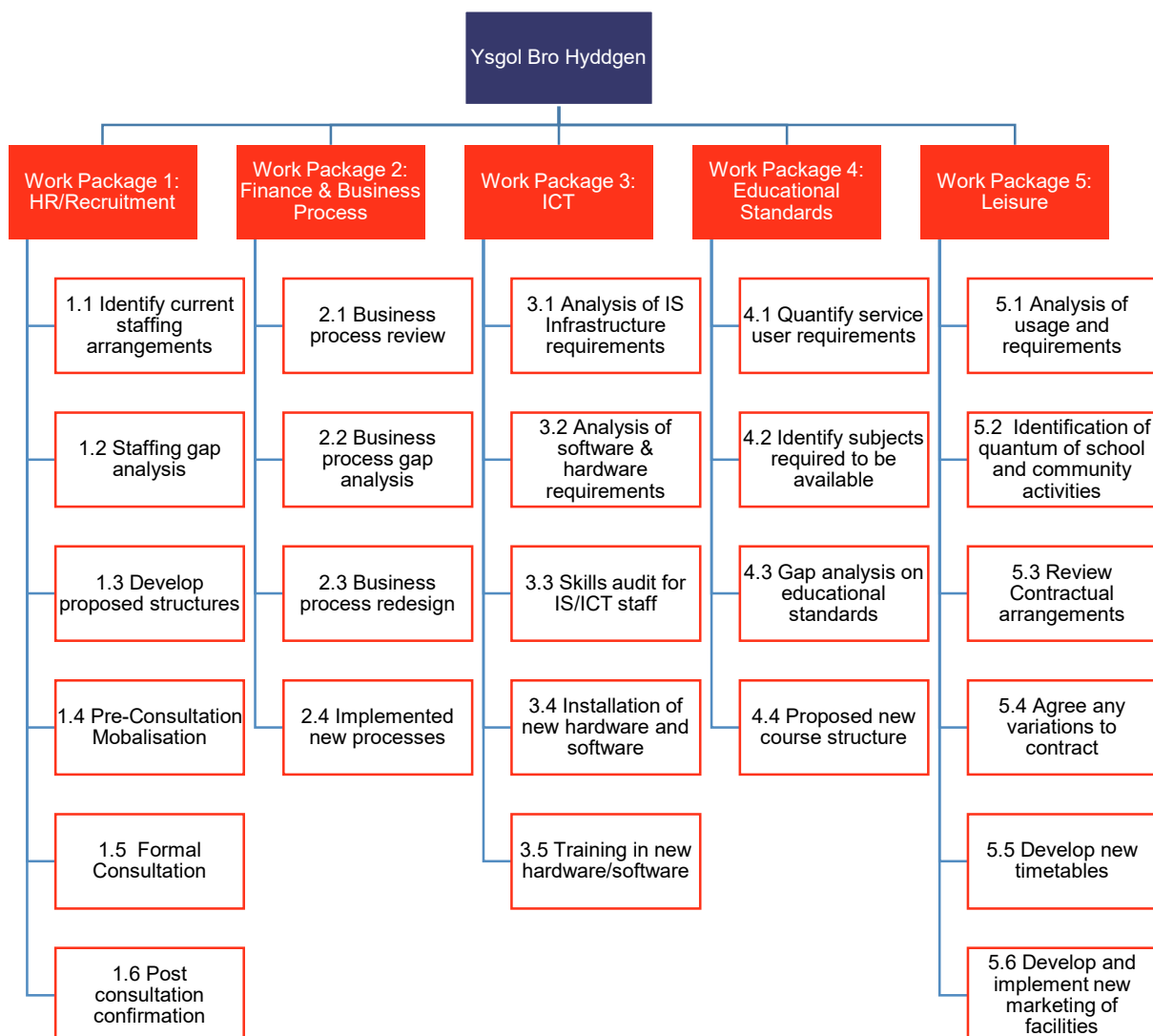
Table 41 – Project team

Name	Title	Project Role
Betsan Ifan	Strategic Programme Manager – 21st Century Schools Programme	Strategic Programme Manager and allocated Project Manager
James Chappelle	Capital & Financial Planning Accountant	Senior Supplier (Finance)
Jenny Ashton	Service Strategy & Development Manager	Senior Supplier (Leisure)
Ian Pilcher	HOWPS Senior Project Manager	Employers Agent
	IS 2 nd Line Team Leader	Senior Supplier (ICT)
May Sherman	Area Catering Manager	Senior Supplier – Catering
Vincent Goodwin	Active Travel Officer	Senior Supplier – Active travel
Neil Clutton	Professional Lead – property service	Senior Supplier – corporate property
Kay Thomas	Principal Librarian	Senior Supplier – Library services
Simon Kendrick	Principal Engineer	Senior Supplier – Highways

7.2.2 Project Deliverables

The following (abridged) product breakdown structure depicts the structure of the project:

Figure 9: Product breakdown structure



7.2.3 Outline Project Plan

Table 42 – Outline project plan

Date	Actions (commencement)
06/2020	Finalise OBC
10/2020	Submit OBC to PCC Cabinet Submit OBC to WG Re-appoint Design Team
11/2020	Finalise RIBA 4 designs for community campus
06/2021	Procurement and Appoint Design and Build Contractor
07/2021	Submit FBC to WG
08/2021	Construction Mobilisation Commence

Date	Actions (commencement)
09/2021	Commence Construction
05/2023	New School Opens

7.2.4 Benefits Realisation

The strategy, framework, and plan for dealing with the management and delivery of benefits are shown below. Benefits that will be realised may be either financial or qualitative (for example improvement in educational standards). A strategy and supporting plan for benefits clearly shows what will happen, where and when the benefits will occur. Details of who will be responsible for delivery of proposed benefits will be developed for the preferred option to be taken to Full Business Case.

The plan for benefits will be integrated into or coordinated with the project plan and will be very clear regarding handover and responsibilities for on-going operations in the changed state (where the benefits will accrue). There will be a Tracking Process, which monitors achievement of benefits against expectations and targets. The tracking process will be capable of tracking both 'hard' (e.g. cost, headcount) and 'soft' (e.g. image) benefits and operates alongside the changing operation. The progress of this plan will be reported by the Project Manager to the Project Board.

In particular the Benefits Management Strategy will be fully integrated into the programme plan and will fully address the following issues:

- That the potential benefits are clearly identified;
- That the benefits are clearly understood across the project and the various Project Teams. It is the role of the Project Manager to ensure that this is achieved;
- That benefits are placed into manageable groups:
 - Standards of Education;
 - Places, Participation and Accessibility to wider provision;
 - Standards of provision - State of art facilities and education provision;
 - Effective financial management.
- These groups will be managed individually, with responsibility falling on the Curriculum and Governance project teams to monitor and report on progress.

An example of the project benefits register is included in the table below. This table describes who is responsible for the delivery of specific benefits, how and when they will be delivered and the required counter measures, as required.

Table 43 – Proposed Benefits Realisation Plan structure

Benefit	Improved Quality Standards & Achievement	Responsibility for Delivery
Description of Benefit	To achieve 'Excellent' or 'Good' Estyn and/or Local Authority judgements for the three Key Questions within 18 months of new school opening.	Governing Body and Headteacher, supported by Powys CC
Potential Dis-benefits		
Actions necessary to realise benefits	Regular monitoring by school and regular support from Challenge Advisor	
Timescale	May 2026	
How the benefits will be measured and monitored	Estyn actions and benchmarks	

7.3 Risk Management

7.3.1 Risk Workshop

In developing the economic case, risk workshops were held on 11th August 2016, to understand the risks associated with each of the short-listed options and to analyse the financial value of those risks. The Council's Transforming Learning and Skills agenda, particularly its intention to deliver education in 21st Century settings, will be seriously compromised if risks are not managed adequately.

All projects have an element of risk and there must be a proactive approach to risk management to balance risks against the potential rewards and plan to minimise or avoid them. It is also acknowledged that taking some amount of risk will be inevitable to the success of the project. The strategy, framework, and plan for dealing with the management of risk for the preferred option follows a PRINCE2 methodology.

The register will be a 'living document' and reviewed and amended (where required) during workshops where a risk manager will be appointed to manage the identification, monitoring, updating, control, and mitigation of project risks. The framework and plan of the risk register will involve a rated table format. The risk will be described, and the date of its identification noted. An initial risk rating will be made, and the probability and impact of the risk evaluated, followed by a residual risk rating column. The effects and impact of risk can involve elements such as environment, time, quality, cost, resource, function or safety and regular meetings will be held to review all aspects. Within the format there will also be the facility for proposals to mitigate and manage, identifying the control strategy, risk owner and the current risk status.

The risks and issues identified within this project will be cross referenced with the risks/issues held by the Programme Board so that cross cutting issues can be mitigated safely.

The first risk workshop was held on 4th July 2020, and was attended by the following:

- Marianne Evans – Senior Manager Education Services
- Betsan Ifan – Strategic Programme Manager 21st Century Schools;
- Ian Pilcher – Heart of Wales Property Services;
- Mike Hughes – CPC;
- Laurence Darley – CPC.

In addition to the scoring of the risks for each of the short-listed options, a strategy for on-going risk management was developed and is explained within the following section.

As part of the initial workshop risks were identified, categorised, and scored in terms of probability 1-4 with 4 being the most likely to occur and impact 1 – 4 where 4 is the most severe.

Mitigating actions undertaken to date were also included, as were the perceived mitigating actions along with an assigned owner for the risk as the project progresses. At this point it was decided that the top 10 most likely risks where a financial assessment was achieved would be included in the Economic case. This approach underpins the risk management strategy for the Council and, as such, has been incorporated as a standard approach across all project.

7.3.2 Risk Identification

Risk identification can occur at all levels of the project, whether from the project teams or the project manager regarding the sub-elements of the project or from the Programme Board (where external risks are identified). Initial risks will be identified through structured workshops attended by the relevant experts and these risks will be captured in a formal risk register document.

When a risk is identified, the project manager will be responsible for evaluating each risk in terms of the likelihood and impact. The project manager will also enter this information onto the risk register and assign a risk owner who will update the project manager on the status of the risk including the results of mitigating actions.

7.3.3 Risk Analysis and Mitigation

It is acknowledged that risks will change as the project develops and for that reason the risk mitigation strategy will be fundamental to the success of the project undertaken by the authority. A risk mitigation strategy refers to the additional efforts, if any, that must be taken by

management to lower the likelihood of the risk occurring and/or to minimise the impact on the programme if the risk did occur. While risk can never be eliminated, it can be managed and mitigated to lessen the likelihood and or impact of the risk on the programme. The process proposed by the authority will include:

- Roles and responsibilities for developing, implementing, and monitoring the strategy;
- Timelines;
- Conditions present for the risk level to be acceptable;
- Resources required to carry out the planned actions;
- Managers responsible for the various areas of the project will need to routinely monitor or review the status of risks. This will be achieved by:
 - Reporting on risk areas along with performance;
 - Developing risk indicators to monitor the status of risks, particularly for those areas of the project which are complex or seen as risky initiatives.

Risk management will be fundamental to the management of the project and as such, the project risk register will be reviewed on a weekly basis by the project manager. All risks arising from the project teams will be sent to the project manager for evaluation. The total risk score for each risk will be calculated by multiplying the probability score (between 1-4 with 4 being certain) and impact score (between 1-4 with 4 being project failure) and all risks scoring 8 and above will be referred to the Project Board for decision. The risk tolerance line for the project is illustrated in the following table.

Figure 10: Risk Tolerance Profile

Probability	4	4	8	12	16
	3	3	6	9	12
	2	2	4	6	8
	1	1	2	3	4
		1	2	3	4
		Impact			

A risk register will be developed to be updated by the project manager. The register includes details of the responsible owner and the required mitigation action for the risk.

7.4 Change and Contract Management

The main aim here is to manage proposed changes to the culture, systems, processes, and people working to establish the best option for the council. Change management is not about the provision of the best option but instead focuses on those actions that are necessary to make the best option a working success. The specific actions noted below will come under the overall control of the project board.

Managers responsible for the key areas will adopt appropriate project management disciplines to meet specific responsibilities. The individual activities may be projects or be work streams within the overall project.

Planning has been developed for all activities within this change management process through the identification of key outcomes and actions required to ensure successful delivery. Timescales for carrying out such actions, the resources required, and where required, the need for additional resources, have also been determined.

7.5 Gateway Reviews

The Council confirm that it is prepared to complete a Gateway review of the programme at Welsh Government convenience. Further Gateway reviews will be undertaken at each RIBA stage during the remaining life of the programme.

7.6 Post Project Evaluation

The outline arrangements for Post Implementation Review (PIR) and Project Evaluation Review (PER) have been established in accordance with best practice and are as follows.

7.6.1 Post Implementation Review (PIR)

These reviews ascertain whether the anticipated benefits have been delivered and are timed to take place a year post construction, i.e. September 2025.

7.6.2 Project Evaluation Reviews (PERs)

PERs appraise how well the project was managed and delivered compared with expectations and are timed to take place one-year post construction, i.e. September 2025.

7.7 Contingency Plans

In the event of project failure, the existing schools will continue to operate until such time that the project can be righted.

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Document is Restricted

Mae'r dudalen hon wedi'i gadael yn wag yn fwriadol

Cyngor Sir Powys County Council

Impact Assessment (IA)

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Please read the accompanying guidance before completing the form.

This **Impact Assessment (IA)** toolkit, incorporates a range of legislative requirements that support effective decision making and ensure compliance with all relevant legislation. **Draft versions of the assessment should be watermarked as "Draft" and retained for completeness. However, only the final version will be made publicly available. Draft versions may be provided to regulators if appropriate. In line with Council policy IAs should be retained for 7 years.**

Service Area	Schools Service	Head of Service	Lynette Lovell / Emma Palmer	Portfolio Holder	Cllr Phyl Davies
Proposal	To build a new Community Campus in Machynlleth as part of Powys County Council's 21 st Century Schools Band B Programme				
Outline Summary / Description of Proposal					
The aim is to develop new purpose-built community campus in Machynlleth, which situated in the north of Powys. The new campus will include early years provision (two class bases), 240 places (eight class bases) for Primary pupils and 380-place for Secondary and Sixth Form pupils inclusive of a 3G pitch, four court sports hall, and MUGA. The additional community facilities will incorporate new leisure facilities, inclusive of a 25m pool, reception, and café, wet and dry side changing rooms and gym, a new town library, areas to conduct community alternative prescriptions, and various meeting and conferencing areas.					

2. Version Control (services should consider the impact assessment early in the development process and continually evaluate)

Version	Author	Job Title	Date
01	Betsan Ifan	Strategic Programme Manager – 21 st Century Schools Programme	15/09/2020

3. Profile of savings delivery (if applicable)

2018-19	2019-20	2020-21	2021-22	2022-23	TOTAL
£	£	£	£	£	£

3. Consultation requirements

Consultation Requirement	Consultation deadline/or justification for no consultation
--------------------------	--

<p>No consultation required (please provide justification)</p>	<p>Formal consultation to establish a new all-through school in Machynlleth already taken place and Ysgol Bro Hyddgen was established in September 2014.</p> <p>No further formal consultation is required in relation to the building project as the development site is situated on the secondary school playing fields, and the primary school is situated less than 1 mile from the site.</p> <p>Informal consultations around the development, progress and designs with various stakeholders take place on a regular basis.</p>
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4. Impact on Other Service Areas

Does the proposal have potential to impact on another service area? (Have you considered the implications on Health & Safety and Corporate Parenting?) PLEASE ENSURE YOU INFORM / ENGAGE ANY AFFECTED SERVICE AREAS AT THE EARLIEST OPPORTUNITY			
Adult Services	<input type="checkbox"/>	Education	X
Children's Services	<input type="checkbox"/>	Finance	X
Commissioning	<input type="checkbox"/>	Highways, Transportation and Recycling	X
Digital Services	X	Housing and Community Development	X
		Legal and Democratic Services	<input type="checkbox"/>
		Property, Planning and Public Protection	X
		Transformation and Communications	X
		Workforce and OD	<input type="checkbox"/>
Data Protection Impact Assessment			
Will the proposal involve processing the personal details of individuals? Yes X No <input type="checkbox"/>			
Is Powys County Council the data controller? Yes X No <input type="checkbox"/>			
This project at this time does not involve processing personal data, but prior to the old buildings being demolished or declared surplus to requirements, all buildings will need to be emptied and will need to be compliant with GDPR.			
If you have answered yes to either of the above you will be required to complete, as a minimum, the screening questions on the data protection impact assessment. For further advice please contact the Data Compliance Team.			

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4a Geographical Locations

What geographical area(s) will be impacted by the proposal? (Chose all those applicable)			
Powys	X	Brecon	<input type="checkbox"/>
		Builth and Llanwrtyd	<input type="checkbox"/>
North	X	Crickhowell	<input type="checkbox"/>
Mid	<input type="checkbox"/>	Hay and Talgarth	<input type="checkbox"/>
South	<input type="checkbox"/>	Knighton and Presteigne	<input type="checkbox"/>
		Llandrindod and Rhayader	<input type="checkbox"/>
		Llanfair Caereinion	<input type="checkbox"/>
		Llanfyllin	<input type="checkbox"/>
		Llanidloes	<input type="checkbox"/>
		Machynlleth	X
		Newtown	<input type="checkbox"/>
		Welshpool and Montgomery	<input type="checkbox"/>
		Ystradgynlais	<input type="checkbox"/>

5. How does your proposal impact on Vision 2025?

PCC: Impact Assessment Toolkit (March 2018)

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Council's Well-being Objective	How does the proposal impact on this Well-being Objective?	IMPACT Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	IMPACT AFTER MITIGATION Please select from drop down box below
The Economy We will develop a vibrant economy	<p>The scheme will secure leisure and library provision within the town of Machynlleth, securing local jobs. The new community campus will also act as an attraction to draw tourism, being the first passivhaus swimming pool in Wales and will encourage more people to use the new facilities, supporting the local economy.</p>	<p>Very Good</p>		<p>Choose an item.</p>
Health and Care We will lead the way in providing effective, integrated health and care in a rural environment	<p>The new community campus building will be of passivhaus design, constructed and finished in natural and 'healthy' materials. Incorporating leisure with the all-through school and wider community areas will encourage more pupils and more members of the community to use the gym, 4 court sports hall, 3G pitch, and swimming pool, becoming more active and healthy individuals.</p> <p>Also designed to the building will be areas for alternative prescriptions to be discussed.</p> <p>The all-though building is designed to incorporate pupil wellbeing areas, areas for clam and reflection, ensuring that physical and mental wellbeing is put on an equal pedestal.</p>	<p>Very Good</p>		<p>Choose an item.</p>

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Council's Well-being Objective	How does the proposal impact on this Well-being Objective?	IMPACT Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	IMPACT AFTER MITIGATION Please select from drop down box below
Learning and skills We will strengthen learning and skills	<p>Children and young people in the Machynlleth area will be able to access state of the art, fit for purpose learning facilities, designed for the 21st Century. Brand new ICT facilities will also be included in the new community campus.</p> <p>Adult learning will also be encouraged with community use of the specialist conferencing facilities and meeting spaces.</p>	<p>Very Good</p>		<p>Choose an item.</p>
Residents and Communities We will support our residents and communities	<p>The community campus project will have a positive impact on residents in the rural north-west Powys area of Machynlleth. The project will deliver a sustainable model of delivering learning and community facilities for the local population. In combining leisure, library, community and the all-though school and early years model.</p>	<p>Very Good</p>		<p>Choose an item.</p>

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Source of Outline Evidence to support judgements

Engagement with governing body, staff, pupils, town council, Powys CC colleagues in various departments including ALN Team, Leisure, Library, Corporate Property, IT.

6. How does your proposal impact on the Welsh Government's well-being goals?

Judalen 162

Well-being Goal	How does proposal contribute to this goal?	IMPACT Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	IMPACT AFTER MITIGATION Please select from drop down box below
A prosperous Wales: An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work.	New building will be BREEAM Excellent and Passivhaus. SUDS and biodiversity are also considered as part of the design process. Powys CC also hopes to work on a mini environmental project as part of the overall scheme with the Centre of Alternative Technology. The Community Campus will secure community provision and jobs within the local community.	Very Good		Choose an item.
A resilient Wales: A nation which maintains and enhances a biodiverse natural environment with healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for example climate change).	The proposal is to replace the current buildings with a Passivhaus new building which would be more significantly more energy efficient than the current buildings. The design incorporates environmentally friendly outdoor spaces, forest school areas etc	Very Good		Choose an item.

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Well-being Goal	How does proposal contribute to this goal?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<p>A healthier Wales: A society in which people's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood.</p> <p>Public Health (Wales) Act, 2017: Part 6 of the Act requires for public bodies to undertake a health impact assessment to assess the likely effect of a proposed action or decision on the physical or mental health of the people of Wales.</p>	<p>The community campus has been designed to achieve passivhaus accreditation, which involves using natural and 'healthy' materials.</p> <p>By incorporating early years, school, leisure, and library facilities in one campus, the infrastructure will encourage stronger links to develop between each sector.</p> <p>The campus will encourage more people to take up exercise due to the brand new, state of the art facilities on offer, including a 3G pitch, swimming pool, gym, and 4 court sports hall.</p> <p>In providing a space for alternative prescriptions, where physical exercise is prescribed, the building is also linking to the wider health services within the town.</p> <p>Wellbeing areas are also designed into the new building, ensuring that physical and mental health are treated equally.</p>	<p>Very Good</p>		<p>Choose an item.</p>
<p>A Wales of cohesive communities: Attractive, viable, safe and well-connected Communities.</p>	<p>The new build will provide a safe environment for the pupils and community usage of the facilities. Further discussion is required (subject to finding approval) to determine facilities management details. The leisure, library and café will enable cohesive links between community and school.</p>	<p>Good</p>		<p>Choose an item.</p>

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Well-being Goal	How does proposal contribute to this goal?	IMPACT Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	IMPACT AFTER MITIGATION Please select from drop down box below
<p>A globally responsible Wales: A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being.</p> <p>Human Rights - is about being proactive (see guidance)</p> <p>UN Convention on the Rights of the Child: The Convention gives rights to everyone under the age of 18, which include the right to be treated fairly and to be protected from discrimination; that organisations act for the best interest of the child; the right to life, survival and development; and the right to be heard.</p>	<p>The proposal would provide improved, fit for purpose, innovative specialist facilities for the children, young people, and wider community of North West Powys. The campus will become a one stop shop for learning (including lifelong learning), health and wellbeing. The rural area of Machynlleth and wider catchment area will have equitable and modern facilities.</p>	<p>Good</p>		<p>Choose an item.</p>
<p>A Wales of vibrant culture and thriving Welsh language: A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation. <i>Incorporating requirements under the Welsh Language (Wales) Measure 2011 and the Welsh Language Standards</i></p>				
<p>Opportunities for persons to use the Welsh language, and treating the Welsh language no less favourable than the English language</p>	<p>The school is a dual stream school, with most pupils accessing Welsh medium education. The campus will become a community hub and provide opportunities for pupils from all streams and wider community to use the Welsh language in the community.</p>	<p>Good</p>		<p>Choose an item.</p>
<p>Opportunities to promote the Welsh language</p>	<p>The school is a dual stream school, with most pupils accessing Welsh medium education. Campus Wayfinding strategy will promote Welsh language and will be compliant with Welsh language standards. The campus will become a community hub in a predominantly Welsh speaking area of Powys, the community hub will promote the use of Welsh language within the community. The campus will also have facilitates to promote lifelong learning opportunities.</p>	<p>Good</p>		<p>Choose an item.</p>

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Well-being Goal	How does proposal contribute to this goal?	IMPACT Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	IMPACT AFTER MITIGATION Please select from drop down box below
<i>People are encouraged to do sport, art and recreation.</i>	The proposal would be to increase the appropriate environment and equipment to increase the opportunity to participate in sport, art, and recreational activities by including and embedding leisure facilities as part of the school. Facilities will include a new 3G pitch, MUGA, 4 court sports hall, gym, and swimming pool.	Very Good		Choose an item.
A more equal Wales: A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances). <i>Incorporating requirements under the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011 and the Social Economic duty (2020).</i>				
<i>Age</i>	The proposal would provide improved educational opportunities, environments and specialised equipment for all ages attending the campus building, from early years, to school pupils, to the wider community. The campus will also promote inter-generational links, for example, 6 th formers will be able to volunteer in the library to gain Welsh Bac accreditation.	Very Good		Choose an item.
<i>Disability</i>	The new campus will be fully DDA compliant.	Very Good		Choose an item.
<i>Gender reassignment</i>	Some unisex W/C's will be designed to the building	Good		Choose an item.
<i>Marriage or civil partnership</i>	n/a	Neutral		Choose an item.
<i>Race</i>	The campus will provide equal opportunities and equal access to facilities to all.	Good		Choose an item.
<i>Religion or belief</i>	The campus will provide equal opportunities and equal access to facilities to all.	Good		Choose an item.
<i>Sex</i>	The campus will provide equal opportunities and equal access to facilities to all.	Good		Choose an item.
<i>Sexual Orientation</i>	The campus will provide equal opportunities and equal access to facilities to all.	Good		Choose an item.

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Well-being Goal	How does proposal contribute to this goal?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<i>Pregnancy and Maternity</i>	The campus will provide equal opportunities and equal access to facilities to all. The campus model will have baby friendly facilities, including baby change and use of leisure and library will be encouraged to all. The community campus will also tackle loneliness issues and will ensure that Machynlleth has destination to undertake community and leisure activities.	Very Good		Choose an item.
<i>Socio-economic duty</i>	The campus will provide equal opportunities and equal access to facilities to all. The project will adopt a Community Benefits Strategy which will give opportunities for local people to achieve accreditations and apprenticeships in construction, helping to reduce inequalities.	Very Good		Choose an item.

Source of Outline Evidence to support judgements
Several cross-service meetings held with Leisure, Library, Schools Service, Corporate Property, IT. Meetings also held with School representatives, Governing body, Freedom Leisure, Machynlleth Town Council, Machynlleth Library.

7. How does your proposal impact on the council's other key guiding principles?

Principle	How does the proposal impact on this principle?	IMPACT Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	IMPACT AFTER MITIGATION Please select from drop down box below
Sustainable Development Principle (5 ways of working)				
Long Term: <i>Looking to the long term so that we do not compromise the ability of future generations to meet their own needs.</i>	The proposal will provide a more sustainable model of delivering education and community provision in the town of Machynlleth, which will ensure that education can be delivered more efficiently in the long term and is designed to be future proofed in terms of capacity. The campus will also secure leisure and library provision in the long terms in the rural town of Machynlleth.	Very Good		Choose an item.
Collaboration: <i>Working with others in a collaborative way to find shared sustainable solutions.</i>	Discussions with the governing body and staff, and headteacher of Ysgol Bro Hyddgen have taken place since building project inception in 2016. Several design meetings facilitated with design team and school representatives. Further meetings held across Powys CC service areas, including ALN Team, Corporate property, Leisure, Library, IT, and with Freedom Leisure. Engagement meetings and email correspondence also taken place with Machynlleth Town Council.	Very Good		Choose an item.

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Principle	How does the proposal impact on this principle?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<p>Involvement (including Communication and Engagement): <i>Involving a diversity of the population in the decisions that affect them including:</i></p> <p>Unpaid Carers: <i>Ensuring that unpaid carers views are sought and taken into account</i></p>	<p>Should WG and Cabinet approve the proposed design and costs of the recommended option, a detailed communication plan outlines the milestones for new releases and engagement meetings will ensure the opportunity for all interested parties to give their views. This impact assessment will be updated throughout the process to reflect any feedback received.</p> <p>If funding can be secured, this will be a trigger for further engagements and re-commencement of the Bro Hyddgen community campus project board.</p> <p>Community Drop in event also held to showcase the design and to invite comments from the local community. A further event will be arranged (covid dependant) when the designs are finalised, during pre-planning consultation stage.</p>	<p>Very Good</p>		<p>Choose an item.</p>
<p>Prevention: <i>Understanding the root causes of issues to prevent them from occurring including:</i></p> <p>Safeguarding: <i>Preventing and responding to abuse and neglect of children, young people and adults with health and social care needs who can't protect themselves.</i></p>	<p>The Prince2 project management and MSP principles will be implemented to ensure risks and issues are understood and managed.</p>	<p>Good</p>		<p>Choose an item.</p>

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The integrated approach to support effective decision making



Principle	How does the proposal impact on this principle?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
Integration: Taking an integrated approach so that public bodies look at all the well-being goals in deciding on their well-being objectives.	The campus building will aim to provide services to all community groups and will promote community cohesion and integration. The campus project will work on securing further links within the local community, including with Powys Teaching Health Board who are in the process of remodelling the local health provision.	Very Good		Choose an item.
Powys County Council Workforce: What Impact will this change have on the Workforce?	Powys CC staff will be working from state-of-the-art building, fit for the 21 st Century, which is likely to increase morale. It's unlikely that the proposals will have impact on Powys CC staff in terms of job losses, however any implications on Freedom leisure contract will need to be evaluated.	Neutral		Choose an item.
Payroll: How will this impact salary, any overtime/enhanced payments etc? Does this affect any particular group of employees? E.g. Male/Female dominated workforce. Does this proposal comply with the Councils Single Status Terms and Conditions?	The proposal complies with Powys CC's Single Status Terms and Conditions. The proposal will have no impact on PCC staff salaries/ enhanced payments.	Neutral		Choose an item.
Welsh Language impact on staff	The campus will provide staff with an opportunity to use Welsh language, in a predominantly Welsh speaking area of the county. Conferencing facilities available for community use will be offered as part of the building, increasing access to lifelong learning opportunities, which may be undertaken through the medium of Welsh.	Good		Choose an item.

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Principle	How does the proposal impact on this principle?	IMPACT Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	IMPACT AFTER MITIGATION Please select from drop down box below
Apprenticeships: Has consideration been given to whether this change impacts negatively, or positively on Apprenticeships within the service?	The project will adopt a Community Benefits Strategy and will set targets in providing apprenticeships, training, and employment opportunities for Machynlleth and Powys population.	Very Good		Choose an item.
Source of Outline Evidence to support judgements				
Several cross-service meetings held with Leisure, Library, Schools Service, Corporate Property, IT. Meetings also held with School representatives, Governing body, Freedom Leisure, Machynlleth Town Council, Machynlleth Library. 21 st Century Schools Programme Community Benefits Strategy.				

Updated 17/0

8. What is the impact of this proposal on our communities?

Communities	How does the proposal impact on residents and community?	IMPACT See impact definitions in guidance document	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	IMPACT AFTER MITIGATION See impact definitions in guidance document	Source of Outline Evidence to support judgement
<i>The project will provide a centralised community campus model in one building; increasing accessibility to learning, leisure, library, and sporting facilities for the population of Machynlleth and wider area.</i>	<i>Positive/ significant long-lasting impact on the residents of all ages. The campus will provide a state-of-the-art school and sporting facilities for the children and young people of Machynlleth. The campus will secure local provision for a generation to come, and will also provide opportunities for wider community to access sporting, leisure, library and conferencing facilities.</i>	Catastrophic	Further work is in the pipeline to evaluate how the project can better link to the local third sector and health provision, and to look at ways to develop further and meaningful collaboration opportunities.	Catastrophic	<i>Cross service meetings</i>

Cyngor Sir Powys County Council

Impact Assessment (IA)

The integrated approach to support effective decision making



9. What are the risks to service delivery or the council following implementation of this proposal?

Description of risks			
Risk Identified	Inherent Risk Rating Impact X Likelihood (See Risk Matrix in guidance document)	Mitigation	Residual Risk Rating Impact X Likelihood (See Risk Matrix in guidance document)
Failure to gain funding approval from Powys CC and Welsh Government.	High	Business Case making the case to draw down funding is completed and going through the approval process. Informal meetings held with WG o discuss proposals.	High
Lack of support for the proposal from the school staff, pupils, and the community	Low	Several engagement meetings held	Low
Welsh Government do not provide funding to demolish the existing leisure centre	High	Business Case includes existing leisure centre demolition and remedial works. If WG do not approve this element of the funding, PCC should be able to include as project costs and adjust the intervention rate.	Medium
Changes resulting from new council initiatives and strategies e.g. ALN transformation	Low	ALN Transformation team involved in discussion and updated throughout the project.	Low
Lack of response to construction tender	Low	Soft Market test indicates interest in the scheme, especially if the scheme will become a community campus project with the first passivhaus swimming pool in Wales – this would present a winning contractor with great opportunity	Low
Construction costs being greater than budgeted due to Covid-19	Medium	Risk allowance, optimism bias, and contingency included within the current funding envelope.	Low

10. Overall Summary and Judgement of this Impact Assessment?

Outline Assessment (to be inserted in cabinet report)	Cabinet Report Reference:	
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Cyngor Sir Powys County Council

Impact Assessment (IA)

The integrated approach to support effective decision making



The Bro Hyddgen Community Campus project presents Powys CC with an opportunity to establish and build a transformational community campus project, with facilities fit for the 21st Century. The project seeks to deliver a brand-new campus which includes education and recreation provision for all members of the community, from cradle to older age. The project will secure community library and leisure provision in the rural town of Machynlleth for generations to come.

The impact assessment consistently scores 'very good' in meeting council priorities, the wellbeing of future generations goals, and meets the council's key guiding principles. The project will promote health and wellbeing by establishing state of the art sports and fitness facilities and will put equal emphasis on physical and mental wellbeing. The project is also ground-breaking in supporting Welsh Government's carbon neutral agenda, with the building aiming to achieve both BREEAM Excellent and Passivhaus accreditation. If the project secures funding to proceed, this will be the first passivhaus community campus project in the world.

The biggest risk to this project is the requirement to secure significant investment to deliver from both Powys CC and Welsh Government via the 21st Century Schools Programme, which is 65% funded by WG and 25% PCC.

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11. Is there additional evidence to support the Impact Assessment (IA)?

What additional evidence and data has informed the development of your proposal?

Engagement meetings, project board meetings, programme board meetings, inclusion in the Band B SOP approved by Cabinet and Welsh Government. Revised Band B SOP being considered by Powys CC and WG.

12. On-going monitoring arrangements?

What arrangements will be put in place to monitor the impact over time?

Impact Assessment will be reviewed at each RIBA stage, and when the Full Business Case is submitted to WG.
Project benefits and community benefits will be reviewed on a quarterly basis. Further details on benefits are outlined in OBC and WG project pro-forma documentation.

Please state when this Impact Assessment will be reviewed.

The impact assessment will be reviewed at each RIBA stage of the process.

13. Sign Off

Position	Name	Signature	Date
Impact Assessment Lead:	Betsan Ifan	<i>Betsan Ifan</i>	17 September 2020
Head of Service:	Lynette Lovell / Emma Palmer		
Portfolio Holder:	Cllr Phyl Davies		

14. Governance

Decision to be made by	Cabinet	Date required	29 September 2020
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FORM ENDS

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Mae'r dudalen hon wedi'i gadael yn wag yn fwiadol

CYNGOR SIR POWYS COUNTY COUNCIL.

CABINET EXECUTIVE

29th September 2020

REPORT AUTHOR: County Councillor Phyl Davies
Portfolio Holder for Education and Property

REPORT TITLE: Llanfair Caereinion C.P. School and Caereinion High School

REPORT FOR: Decision

1. Purpose

1.1 This report requests Cabinet approval to commence the statutory process to amalgamate Llanfair Caereinion C.P. School and Caereinion High School, to create a new all-age school in Llanfair Caereinion on the current sites of the two schools.

1.2 The report is supported by the following appendices:

Appendix A – Options Appraisal

Appendix B – Impact Assessment

2. Background

Strategy for Transforming Education in Powys

2.1 On the 14th April 2020, a new Strategy for Transforming Education in Powys was approved by the Leader via a delegated decision.

2.2 The Strategy was developed following extensive engagement with a range of stakeholders during two separate periods between October 2019 and March 2020.

2.3 The Strategy sets out a new vision for education in Powys, which is as follows:

‘All children and young people in Powys will experience a high quality, inspiring education to help develop the knowledge, skills and attributes that will enable them to become healthy, personally fulfilled, economically productive, socially responsible and globally engaged citizens of 21st century Wales.’

2.3 The Strategy also sets out a number of guiding principles which will underpin the transformation of education in Powys. These are as follows:

- *A world class rural education system that has learner entitlement at its core*
- *Schools that are fully inclusive, with a culture of deep collaboration in order to improve learner outcomes and experience*
- *A broad choice and high quality of provision for 14 – 19 year old learners, that includes both academic and vocational provision, meeting the needs of all learners, communities and the Powys economy*
- *Welsh-medium provision that is accessible and provides a full curriculum in Welsh from Meithrin to age 19 and beyond*
Provision for learners with Special Educational Needs (SEN)/Additional Learning Needs (ALN) that is accessible as near to home as is practicably possible, with the appropriate specialist teaching, support and facilities that enables every learner to meet their potential
- *A digitally-rich schools sector that enables all learners and staff to enhance their teaching and learning experience*
- *Community-focused schools that are the central point for multi-agency services to support children, young people, families and the community*
- *Early years provision that is designed to meet the needs of all children, mindful of their particular circumstances, language requirements or any special or additional learning needs*
- *Financially and environmentally sustainable schools*
- *The highest priority is given to staff wellbeing and professional development*

- 2.4 The new Strategy sets out a number of Strategic Aims and Objectives, to shape the Council's work to transform the Powys education system over the coming years. One of the Strategic Aims is to '*improve learner entitlement and experience*'. Within this aim, the Strategy sets out a Strategic Objective to '*Develop a network of all-age schools based around the 13 current secondary school locations.*'
- 2.5 Since approval of the Strategy, representatives of the local authority have met with representatives of the governing bodies of Llanfair Caereinion C.P. School and Caereinion High School, to discuss the all-age school model in particular. Both governing bodies have indicated their support in principle to move towards establishing an all-age school in Llanfair Caereinion.
- 2.6 An options appraisal paper has subsequently been prepared, which considers the options for moving towards an all-age governance structure in Llanfair Caereinion. This is attached as Appendix A.
- 2.7 The Strategy for Transforming Education also includes a Strategic Aim to 'improve access to Welsh-medium provision across all key stages',

and a strategic objective to ‘move schools along the language continuum’. Whilst the current paper is focussed on creating an all-age governance structure in Llanfair Caereinion and does not propose any change to the current language categories of Llanfair Caereinion C.P. School and Caereinion High School, the Council will continue to engage with representatives of Llanfair Caereinion C.P. School and Caereinion High School, to continue to explore ways to develop and enhance the Welsh-medium provision in Llanfair Caereinion.

Information about Llanfair Caereinion C.P. School and Caereinion High School

2.8 Llanfair Caereinion C.P. School and Caereinion High School are both dual stream schools, located on the same campus in Llanfair Caereinion in north Powys. Llanfair Caereinion C.P. School primarily serves Llanfair Caereinion, whilst the high school serves a larger catchment area. In particular, the high school’s Welsh-medium stream serves a very large catchment, which includes the towns of Newtown and Welshpool.

2.9 Data about the two schools is provided below:

i) General information

	School Type	Language Category	Admission Number
Llanfair Caereinion C.P. School	Community Primary School building owned by Powys County Council	Dual Stream	27
Caereinion High School	Community Secondary School building owned by Powys County Council	Dual Stream - Bilingual (Type B)	114

ii) Pupil Numbers

Current pupil numbers¹

	R	1	2	3	4	5	6	Total
Llanfair Caereinion C.P. School	13	21	17	27	24	31	29	162

	7	8	9	10	11	12	13	Total
Caereinion High School	84	74	72	91	75	34	35	465

Historical pupil numbers²

	Jan. 2014	Jan. 2015	Jan. 2016	Jan. 2017	Jan. 2018	Jan. 2019	Jan. 2020
Llanfair Caereinion C.P. School	202	209	195	185	174	173	166
Caereinion High School	549	530	494	495	487	456	447
Total	751	739	689	680	661	629	613

Projected pupil numbers (live birth info)³

	Jan. 2021	Jan. 2022	Jan. 2023	Jan. 2024	Jan. 2025
Llanfair Caereinion C.P. School	159	153	144	139	133
Caereinion High School	443	416	390	367	344
Total	602	569	534	506	477

Projected pupil numbers (projections received by the Council's Finance team)⁴

¹ Teacher Centre, 7th September 2020 & SIMS, 10th September 2020

² PLASC

³ Powys Schools Service Projections based on PLASC & Birth Rates

	Jan. 2021	Jan. 2022	Jan. 2023	Jan. 2024	Jan. 2025
Llanfair Caereinion C.P. School	162	145	143	N/A	N/A
Caereinion High School	459	465	460	N/A	N/A
Total	621	610	603	N/A	N/A

iii) Building Capacity and Condition

	Capacity	Condition	Suitability
Llanfair Caereinion C.P. School	167	C Poor	B Good
Caereinion High School	603	C Poor	B/C Good/Poor

iv) Quality and standards of education

Estyn

	Llanfair Caereinion C.P. School
Date of Inspection	January 2018
Standards	Good
Wellbeing and attitudes to learning	Good
Teaching and learning experiences	Good
Care, support and guidance	Good
Leadership and management	Good

⁴ Powys Finance Projections based on data provided by the school

Follow Up	School to produce action plan to address recommendations
------------------	--

	Caereinion High School
Date of Inspection	November 2013
Standards	Adequate
Wellbeing	Adequate
Learning experiences	Good
Teaching	Adequate
Care, support, and guidance	Good
Learning environment	Good
Leadership	Adequate
Improving quality	Adequate
Partnership working	Good
Resource management	Adequate
Follow Up	<p>School to produce action plan to address recommendations. Estyn to monitor progress.</p> <p>December 2016 – Placed into schools requiring significant improvement</p> <p>May 2018 – Removed from schools requiring significant improvement</p>

School Categorisation

	Standards Group	Improvement Capacity	Support Capacity
Llanfair Caereinion C.P. School	N/A	C	Amber
Caereinion	N/A	C	Amber

High School			
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v) Financial information

Cost per pupil

	Budget share per school	Budget share per pupil	Notional SEN budget	Non ISB funds devolved to the school
Llanfair Caereinion C.P. School	£169,000	£3,730	£45,000	£22,000
Caereinion High School	£2,381,000	£5,335	£33,000	£40,000
Powys average (Primary)	N/A	£3,978	N/A	N/A
Powys average (Secondary)	N/A	£4,562	N/A	N/A

Budgetary position (as of 22nd May 2020 submittal by full governing body)

	2019/20 Actual Cumulative Outturn	2020/21 Budget	2021/22 Budget	2022/23 Budget
Llanfair Caereinion C.P. School	£103,281	£59,901	£43,963	£19,442
Caereinion High School	(£6,123)	(£27,421)	£31,511	£119,764

Statutory Process for School Organisation Proposals

2.6 The process for school organisation proposals is set out by the Welsh Government in the School Organisation Code (2018). The process is summarised below:

i) Consultation

Consultation would be carried out with stakeholders as required by the Code. This includes consultation with the pupils at both schools, to ensure that their views are taken into account, in accordance with the United Nations Convention on the Rights of the Child.

Feedback from the consultation would be collated and summarised, and a report would be presented to the Cabinet. Cabinet will consider the report and the feedback received during the consultation period, and will decide whether to proceed with the proposal, to make changes to the proposal or to not proceed with the proposal.

If Cabinet decides not to proceed, that will be the end of this proposal.

ii) Statutory Notice

If Cabinet decides to proceed, a Statutory Notice would be published, which would give a period of 28 days for people to submit written objections.

If there were objections, the authority would publish an objection report providing a summary of the objections and the authority's response to them. A further report would be presented to the Cabinet, which they would consider alongside the objection report, in order to decide whether or not to approve the proposal.

iii) Implementation

If Cabinet approves the proposal, it would be implemented in accordance with the date given in the Statutory Notice or any subsequently modified date.

3. Advice

3.1 Officers have carried out an options appraisal in respect of Llanfair Caereinion C.P. School and Caereinion High School. This is attached to this report as Appendix A.

3.2 The options appraisal includes the following:

- Consideration of key data relating to the two schools
- Identification of options
- SWOT analysis of each option
- Initial financial appraisal of each option

- Assessment of each option against a number of critical success factors
- Identification of an emerging preferred option
- Further consideration of the emerging preferred option against factors listed in the School Organisation Code (2018) as factors to be taken into account when developing school organisation proposals.

3.3 The options appraisal identifies the following preferred option:

Option 3: All-age school – Merge Llanfair Caereinion C.P. School and Caereinion High School to create a new all-age school in Llanfair Caereinion

3.4 It is therefore recommended that the Council carries out formal consultation in accordance with the requirements of the School Organisation Code on the following:

‘To amalgamate Llanfair Caereinion C.P. School and Caereinion High School to create a new all-age school in Llanfair Caereinion. This will be achieved by closing Llanfair Caereinion C.P. School and Caereinion High School and opening a new all-age school providing education for pupils aged 4-18 on the current site of the two schools.’

3.5 The reasons for this are:

- Retention of primary and secondary provision in Llanfair Caereinion
- There would be no additional transport costs
- Would enable staff expertise and good practice to be shared across all key stages
- Would improve transition between each key stage
- Minimal disruption for pupils and parents
- Would improve the ability to provide an appropriate curriculum to all pupils
- Would enable the school to run more efficiently through shared staffing, shared resources etc.
- One governing body which would have strategic overview over the provision for pupils/learners in all key stages
- One leadership team which would have strategic overview over the provision for pupils/learners in all key stages
- Meets all of the Critical Success Factors

3.6 Should the recommendation to commence formal consultation be approved, it is anticipated that consultation would commence in October 2020.

3.7 The target date for closure of the two schools would be the 31st August 2022, with the new school to open on the 1st September 2022.

- 3.8 This paper is focussed on creating an all-age governance structure in Llanfair Caereinion and does not propose any change to the current language categories of Llanfair Caereinion C.P. School and Caereinion High School. Alongside any proposal to establish an all-age governance structure in Llanfair Caereinion, the Council will continue to engage in dialogue with representatives of Llanfair Caereinion C.P. School and Caereinion High School, to continue to explore ways to develop and enhance the Welsh-medium provision in Llanfair Caereinion. If the outcome of the dialogue is a need to change the school's language category, a separate statutory consultation process would need to be undertaken.
- 3.9 It must be noted that the Council is currently working on developing a new model of post-16 provision across the county. This may have implications for the age range of the proposed all-age school. If there are changes to post-16 provision, a separate statutory consultation process will need to be undertaken. The Council is also developing a new model for ALN/SEN across the county, which may have implications for the type of provision delivered at the proposed all-age school.
- 3.10 It must be noted that the establishment of a new school does not preclude that school from being a part of future reorganisation proposals.

4. Resource Implications

- 4.1 The amount of funding provided to schools is driven by the funding formula. Any change to the formula funding provided will impact on the Council's revenue budget. Based on the current formula, the formula funding requirement will reduce as a result of these proposals and savings falling to the Council's revenue budget are estimated to be £11,994 per annum, as indicated in the Options Appraisal (Appendix A). This figure does not include any redundancy costs that could arise should the proposal be implemented.
- 4.2 In line with the Council's Scheme for Financing Schools, should a school be in a deficit budget position when closed the deficit is written off. Neither Llanfair Caereinion C.P. School or Caereinion High School are currently projecting to be in a deficit budget position on the 31st August 2022 when it is anticipated that the schools would close should the recommendation be implemented. However, the Council will continue to work with the schools to ensure that the school budgets comply with the scheme for financing schools and are within the funding envelope available.
- 4.3 The Scheme for Financing Schools also states the following in section 3.7.2:
- 'In order to ensure effective stewardship of the resources available to schools, the Authority may impose additional restrictions on a school scheduled to close, including but not limited to:

- Restriction of expenditure to agreed plans
- Removal of powers of virement'

The Council will consider the use of these powers of intervention where appropriate.

- 4.4 Development and implementation of the proposal would require involvement from a number of service areas, including staff from the Schools Service, Finance, HR and ICT. These service areas will be kept informed of the development of the proposal throughout the statutory process.
- 4.5 The Head of Finance (Section 151 Officer) notes the content of the report. The revenue implications estimated in section 4.1 are indicative and will be recalculated based on the funding allocations to each school at the point of closure, if approved.

5. Legal implications

- 5.1 Legal: The recommendation can be supported from a legal point of view
- 5.2 The Head of Legal and Democratic Services (Monitoring Officer) has commented as follows: "I note the legal comment and have nothing to add to the report".

6. Comment from local member(s)

6.1

7. Integrated Impact Assessment

- 7.1 An initial impact assessment in respect of the recommendation is attached. The impact assessment considers the proposal's impact on the Welsh Government's well-being goals, as outlined in the Well-being of Future Generations Act.

The summary of the impact assessment is as follows:

'Overall, it is anticipated that the proposal to establish an all-age school in Llanfair Caereinion would provide improved educational opportunities for all school aged pupils in the town. Implementation of the proposal would provide a more sustainable model of delivering education in Llanfair Caereinion, ensuring that education could be delivered more efficiently, therefore safeguarding the provision of primary and secondary education in Llanfair Caereinion.'

Should Cabinet approve the commencement of the statutory process in respect of the recommendation, the impact assessment would be updated throughout the process, to take account of feedback received.

8. Recommendation

8.1 To commence consultation in accordance with the requirements of the School Organisation Code on the following proposal:

‘To amalgamate Llanfair Caereinion C.P. School and Caereinion High School to create a new all-age school in Llanfair Caereinion. This will be achieved by closing Llanfair Caereinion C.P. School and Caereinion High School and opening a new all-age school providing education for pupils aged 4-18 on the current site of the two schools.’

8.2 The target date is to close the two schools on the 31st August 2022 and to open the new school on the 1st September 2022.

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Head of Service:	Emma Palmer – Head of Transformation & Communications Lynette Lovell – Interim Chief Education Officer
Corporate Director:	Dr Caroline Turner

CABINET REPORT TEMPLATE VERSION X

Transforming Education in Powys

Options Appraisal

Llanfair Caereinion C.P. School and Caereinion High School

Version Control:

Version	Date	Brief Summary of Change	Author
0.1	20/07/20	Document created & data added	RW
0.2	22/07/20	Initial options appraisal shared for comment	SA
0.3	11/08/20	Full options appraisal for circulation to WS1 and consideration by Programme Board	SA
0.4	01/09/20	Version for consideration by Cabinet	SA

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1. INTRODUCTION

The purpose of this paper is to consider options for the future organisation of education in Llanfair Caereinion. There is currently a dual stream primary school (Llanfair Caereinion C.P. School) and a dual stream secondary school (Caereinion High School) in the town. The two schools are located on the same campus.

Llanfair Caereinion C.P. School primarily serves Llanfair Caereinion, whilst Caereinion High School serves a larger catchment area. In particular, the high school's Welsh-medium stream serves a very large catchment, which includes the towns of Newtown and Welshpool.

Pupil numbers¹ at the two schools are as follows:

	R	1	2	3	4	5	6	Total
Llanfair Caereinion C.P. School	13	21	17	27	24	31	29	162

	7	8	9	10	11	12	13	Total
Caereinion High School	84	74	72	91	75	34	35	465

The Council's Strategy for Transforming Education in Powys sets out a number of aims and objectives to transform the Powys education system over the next few years, in order to provide the best possible opportunities to Powys learners now and in the future. One of the objectives included in the strategy is to 'Develop a network of all-age schools based around the 13 current secondary school locations'.

During 2019-20, discussions have taken place with representatives of the governing bodies of both Llanfair Caereinion C.P. School and Caereinion High School, to explore the possibility of moving to establish an all-age school in Llanfair Caereinion. These discussions have indicated that the two governing bodies agree in principle to move towards establishing an all-age school in Llanfair Caereinion. The remainder of this paper explores the ways in which this could be achieved.

The Council's Strategy for Transforming Education in Powys also includes a Strategic Aim to 'improve access to Welsh-medium provision across all key stages'. One of the objectives within this aim is to 'Move schools along the language continuum'. The Council recognises the strength of Welsh-medium provision in this area, and that, in particular, the Welsh-medium provision at Caereinion High School

¹ Teacher Centre, 7th September 2020 & SIMS, 10th September 2020

is central to the Council's aspiration to provide access to enhanced Welsh-medium secondary provision.

Should the Council proceed with the statutory process to amalgamate Llanfair Caereinion C.P. School and Caereinion High School to establish an all-age school in Llanfair Caereinion, the Council would continue to engage in constructive dialogue with representatives of the two schools in parallel to this process, to continue to explore ways to develop and enhance the Welsh-medium provision in Llanfair Caereinion. This would contribute to the implementation of the Council's Welsh in Education Strategic Plan (WESP) and the Welsh Government's Strategy to achieve a million Welsh speakers by 2050.

PART A – THE CASE FOR CHANGE

2. STRATEGIC CONTEXT

2.1 POLICY CONTEXT

Following the inspection of Powys Education Services carried out by Estyn in the summer of 2019, the Council carried out a strategic review of schools during 2019-20, which led to the development of a new Strategy for Transforming Education in Powys. The strategy, which was developed following engagement with a wide range of stakeholders, was approved in April 2020.

The strategy sets out a Vision Statement and Guiding Principles which will underpin the Council's work to transform the Powys education system over the coming years. The Vision Statement is as follows:

All children and young people in Powys will experience a high-quality, inspiring education to help develop the knowledge, skills and attributes that will enable them to become healthy, personally fulfilled, economically productive, socially responsible and globally engaged citizens of 21st century Wales.

The Guiding Principles are as follows:

- A world class rural education system that has learner entitlement at its core
- Schools that are fully inclusive, with a culture of deep collaboration in order to improve learner outcomes and experience
- A broad choice and high quality of provision for 14 – 19 year old learners, that includes both academic and vocational provision, meeting the needs of all learners, communities and the Powys economy
- Welsh-medium provision that is accessible and provides a full curriculum in Welsh from Meithrin to age 19 and beyond Provision for learners with Special Educational Needs (SEN)/Additional Learning Needs (ALN) that is accessible as near to home as is practicably possible, with the appropriate specialist teaching, support and facilities that enables every learner to meet their potential
- A digitally-rich schools sector that enables all learners and staff to enhance their teaching and learning experience
- Community-focused schools that are the central point for multi-agency services to support children, young people, families and the community
- Early years provision that is designed to meet the needs of all children, mindful of their particular circumstances, language requirements or any special or additional learning needs
- Financially and environmentally sustainable schools
- The highest priority is given to staff wellbeing and professional development

The strategy sets out a number of strategic aims and objectives, to shape the Council's work to transform the Powys education system over the coming years. These include an objective to 'Develop a network of all-age schools based around the 13 current secondary school locations' in order to improve overall learner entitlement and experience in Powys.

2.2 WHY CHANGE IS NEEDED IN POWYS

Powys is a large, rural authority. Covering a quarter of the landmass of Wales, it contains only 4.2% of the population, making it the most sparsely populated county in Wales. Delivering services across such a large, sparsely populated area is challenging and expensive.

Whilst there has been some reorganisation activity in Powys over recent years, the county's schools' infrastructure largely remains similar to that which was in place 20 years ago.

The Council's new Strategy for Transforming Education in Powys outlines a number of challenges facing education in Powys, which were identified following engagement with key stakeholders during the autumn term 2019 and spring term 2020.

The following is a summary of the main challenges facing the Council:

i) High proportion of small schools

Based on PLASC 2019 figures, there were 33 small primary schools in Powys – this is approximately 40% of the primary provision in the county. 21 schools had fewer than 50 pupils, and for those schools the budget share per pupil is generally higher than the Powys average for primary schools.

ii) Decreasing pupil numbers

Pupil numbers have decreased over the past decade, and are expected to decrease further over the next five years. Pupil numbers in the primary sector in Powys are expected to decrease by approximately 4% by 2025.

iii) High number of surplus places

Based on PLASC 2019 figures, there was 18% surplus capacity in Powys primary schools. With pupil numbers across Powys projected to decrease overall over the coming years, the proportion of surplus places across the county will continue to increase.

iv) Building condition

Whilst the Council has invested in its school's estate through the 21st Century Schools Programme and the Asset Management Plan, building condition remains an issue across Powys, with associated maintenance costs.

v) Financial pressures

The Council is currently facing significant financial pressures in general. This is affecting all service areas, including the schools' sector. There are significant variations in the budget share per pupil across Powys schools, ranging from £3,127 to £7,877 in the primary sector.

vi) Inequality in access to Welsh-medium education

In contrast to other areas of Wales, there has been no growth in Welsh-medium pupil numbers in Powys over recent years. Significant changes are needed to the Welsh-medium offer in Powys to reverse the trend of the last few years and ensure that all Powys learners can access comprehensive Welsh-medium provision throughout their educational careers.

vii) Limited post-14 and post-16 offer

In September 2019, the Council's Cabinet considered a report on post-16 provision, which outlined a number of challenges facing the sector, including decreasing learner numbers, financial challenges and sustainability of the curriculum offer, including Welsh-medium provision.

viii) Inequality in access to SEN provision

Within Powys, pupils with special education needs (SEN) attend a range of settings, including special schools, specialist centres, the pupil referral unit (PRU) as well as mainstream schools.

Currently, not all pupils are educated in the setting that meets their needs best, and depending on where pupils live, they have access to a different quality and type of provision.

ix) Historical lack of political decision making

Although there have been some developments in terms of the schools' infrastructure over recent years, the Council's failure to implement a number of high-profile proposals in the last few years has left a legacy in

Powys, and there has been a reluctance to embark on large scale reorganisation of education provision since then.

3. WHY CHANGE IS NEEDED IN LLANFAIR CAEREINION

3.1 THE CURRENT SITUATION

Llanfair Caereinion C.P. School and Caereinion High School are two dual stream schools located on the same campus in Llanfair Caereinion in North Powys.

The primary school primarily serves Llanfair Caereinion, whilst the high school serves a larger catchment area. In particular, the high school's Welsh-medium stream serves a very large catchment, which includes the towns of Newtown and Welshpool.

The following is a summary of key data relating to Llanfair Caereinion C.P. School and Caereinion High School:

	School Type	Language Category	Admission Number
Llanfair Caereinion C.P. School	Community Primary School building owned by Powys County Council	Dual Stream	27
Caereinion High School	Community Secondary School building owned by Powys County Council	Dual Stream - Bilingual (Type B)	114

Pupil Numbers

i) Current pupil numbers²

	R	1	2	3	4	5	6	Total
Llanfair Caereinion C.P. School	13	21	17	27	24	31	29	162

	7	8	9	10	11	12	13	Total
Caereinion High School	84	74	72	91	75	34	35	465

² Teacher Centre, 7th September 2020 & SIMS, 10th September 2020

ii) **Historical pupil numbers³**

	Jan. 2014	Jan. 2015	Jan. 2016	Jan. 2017	Jan. 2018	Jan. 2019	Jan. 2020
Llanfair Caereinion C.P. School	202	209	195	185	174	173	166
Caereinion High School	549	530	494	495	487	456	447
Total	751	739	689	680	661	629	613

iii) **Projected pupil numbers (Live birth info)⁴**

	Jan. 2021	Jan. 2022	Jan. 2023	Jan. 2024	Jan. 2025
Llanfair Caereinion C.P. School	159	153	144	139	133
Caereinion High School	443	416	390	367	344
Total	602	569	534	506	477

iv) **Projected pupil numbers (Projections received by the Council's Finance team)⁵**

	Jan. 2021	Jan. 2022	Jan. 2023	Jan. 2024	Jan. 2025
Llanfair Caereinion C.P. School	162	145	143	N/A	N/A
Caereinion High School	459	465	460	N/A	N/A
Total	621	610	603	N/A	N/A

Building Capacity and Condition

i) **Capacity**

³ PLASC

⁴ Powys Schools Service Projections based on PLASC & Birth Rates

⁵ Powys Finance Projections based on data provided by the school

The following table provides information about the current capacities of school and the capacity:

	Current Capacity	Currently Filled	Surplus Capacity
Llanfair Caereinion C.P. School	167	162 (97%)	5 (3%)
Caereinion High School	603	465 (77%)	138 (23%)

ii) Building condition

In 2009, Welsh Government carried out condition and suitability assessments of the school. The assessments were as follows:

	Condition	Suitability	Access to hall on site
Llanfair Caereinion C.P. School	C Poor	B Good	Yes
Caereinion High School	C Poor	B/C Good/Poor	Yes

Standards of Education

i) Estyn

	Llanfair Caereinion C.P. School
Date of Inspection	January 2018
Standards	Good
Wellbeing and attitudes to learning	Good
Teaching and learning experiences	Good
Care, support and guidance	Good

Leadership and management	Good
Follow Up	School to produce action plan to address recommendations

	Caereinion High School
Date of Inspection	November 2013
Standards	Adequate
Wellbeing	Adequate
Learning experiences	Good
Teaching	Adequate
Care, support, and guidance	Good
Learning environment	Good
Leadership	Adequate
Improving quality	Adequate
Partnership working	Good
Resource management	Adequate
Follow Up	<p>School to produce action plan to address recommendations. Estyn to monitor progress.</p> <p>December 2016 – Placed into schools requiring significant improvement</p> <p>May 2018 – Removed from schools requiring significant improvement</p>

ii) School Categorisation

	Standards Group	Improvement Capacity	Support Capacity

Llanfair Caereinion C.P. School	N/A	C	Amber
Caereinion High School	N/A	C	Amber

Financial information

i) Cost per pupil (Section 52 Budget Statement, 2019/2020)

	Budget share per school	Budget share per pupil	Notional SEN budget	Non ISB funds devolved to the school
Llanfair Caereinion C.P. School	£169,000	£3,730	£45,000	£22,000
Caereinion High School	£2,381,000	£5,335	£33,000	£40,000
Powys average (Primary)	N/A	£3,978	N/A	N/A
Powys average (Secondary)	N/A	£4,562	N/A	N/A

ii) Current budgetary position (as of 1st May submittal by full governing body)

	2019/20 Actual Cumulative Outturn	2020/21 Budget	2021/22 Budget	2022/23 Budget
Llanfair Caereinion C.P. School	£103,281	£59,901	£43,963	£19,442
Caereinion High School	(£6,123)	(£27,421)	£31,511	£119,764

Equalities Information

i) Free School Meals⁶

	Number of pupils who had a free school meal on Census day
Llanfair Caereinion C.P. School	24 (14.5%)
Caereinion High School	33 (7.4%)

ii) Pupils in care⁷

	Number of pupils in care
Llanfair Caereinion C.P. School	0
Caereinion High School	0.4%

iii) SEN/ALN⁸

	School Action	School Action Plus	Statement
Llanfair Caereinion C.P. School	25	10	0
Caereinion High School	64	30	0

Early Years

There is no early years provision at Llanfair Caereinion C.P. School.

⁶ PLASC 2020

⁷ PLASC 2020

⁸ PLASC 2020

3.2 WHY CHANGE IS NEEDED IN LLANFAIR CAEREINION

The following is a summary of the main challenges facing the two schools in Llanfair Caereinion:

i) Decreasing pupil numbers

Total pupil numbers at the two schools over the last few years are as follows⁹:

	Jan. 2014	Jan. 2015	Jan. 2016	Jan. 2017	Jan. 2018	Jan. 2019	Jan. 2020
Llanfair Caereinion C.P. School	202	209	195	185	174	173	166
Caereinion High School (Yr 7-13)	549	530	494	495	487	456	447
Total	751	739	689	680	661	629	613

This shows that total pupil numbers at the two schools have decreased by 138 since January 2014.

Pupil numbers across the two schools are not projected to increase over the coming years – the following table includes the latest projections received by the Council's Finance Team¹⁰

	Jan. 2021	Jan. 2022	Jan. 2023	Jan. 2024	Jan. 2025
Llanfair Caereinion C.P. School	162	145	143	N/A	N/A
Caereinion High School	459	465	460	N/A	N/A
Total	621	610	603	N/A	N/A

Llanfair Caereinion C.P. School is currently slightly over capacity, however the projected decrease in pupil numbers over the coming years would mean that pupils numbers would be within the school's capacity.

The decrease in pupil numbers at Caereinion High School has resulted in a high number of surplus places at the school. Based on current pupil numbers, there are 138 surplus places at the school, which is 23% of the school's capacity.

⁹ PLASC

¹⁰ Powys Finance Projections based on data provided by the school

ii) Temporary leadership arrangements at both schools

There are currently temporary leadership arrangements in place at both schools. In order to ensure continued improvement in the provision in Llanfair Caereinion, there is a need to secure permanent leadership arrangements.

iii) Building condition

Based on the Welsh Government's condition survey carried out in 2009, the condition of both school buildings was identified as poor. In addition, Caereinion High School does not meet the requirements of the Equality Act 2010.

This suggests that the current buildings do not meet the Council's aspirations for education, as outlined in the Strategy for Transforming Education in Powys.

iv) Budget pressures

Similarly to many other schools across Powys and Wales, Caereinion High School is facing budgetary pressures, and is currently predicted to be in a deficit budget position during 2020/21.

The Council as a whole is facing significant financial pressure over the foreseeable future, which will continue to put pressure on school budgets.

v) Welsh-medium provision

Both Llanfair Caereinion C.P. School and Caereinion High School are dual stream schools.

Welsh-medium pupil numbers in the primary school have increased, suggesting greater demand for Welsh-medium provision in the town.

Whilst Caereinion High School has successfully provided Welsh-medium education to pupils across a wide catchment area in North Powys over a number of years, the school's dual stream arrangement causes challenges in terms of providing a comprehensive Welsh-medium curriculum.

The Council's Strategy for Transforming Education in Powys includes an aim to 'improve access to Welsh-medium provision across all key stages', and identifies issues with the Welsh-medium secondary provision in Powys:

'It is apparent that there is no equality of provision for Welsh-medium learners across the county, and the level of Welsh-medium provision available is a postcode lottery. In addition, learners in Powys do not have access to a Welsh-medium secondary school.'

The Strategy also includes an objective to ‘move schools along the language continuum’.

Given Caereinion High School’s successful record of providing Welsh-medium education over recent years, Llanfair Caereinion will be a key focus for the Council in moving forward with implementing the strategy.

vi) Need to provide an attractive post-16 curriculum

The Council has seen a reduction in the number of pupils in its sixth forms over the last few years, which is making it increasingly difficult to provide a broad range of subjects to learners.

The number of sixth form pupils at Caereinion High School over the last few years is as follows:

	Year 12	Year 13	Total
2015/16	36	30	66
2016/17	40	31	71
2017/18	29	32	60
2018/19	23	31	54
2019/20	42	16	62

Whilst sixth form numbers at the school have remained fairly stable over recent years, numbers remain small. This means that it is increasingly challenging to provide an attractive post-16 curriculum to learners. This is particularly the case in respect of Welsh-medium provision.

The Council’s Strategy for Transforming Education in Powys recognises the need to improve post-16 provision, and also includes a strategic aim to ‘Improve learner entitlement and experience for post-16 learners’.

PART B – OPTIONS FOR LLANFAIR CAEREINION

4. AVAILABLE OPTIONS

The following options have been identified which could potentially provide a solution.

Option	Description
1	Status quo – both schools continue to operate as standalone schools
2	All-age federation – Llanfair Caereinion C.P. School and Caereinion High School federate to create a federated all-age school in Llanfair Caereinion
3	All-age school – Merge Llanfair Caereinion C.P. School and Caereinion High School to create a new all-age school in Llanfair Caereinion

This options appraisal paper is focussed on creating an all-age governance structure in Llanfair Caereinion, and does not propose any change to the current language categories of Llanfair Caereinion C.P. School and Caereinion High School.

However, the Council's Strategy for Transforming Education in Powys includes a Strategic Aim to 'improve access to Welsh-medium provision across all key stages'. One of the objectives within this aim is to 'Move schools along the language continuum'.

The Council recognises the strength of Welsh-medium provision in this area, and that in particular, the secondary Welsh-medium provision at Caereinion is central to the Council's aspiration to provide access to enhanced Welsh-medium secondary provision. Whilst the discussions with the schools have included consideration of the school's language category going forward, this paper does not consider any changes to the language provision in Llanfair Caereinion.

Alongside the development of plans to establish an all-age governance structure in Llanfair Caereinion, the Council will continue to engage in constructive dialogue with representatives of the two schools, in order to continue to explore ways to develop and enhance the Welsh-medium provision in Llanfair Caereinion. This would contribute to the implementation of the Council's Welsh in Education Strategic Plan (WESP) and the Welsh Government's Strategy to achieve a million Welsh speakers by 2050.

5. SWOT ANALYSIS OF EACH OPTION

SWOT analyses for each of the four options are provided below.

Option 1: Status quo – both schools continue to operate as standalone schools

Strengths	Weaknesses
<ul style="list-style-type: none"> - Retention of primary and secondary provision in Llanfair Caereinion - No disruption to pupils, parents or staff - There would be no additional transport costs - No requirement for a reorganisation process 	<ul style="list-style-type: none"> - There is currently no permanent leadership arrangements in place in either school - Would not lead to any financial efficiencies - Two separate schools, therefore there is no strategic overview of the provision of education in Llanfair Caereinion - Unlikely to attract capital investment in the future
Opportunities	Threats
<ul style="list-style-type: none"> - Opportunities for greater collaboration between the two schools 	

Option 2: All-age federation – Llanfair Caereinion C.P. School and Caereinion High School federate to create a federated all-age school in Llanfair Caereinion

Strengths	Weaknesses
<ul style="list-style-type: none"> - Retention of primary and secondary provision in Llanfair Caereinion - Minimal disruption to pupils, parents or staff - There would be no additional transport costs - Would provide improved opportunities for sharing staff expertise and good practice - Would provide opportunities for improved transition links between the primary and secondary schools - Potential for one headteacher across the two schools - The two schools would retain their individual identities - May be more acceptable to other primary schools in the catchment - Potential to run more efficiently through shared staffing, shared resources etc. 	<ul style="list-style-type: none"> - Would not lead to any financial efficiencies - Unlikely to attract capital investment in the future - Would remain as two separate schools therefore there could be some tensions between the two schools - Federation is a less robust model than amalgamation - Parents may be unfamiliar with the concept of an ‘all-age’ school and may have concerns about the model - Other primary feeder schools may have concerns

<ul style="list-style-type: none"> - One governing body which would have strategic overview over the two schools - Would be easier to dissolve a federation if the change was not working 	
Opportunities	Threats
<ul style="list-style-type: none"> - Opportunity for improved collaboration between the two schools - Opportunity to run more efficiently - Opportunity for shared staffing across the federation 	

Option 3: All-age school – Merge Llanfair Caereinion C.P. School and Caereinion High School to create a new all-age school in Llanfair Caereinion

Strengths	Weaknesses
<ul style="list-style-type: none"> - Retention of primary and secondary provision in Llanfair Caereinion - There would be no additional transport costs - Would enable staff expertise and good practice to be shared across all key stages - Would improve transition between each key stage - Minimal disruption for pupils and parents - Would improve the ability to provide an appropriate curriculum to all pupils - Would enable the school to run more efficiently through shared staffing, shared resources etc. - One governing body which would have strategic overview over the provision for pupils/learners in all key stages - One leadership team which would have strategic overview over the provision for pupils/learners in all key stages 	<ul style="list-style-type: none"> - Parents may be unfamiliar with the concept of an ‘all-age’ school and may have concerns about the model - Other primary feeder schools may have concerns - Impact on staff as management of change process would need to take place to allocate posts in the new school

Opportunities	Threats
<ul style="list-style-type: none"> - Opportunity to secure permanent leadership arrangements across the age range - Opportunity to enable all learners to achieve high standards of achievement and attainment - Opportunity to provide excellent teaching and learning provision reflecting national, regional and local priorities - Opportunity to develop resilient leadership and management arrangements - Opportunity to access capital investment in the future - Opportunity to develop an inclusive education model, meeting the needs of vulnerable learners - Opportunity to streamline policies, procedures and schemes of work' - Opportunity to share best practice between staff from Primary and Secondary sectors - Opportunity to develop a single culture and ethos - Opportunity to develop bilingualism across all key stages 	<ul style="list-style-type: none"> - Transition process for pupils, staff and parents may cause uncertainty with a potential impact on pupil numbers, as parents choose other schools (potentially out of county) - Difficult to recruit staff in a period of instability - Instability could impact on the continued need to improve outcomes

6. FINANCIAL IMPACT OF EACH OPTION

Finance Notes and Assumptions General

Financial costings are based on current school provided pupil numbers projections and the current formula principles. Please note that should the numbers change or pupils do not transfer to the schools as per the model or the formula principles change there could be significant changes to the projected savings. Updated savings will need to be projected should the options progress.

All financial costings do not include the following

- Central Service SLA reductions – to be calculated
- Early years provision across the county to compliment the revised structure
- Access to Leisure facilities across the county and cost impact of this.
- Afterschool Clubs attached to the school
- Breakfast clubs attached to the school

- Any deficits or one off surpluses for school delegated and any clubs
- Capital costs
- Transport costs
- Catering costs
- As numbers supplied are based on current PLASC numbers and the formula is based on count date numbers for 21-22 financial year, adjustments and assumptions have been made regarding reception and where year groups had different numbers.

Option 1: Status quo – both schools continue to operate as standalone schools

Current Estimated funding 21/22 Llanfair Caereinion Primary	£639,747 (162 pupils dual stream)
Current Estimated funding 21/22 Llanfair Caereinion High	£2,646,617 (397 pupils dual stream)
Total	£3,286,364
Saving / (Cost)	0
Estimated Saving / (Costs)	0

Option 2: All-age federation – Llanfair Caereinion C.P. School and Ysgol Uwchradd Caereinion federate to create a federated all-age school in Llanfair Caereinion

Current Estimated funding 21/22 Llanfair Caereinion Primary	£639,747 (162 pupils dual stream)
Current Estimated funding 21/22 Llanfair Caereinion High (inc Post 16)	£2,646,617 (397 pupils dual stream)
Total	£3,286,364
Saving / (Cost)	0
Estimated Saving / (Costs)	0

Option 3: All-age school – Merge Llanfair Caereinion C.P. School and Ysgol Uwchradd Caereinion to create a new all-age school in Llanfair Caereinion

Current Estimated funding 21/22 Llanfair Caereinion Primary	£639,747 (162 pupils dual stream)
Current Estimated funding 21/22 Llanfair Caereinion High (inc Post 16)	£2,646,617 (397 pupils dual stream)
Total	£3,286,364

Revised Estimated Funding/Costs	
Estimated Delegated funding 21/22 (inc Post 16)	3,274,370
Total	3,274,370
Saving / (Cost)	£11,994
Estimated Saving / (Costs)	£11,994

New ISR:

Unit Pts. Score	STPCD Group	Powys sub-group	Headteacher ISR	Deputy ISR	Asst ISR
5,841	Group 5	5bu	21-27	15-19	11-15

Does not impact funding as all age management funded on average for sector plus TLRs.

Notes and Assumptions

- 21-22 formula funding used
- Run as a single site school but all age (2 schools but removed .2 mgt time primary and funded as single school for ALNCo)
- All teachers funded in primary sector at pt 523.
- Used both schools current funded pupil number projections for 21/22.
- Premises funding left as current 21/22 funding. Condition factors not changed. For two sites – this would need updating once new school sqm is known.
- ALN delegated funding has been left as is for both sites, this may change as stats change.
- Rates and SLA's kept at current funding – will need updating once new school rates known.

7. CRITICAL SUCCESS FACTORS

The options have also been assessed against the following Critical Success Factors:

Critical Success Factor	Description
1 – Strategic fit and business needs	<ul style="list-style-type: none"> • The option must align with the Council's Strategy for Transforming Education in Powys 2020-2030, to include the following:

	<ul style="list-style-type: none"> - Address the challenges facing education in Powys, as outlined in the Council's Strategy for Transforming Education in Powys 2020-2030 - Align with the Vision and Guiding Principles outlined in the Council's Strategy for Transforming Education in Powys 2020-2030 - Align with the Strategic Aims and Objectives outlined in the Council's Strategy for Transforming Education in Powys 2020-2030 <ul style="list-style-type: none"> • The option must optimise the benefits of the Council's Transforming Education Programme
2 – Value for money	<ul style="list-style-type: none"> • The option must optimise the resources available for the delivery of learning • The option must provide value for money in the delivery of learning
3 – Potential achievability	<ul style="list-style-type: none"> • The option must be achievable within current legislation • The option must be operationally achievable • The option must be physically achievable
4 – Potential affordability	<ul style="list-style-type: none"> • The extent to which the option is affordable within the Council's forecasted revenue • The extent to which the option is affordable within the forecasted capital funding available to the Council

Each option has been assessed against the Critical Success Factors based on the following criteria:

✓ – Meets ? – Could meet x – Does not meet

The assessment for each option is as follows:

	Option 1	Option 2	Option 3
1 – Strategic fit and business needs	x	x	✓
2 – Value for money	x	x	✓
3 – Potential achievability	✓	✓	✓
5 – Potential affordability	x	x	✓
Total ✓	1	1	4

Total x	3	3	0
Outcome	Discount	Discount	Preferred option

8. EMERGING PREFERRED OPTION

Based on the SWOT analyses carried out and the financial estimates received so far, the emerging preferred option for Llanfair Caereinion C.P. School and Caereinion High School is:

Option 3: All-age school – Merge Llanfair Caereinion C.P. School and Caereinion High School to create a new all-age school in Llanfair Caereinion

The reasons for this are:

- Retention of primary and secondary provision in Llanfair Caereinion
- There would be no additional transport costs
- Would enable staff expertise and good practice to be shared across all key stages
- Would improve transition between each key stage
- Minimal disruption for pupils and parents
- Would improve the ability to provide an appropriate curriculum to all pupils
- Would enable the school to run more efficiently through shared staffing, shared resources etc.
- One governing body which would have strategic overview over the provision for pupils/learners in all key stages
- One leadership team which would have strategic overview over the provision for pupils/learners in all key stages
- Meets all of the Critical Success Factors

9. NEXT STEPS

Further consideration of the emerging preferred option will be carried out, to include consideration of the factors outlined in the School Organisation Code.

Alongside this, the Council will continue to engage in constructive dialogue with representatives of Llanfair Caereinion C.P. School and Caereinion High School, to continue to explore ways to develop and enhance the Welsh-medium provision in Llanfair Caereinion.

If the outcome of the dialogue is a need to change the school's language category, a further options appraisal exercise would be carried out, and a statutory process would be required in order to implement any changes. This would not happen before September 2022.

PART C – FURTHER CONSIDERATION OF PREFERRED OPTION

The Welsh Government's School Organisation Code (2018) outlines factors to be considered when developing school organisation proposals. Consideration is given below to the impact of the preferred option, to merge Llanfair Caereinion C.P. School and Caereinion High School to create a new all-age school in Llanfair Caereinion, based on the factors outlined in the Code.

10. QUALITY AND STANDARDS IN EDUCATION

10.1 Likely impact on standards and progress overall, of specific groups and in skills

The Council would expect the establishment of an all-age school to have a positive impact on standards and progress overall. The Council would expect that establishing an all-age school would lead to securing permanent leadership arrangements for all pupils in Llanfair Caereinion, which should lead to improved standards across all ages.

It is anticipated that establishing an all-age school would have a positive impact on standards and progress overall for all pupils, including pupils belonging to specific groups such as English as an Additional Language, eligible for Free School Meals, Looked After Children, Additional Learning Needs. One learning continuum could be implemented across all age ranges, meaning that pupil progress could be monitored and supported more effectively throughout their school career. This would be particularly beneficial for pupils belonging to specific groups such as those outlined above, as there would be improved opportunities for sharing staff specialisms and expertise in working with these groups of pupils across all age ranges, ensuring that they can be more effectively supported throughout their time in the school.

It is also anticipated that establishing an all-age school would have a positive impact on the skills of all pupils, including literacy, numeracy and ICT, through improved opportunities to share staff expertise and resources across all age ranges, and through the ability to target across all phases of education.

The Council would also expect establishing an all-age school to have a positive impact on provision and progression, through the effective implementation of the Curriculum for Wales. An all-age school would allow for careful planning in the six areas of learning and experiences and the core purposes across all age groups, to allow for strong progression in skills, knowledge and understanding, and would allow for the sharing of staff expertise and skills.

10.2 Wellbeing and attitudes to learning

Establishing an all-age school would mean that pupils in Llanfair Caereinion would attend the same school throughout their time in school. This would avoid the transition difficulties which sometimes arise when pupils move from primary school to secondary school, and therefore would have a positive impact on pupil well-being.

Establishing an all-age school would also mean that pupils in the primary ages would have improved opportunities to access specialist facilities currently available at the high school, including PE, science and technology facilities. It is hoped that this would have a positive impact on the opportunities available to them in the primary sector, and on their attitudes to learning.

10.3 Teaching and learning experiences

10.3.1 Quality of teaching

The Council would expect establishing an all-age school to lead to improvements in the quality of teaching in Llanfair Caereinion, due to the improved professional development and collaboration opportunities that could be offered to staff, for example cross phase working, peer to peer working, triad working, and sharing pedagogical principles.

10.3.2 The breadth, balance and appropriateness of the curriculum

It is anticipated that establishment of a new all-age school would provide improved opportunities to provide a broad, balanced and appropriate curriculum for pupils in Llanfair Caereinion.

Establishing an all-age school would also provide an opportunity to redesign the curriculum offer in Llanfair Caereinion, in order to meet the requirements of the new curriculum for Wales, as outlined in 'Our National Mission', which sets out the ambition for all schools to develop as learning organisations.

Pupils would benefit from closer links between the various phases of education, and the opportunity to access specialist teachers. Primary aged pupils would also benefit from the opportunity to access specialist facilities located in Caereinion High School, which could include PE, science and technology facilities.

10.3.3 The provision of skills

It is anticipated that establishing an all-age school would have a positive impact on the skills of all pupils, including literacy, numeracy and ICT, through

improved opportunities to share staff expertise and resources across all age ranges, and through the ability to target across all phases of education.

An all-age school would allow for careful planning in the six areas of learning and experiences and the core purposes across all age groups, to allow for strong progression in skills, knowledge and understanding, and would allow for the sharing of staff expertise and skills.

10.4 Care, support and guidance

10.4.1 Tracking, monitoring and the provision of learning support, personal development and safeguarding

The Council would expect establishing an all-age school to lead to improvements in the care, support and guidance provided to pupils. Pupils would be part of one establishment throughout their primary and secondary education, which would result in improvements in the tracking and monitoring arrangements which could be put in place throughout their time in school, and would enable more effective transition arrangements to be implemented during the pupil's time in school.

Should an all-age school be established, pupils would be part of a larger body of pupils. It is expected that this would have a positive impact on their personal development and the opportunities available to them. As part of this, opportunities could be offered to older pupils to provide support to younger pupils.

10.5 Leadership and Management

10.5.1 Quality and effectiveness of leaders and managers, self evaluation processes and improvement planning

It is anticipated that the establishment of a new all-age school in Llanfair Caereinion would lead to improvements in terms of leadership and management. Neither Llanfair Caereinion C.P. School nor Caereinion High School currently have a permanent headteacher. The Council would hope that establishing an all-age school would lead to securing permanent leadership arrangements for the new school, and therefore for all pupils in Llanfair Caereinion, which should lead to improvements in leadership arrangements across the school.

The establishment of a new all-age school would also provide more opportunities for distributed leadership across the primary and secondary sectors, and would enable middle leaders to be developed more effectively, and improved developmental opportunities for staff, including increased

opportunities to develop specialisms across the school, and to work across different key stages.

Should an all-age school be established, one new governing body would replace the two current governing bodies, which should provide more robust governance arrangements.

Establishment of a new all-age school would provide improved opportunities to develop robust self-evaluation process which could be implemented across all key stages, resulting in improvements for learners, as well as improved opportunities to plan more effectively across all age ranges.

10.5.2 Professional learning

Establishing an all-age school would provide improved professional learning opportunities for staff through greater opportunities for cross phase working, opportunities to develop leaders more effectively and more opportunities to develop middle leaders.

Establishing an all-age school would enable the school to develop as an effective learning organisation, in accordance with the ambition set out for all schools, as outlined in 'Our National Mission'.

10.5.3 Use of Resources

Should a new all-age school be established, the school would be funded as one school, with one budget, and would be run by one governing body. This would enable the school to operate more efficiently compared with the current arrangements, and should result in some efficiencies through shared staffing and sharing of other resources.

10.6 Impact on vulnerable groups, including children with Special Educational Needs (SEN)

Amalgamating the two schools would provide enhanced opportunities to support pupils belonging to vulnerable groups. There would be improved opportunities to provide support to pupils across the primary age range, and will provide continuity in the support provided to vulnerable pupils.

10.7 Ability of the school/schools which are the subject of the proposals to deliver the full curriculum at the foundation phase and each key stage of education, including the quality of curriculum delivery and the extent to which the structure or size of the school is impacting on this

It is not anticipated that establishment of a new all-age school would have a negative impact on the school's ability to deliver the full curriculum in the

foundation stage and each key stage. The school would continue to operate from the current sites of Llanfair Caereinion C.P. School and Caereinion High School, and no significant change would be expected in total pupil numbers across the two sites.

There could be a positive impact on the ability to deliver the full curriculum due to the opportunities to access staff specialisms across all age ranges and to share other resources as appropriate. There would also be an improved opportunity for primary aged pupils to benefit from specialist secondary facilities, such as science laboratories, which would provide improved opportunities to deliver the full curriculum to pupils.

11. NEED FOR PLACES AND IMPACT ON ACCESSIBILITY OF SCHOOLS

11.1 Will the alternative provision have sufficient capacity and provide accommodation of at least equivalent quality for existing and projected pupil numbers?

The intention is to establish a new school in the current accommodation of the two existing schools, which would provide the same capacity as is currently available, and would provide accommodation of equivalent quality.

11.2 Is the alternative provision sufficient to meet existing and projected demand for schools of the same language category and (if relevant) designated religious character?

The intention is to establish a new school of the same language category as the two existing schools.

Neither of the two existing schools have a designated religious character.

11.3 What will be the nature of journeys to alternative provision and resulting journey times for pupils including SEN pupils?

The intention is to establish a new all-age school on the current sites of Llanfair Caereinion C.P. School and Caereinion High School, therefore there would be no change in terms of journey times.

11.4 Is there evidence of current or future need/demand in the area for additional places?

The latest pupil projection figures suggests that pupil numbers at the two schools are expected to remain fairly stable over the coming years – there is no evidence of current or future need/demand in the area for additional places.

11.5 Will the proposals improve access for disabled pupils in accordance with requirements under the Equality Act 2010?

The intention is to amalgamate the two schools in their existing accommodation, therefore there would be no change in terms of access for disabled pupils in accordance with requirements under the Equality Act 2010.

12. RESOURCING OF EDUCATION AND OTHER FINANCIAL IMPLICATIONS

12.1 What effect will the proposals have on surplus places in the area?

The intention is to establish a new school in the buildings currently occupied by Llanfair Caereinion C.P. School and Caereinion High School. It is not anticipated that establishing an all-age school would impact on surplus places in the area.

12.2 Do the proposals form part of the local authority's 21st Century Schools Investment Programme and contribute to the delivery of sustainable schools for the 21st Century and to the better strategic management of the school estate?

The Council's Strategy for Transforming Education in Powys includes an aspiration to develop new purpose-built all-age schools across Powys, that will not only provide state of the art facilities for teaching and learning, but also childcare and early years provision, community and leisure facilities, multi-agency areas that can provide support for learners and their families and SEN/ALN facilities of the highest quality.

Whilst the intention is that in the longer term new accommodation would be provided in Llanfair Caereinion as part of the 21st Century Schools Investment Programme, the intention is to merge Llanfair Caereinion C.P. School and Caereinion High School in their current accommodation, and is not dependent on capital investment.

12.3 What are the recurrent costs of proposals over a period of at least 3 years and is the necessary recurrent funding available?

There are no recurrent costs associated with amalgamating the two schools.

12.4 Will additional transport costs be incurred as a result of the proposal?

No additional transport costs would be incurred as a result of establishing a new all-age schools in the buildings currently occupied by Llanfair Caereinion C.P. School and Caereinion High School.

12.5 What are the capital costs of the proposal and is the necessary capital funding is available?

There are no capital costs associated with establishing a new all-age school in the buildings currently occupied by Llanfair Caereinion C.P. School and Caereinion High School.

12.6 What is the scale of any projected net savings (taking into account school revenue, transport and capital costs)

It is estimated that establishing a new all-age school would result in annual revenue savings to the Council of £11,994 per annum.

As the intention is to establish a new school in the accommodation currently occupied by Llanfair Caereinion C.P. School and Caereinion High School, there would be no impact on transport costs, and there would be no capital costs.

12.7 Without the proposals, would the schools affected face budget deficits?

As indicated in section 3.1 above, based on the 1st May submittal by the governing bodies, Caereinion High School is projected to be in a deficit budget position during 2020/21, however it is projected that this will be recovered by the 2021/22 financial year.

12.8 Will any savings in recurrent costs be retained in the local authority's local schools budget?

Any savings would be reinvested into the schools system.

12.9 Will the proceeds of sales (capital receipts) of redundant sites be made available to meet the costs of the proposal or contribute to the costs of future proposals which will promote effective management of school places?

Establishment of a new all-age school would not result in any capital receipts.

13. OTHER GENERAL FACTORS

13.1 What impact will the proposals have on educational attainment among children from economically deprived backgrounds?

It is anticipated that amalgamation of the two schools would have a positive impact on the educational attainment of all pupils, including children from economically deprived backgrounds.

Amalgamation of the two schools would ensure that consistent support could be provided to these pupils throughout their time in school. In addition, as a larger school, the new school would have a larger pupil deprivation grant, which could be used to support pupils consistently throughout their time in school. Resources and expertise could be shared effectively across the school to support learners from economically deprived backgrounds to achieve their potential.

13.2 Any equality issues, including those identified through equality impact assessments

Amalgamating the two schools would impact on pupils belonging to the protected characteristic groups that attend the schools. However, it is anticipated that amalgamating the two schools would have a positive impact on all pupils, including pupils belonging to protected characteristic groups.

13.3 Whether the school / schools involved are subject to any trust or charitable interests which might be affected by the proposals, for example in relation to the use or disposal of land.

The schools involved are not subject to any trust or charitable interests which might be affected by the establishment of a new all-age school.

14. SPECIFIC FACTORS TO BE TAKEN INTO ACCOUNT FOR PROPOSALS TO REORGANISE SECONDARY SCHOOLS OR TO ADD OR REMOVE SIXTH FORMS

14.1 Whether proposals will lead to an improvement in the educational or training achievements of persons who are above compulsory school age but below the age of 19

Establishing an all-age school in Llanfair Caereinion would continue to offer provision for learners who are above compulsory school age but below 19 in Llanfair Caereinion, therefore pupils who currently access provision in Llanfair Caereinion would still be able to access this. It is not anticipated that there would be an impact on the educational or training achievements of these learners.

14.2 Whether proposals will contribute to an appropriate range of relevant courses and qualifications and high quality, employer informed, vocational learning routes targeted at pupils of all abilities, whilst maintaining GCSE, AS/A level and other established courses, as required under the Learning and Skills (Wales) Measure 2009 for 14-19 year old learners

It is not anticipated that establishing an all-age school would impact on the range of relevant courses and qualifications available. Learners would continue to be able to access a similar range of courses to what is currently available at Caereinion High School and the North Powys Learning Pathways offer, in accordance with the requirements of the Learning and Skills (Wales) Measure 2009.

14.3 Whether proposals are likely to lead to an increased participation in learning by pupils beyond compulsory school age, taking into account transport issues and costs to the learner and others, the affordability of such costs, and the likelihood of learners being willing to travel

Establishing an all-age school at Llanfair Caereinion would continue to provide access to learning beyond compulsory school age at Llanfair Caereinion, therefore there would be no impact on transport or cost to the learner.

It is not anticipated that there would be an impact in participation in learning by pupils beyond compulsory school age.

14.4 The extent to which proposals contribute to the 14-19 agenda taking account of the views of regional 14-19 networks

It is not anticipated that establishing an all-age school would impact on the range of relevant courses and qualifications available. Learners would continue to be able to access a similar range of courses to what is currently available at Caereinion High School and across North Powys, in accordance with the requirements of the Learning and Skills (Wales) Measure 2009.

14.5 The effect of proposals on 11-16 provision in schools

Establishing an all-age school in Llanfair Caereinion would continue to provide access to Welsh-medium and English-medium provision in Llanfair Caereinion for 11-16 year old pupils. It is anticipated that establishing an all-age school would strengthen the provision and delivery of the Curriculum for Wales for 11-16 year olds, through improved transition processes from Key Stage 2 to Key Stage 3, and the ability to share expertise across all key stages.

14.6 How proposals would affect the viability of institutions already providing good-quality post-16 provision, including school sixth forms, Further Education Institutions and private training organisations

Establishing an all-age school at Llanfair Caereinion would continue to provide access to post-16 provision at Llanfair Caereinion.

It is not anticipated that there would be an impact on the viability of the provision at Llanfair Caereinion, or on the viability of any other providers.

14.7 How proposals might affect the sustainability or enhancement of Welsh medium provision in the regional 14-19 network and wider area and promote access to availability of Welsh medium courses in post-16 education

It is not anticipated that establishing an all-age school would impact on the range of Welsh-medium courses available in Llanfair Caereinion.

Learners would continue to be able to access a similar range of Welsh-medium courses to what is currently available at Caereinion High School and the North Powys Learning Pathways offer, in accordance with the requirements of the Learning and Skills (Wales) Measure 2009.

14.8 The extent to which proposals will provide additional learner benefits compared with the status quo and other tenable options for post-16 organisation

It is not anticipated that establishing an all-age school in Llanfair Caereinion would have a significant impact on learner benefits compared with the status quo. There could be some additional learner benefits from opportunities for older pupils to work with younger pupils, and in the sharing of specialist staff across the school.

14.9 How proposals might affect discretionary transport provision a local authority may provide to learners above compulsory school age

Establishment of an all-age school in Llanfair Caereinion would not affect discretionary transport provision provided to learners above compulsory school age.

15. CONCLUSION AND NEXT STEPS

Based on the options appraisal carried out and further consideration of the emerging preferred option against the factors outlined in the School Organisation Code, the preferred option is as follows:

Option 3: All-age school – Merge Llanfair Caereinion C.P. School and Caereinion High School to create a new all-age school in Llanfair Caereinion

As indicated in section 8 above, the reasons for this are:

- Retention of primary and secondary provision in Llanfair Caereinion
- There would be no additional transport costs
- Would enable staff expertise and good practice to be shared across all key stages
- Would improve transition between each key stage
- Minimal disruption for pupils and parents
- Would improve the ability to provide an appropriate curriculum to all pupils
- Would enable the school to run more efficiently through shared staffing, shared resources etc.
- One governing body which would have strategic overview over the provision for pupils/learners in all key stages
- One leadership team which would have strategic overview over the provision for pupils/learners in all key stages
- Meets all of the Critical Success Factors

It is recommended that a paper is considered by the Council's Cabinet, requesting approval to commence consultation on a proposal to merge Llanfair Caereinion C.P. School and Caereinion High School, to create a new all-age school in Llanfair Caereinion.

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Impact Assessment (IA)

The integrated approach to support effective decision making



Please read the accompanying guidance before completing the form.

This **Impact Assessment (IA)** toolkit, incorporates a range of legislative requirements that support effective decision making and ensure compliance with all relevant legislation. **Draft versions of the assessment should be watermarked as “Draft” and retained for completeness. However, only the final version will be made publicly available. Draft versions may be provided to regulators if appropriate. In line with Council policy IAs should be retained for 7 years.**

Service Area	Schools Service	Head of Service	Lynette Lovell / Emma Palmer	Portfolio Holder	Clr Phyl Davies
Proposal	To amalgamate Llanfair Caereinion C.P. School and Caereinion High School to create a new all-age school in Llanfair Caereinion. This will be achieved by closing Llanfair Caereinion C.P. School and Caereinion High School and opening a new all-age school providing education for pupils aged 4-18 on the current site of the two schools.				
Outline Summary / Description of Proposal					
In April 2020, the Leader approved a new Strategy for Transforming Education in Powys, which sets a number of aims and objectives to transform the Powys education system over the next few years. One of the objectives is to ‘Develop a network of all-age schools based around the 13 current secondary school locations’.					
During 2019-20, discussions have taken place with representatives of the governing bodies of both Llanfair Caereinion C.P. School and Caereinion High School, to explore the possibility of moving to establish an all-age school in Llanfair Caereinion. These discussions have indicated that the two governing bodies agree in principle to move towards establishing an all-age school in Llanfair Caereinion. This proposal was subsequently approved by the Council’s Transforming Education Programme Board. Should the proposal be implemented, the current target date is for the new all-through school to open on the 1st September 2022.					

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Version Control (services should consider the impact assessment early in the development process and continually evaluate)

Version	Author	Date
1	Developed at a workshop attended by the following: <ul style="list-style-type: none"> - Sarah Astley, Programme Manager, Transforming Education Team - Richard Williams, Programme Officer, Transforming Education Team - Glyn Whiteford, Challenge Advisor - Delyth Jones, Challenge Advisor - Bedwyr Fychan, Welsh Language Officer - Bets Ingram, Strategic Planning and Risk Officer 	03/09/2020

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2. Profile of savings delivery (if applicable)

2020-21	2021-22	2022-23	2023-24	2024-25	TOTAL
£	£	£6,996.50	£4,997.50	£	£11,994

3. Consultation requirements

Consultation Requirement	Consultation deadline/or justification for no consultation
Public consultation required	If approved by Cabinet, it is anticipated that consultation in accordance with the School Organisation Code will commence in October and the consultation stage of the process will be concluded by the end of 2020.

4. Impact on Other Service Areas

Does the proposal have potential to impact on another service area? (Have you considered the implications on Health & Safety and Corporate Parenting?)
PLEASE ENSURE YOU INFORM / ENGAGE ANY AFFECTED SERVICE AREAS AT THE EARLIEST OPPORTUNITY

Adult Services	<input type="checkbox"/>	Education	<input checked="" type="checkbox"/>	Legal and Democratic Services	<input checked="" type="checkbox"/>
Children's Services	<input checked="" type="checkbox"/>	Finance	<input checked="" type="checkbox"/>	Property, Planning and Public Protection	<input checked="" type="checkbox"/>
Commissioning	<input type="checkbox"/>	Highways, Transportation and Recycling	<input type="checkbox"/>	Transformation and Communications	<input checked="" type="checkbox"/>
Digital Services	<input checked="" type="checkbox"/>	Housing and Community Development	<input type="checkbox"/>	Workforce and OD	<input checked="" type="checkbox"/>

Data Protection Impact Assessment

Will the proposal involve processing the personal details of individuals? Yes No

Is Powys County Council the data controller? Yes No

If you have answered yes to either of the above you will be required to complete, as a minimum, the screening questions on the data protection impact assessment.
 For further advice please contact the Data Compliance Team.

4a Geographical Locations

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What geographical area(s) will be impacted by the proposal? (Chose all those applicable)							
Powys	<input type="checkbox"/>	Brecon	<input type="checkbox"/>	Llandrindod and Rhayader	<input type="checkbox"/>	Machynlleth	<input type="checkbox"/>
		Builth and Llanwrtyd	<input type="checkbox"/>	Llanfair Caereinion	<input checked="" type="checkbox"/>	Newtown	<input type="checkbox"/>
North	<input type="checkbox"/>	Crickhowell	<input type="checkbox"/>	Llanfyllin	<input type="checkbox"/>	Welshpool and Montgomery	<input type="checkbox"/>
Mid	<input type="checkbox"/>	Hay and Talgarth	<input type="checkbox"/>	Llanidloes	<input type="checkbox"/>	Ystradgynlais	<input type="checkbox"/>
South	<input type="checkbox"/>	Knighton and Presteigne	<input type="checkbox"/>				

5. How does your proposal impact on Vision 2025?

Council's Well-being Objective	How does the proposal impact on this Well-being Objective?	IMPACT Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	IMPACT AFTER MITIGATION Please select from drop down box below
The Economy We will develop a vibrant economy	No impact	Neutral		Choose an item.
Health and Care We will lead the way in providing effective, integrated health and care in a rural environment	No impact	Neutral		Choose an item.
Learning and skills We will strengthen learning and skills	The proposal would provide a more sustainable model for delivering primary and secondary education in Llanfair Caereinion, and would have a positive impact on the quality of education provided to pupils.	Good		Choose an item.
Residents and Communities We will support our residents and communities	The proposal would have a positive impact on residents in the Llanfair Caereinion area as it would provide a more sustainable model for delivering primary and secondary education in the town. In addition, it would provide enhanced opportunities for primary aged pupils to access community facilities located on in the secondary school.	Good		Choose an item.

Source of Outline Evidence to support judgements
Initial meetings with governing bodies

6. How does your proposal impact on the Welsh Government’s well-being goals?

Well-being Goal	How does proposal contribute to this goal?	IMPACT Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	IMPACT AFTER MITIGATION Please select from drop down box below
A prosperous Wales: An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work.	No impact	Neutral		Choose an item.
A resilient Wales: A nation which maintains and enhances a biodiverse natural environment with healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for example climate change).	No impact	Neutral		Choose an item.

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Well-being Goal	How does proposal contribute to this goal?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<p>A healthier Wales: A society in which people’s physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood.</p> <p>Public Health (Wales) Act, 2017: Part 6 of the Act requires for public bodies to undertake a health impact assessment to assess the likely effect of a proposed action or decision on the physical or mental health of the people of Wales.</p>	<p>The proposal would have a positive impact on learners in Llanfair Caereinion.</p> <p>In particular, it would enable primary aged pupils to access specialist facilities at the high school, including community and sports facilities located on the site, resulting in a positive impact on learner well-being and physical & mental health.</p>	<p>Good</p>		<p>Choose an item.</p>
<p>A Wales of cohesive communities: Attractive, viable, safe and well-connected Communities.</p>	<p>The proposal would lead to the establishment of one all-age school in Llanfair Caereinion, which would bring the two existing school communities in the town together.</p> <p>It is anticipated that this would lead to improved cohesion between primary and secondary parents and learners, both in the town of Llanfair Caereinion and across the wider Caereinion catchment area.</p>	<p>Good</p>		<p>Choose an item.</p>

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Well-being Goal	How does proposal contribute to this goal?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<p>A globally responsible Wales: A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being.</p> <p>Human Rights - is about being proactive (see guidance)</p> <p>UN Convention on the Rights of the Child: The Convention gives rights to everyone under the age of 18, which include the right to be treated fairly and to be protected from discrimination; that organisations act for the best interest of the child; the right to life, survival and development; and the right to be heard.</p>	<p>No impact</p>	<p>Neutral</p>		<p>Choose an item.</p>
<p>A Wales of vibrant culture and thriving Welsh language: A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation. <i>Incorporating requirements under the Welsh Language (Wales) Measure 2011 and the Welsh Language Standards</i></p>				

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Well-being Goal	How does proposal contribute to this goal?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<p><i>Opportunities for persons to use the Welsh language, and treating the Welsh language no less favourable than the English language</i></p>	<p>The proposal is to amalgamate two dual stream schools in order to establish a new dual stream all-age school.</p> <p>Whilst the proposal would not change the current language category of the two schools, it is anticipated that amalgamating the two schools would lead to enhanced opportunities to use the Welsh language throughout the school, for example by providing opportunities for older pupils to act as Welsh advocates within the school, increased opportunities for participation in Welsh language extra-curricular opportunities and involvement in the Urdd.</p> <p>Implementation of the proposal would also result in the establishment of a new governing body and staffing structure, who would be responsible for embedding a vision for the Welsh language across the whole school, and for ensuring consistency across both phases of education.</p> <p>It is not anticipated that the proposal would lead to the Welsh language being treated less favourably than the English language.</p>	<p>Good</p>		<p>Choose an item.</p>

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Well-being Goal	How does proposal contribute to this goal?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<p><i>Opportunities to promote the Welsh language</i></p>	<p>The proposal is to amalgamate two dual stream schools in order to establish a new dual stream all-age school.</p> <p>Whilst the proposal would not change the current language category of the two schools, it is anticipated that amalgamating the two schools would lead to enhanced opportunities to promote the Welsh language within the school, for example:</p> <ul style="list-style-type: none"> - By having one 'Siartr Iaith' (Welsh Language Charter) across the whole school - By having one 'Cryw Cymraeg' working to promote the Welsh language throughout the school and the wider community - Improved transition opportunities for Welsh-medium pupils, between Key Stage 2 and 3 in particular - Increased opportunities for school to school working in order to promote the Welsh language - Improved opportunities to provide Welsh language cluster activities. 	<p>Good</p>		<p>Choose an item.</p>

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Well-being Goal	How does proposal contribute to this goal?	IMPACT Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	IMPACT AFTER MITIGATION Please select from drop down box below
<i>People are encouraged to do sport, art and recreation.</i>	The proposal would lead to increased opportunities for learners in the primary phase to use specialist facilities currently available at Caereinion High School, including sports facilities, as well as art, music, cookery, technology.	Good		Choose an item.
A more equal Wales: A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances). <i>Incorporating requirements under the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011 and the Social Economic duty (2020).</i>				
<i>Age</i>	The proposal would provide improved educational opportunities for all school aged pupils in Llanfair Caereinion, regardless of their age.	Good		Choose an item.
<i>Disability</i>	<p>The proposal would provide improved educational opportunities for all school aged pupils in Llanfair Caereinion, including any pupils with disabilities.</p> <p>The proposal would amalgamate the two schools in their existing accommodation, therefore there would be no change in terms of access for disabled pupils in accordance with requirements under the Equality Act 2010.</p> <p>It is anticipated that the proposal would provide improved provision for pupils with additional learning needs, as they would be part of one school throughout their time in school, enabling consistent support to be provided to them.</p>	Good		Choose an item.
<i>Gender reassignment</i>	No impact.	Neutral		Choose an item.
<i>Marriage or civil partnership</i>	No impact.	Neutral		Choose an item.

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Well-being Goal	How does proposal contribute to this goal?	IMPACT Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	IMPACT AFTER MITIGATION Please select from drop down box below
<i>Race</i>	The proposal would provide improved educational opportunities for all school aged pupils in Llanfair Caereinion, regardless of their race.	Good		Choose an item.
<i>Religion or belief</i>	The proposal would provide improved educational opportunities for all school aged pupils in Llanfair Caereinion, regardless of their religion or belief.	Good		Choose an item.
<i>Sex</i>	The proposal would provide improved educational opportunities for all school aged pupils in Llanfair Caereinion, regardless of their sex.	Good		Choose an item.
<i>Sexual Orientation</i>	The proposal would provide improved educational opportunities for all school aged pupils in Llanfair Caereinion, regardless of their sexual orientation.	Good		Choose an item.
<i>Pregnancy and Maternity</i>	No impact.	Neutral		Choose an item.
<i>Socio-economic duty</i>	The proposal would contribute to the educational outcomes of specific groups, e.g. learners eligible for Free School Meals. It is anticipated that the proposal would at least sustain or improve outcomes for these groups of learners.	Neutral		Choose an item.

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Source of Outline Evidence to support judgements
Initial meetings with governing bodies PLASC 2019/2020

7. How does your proposal impact on the council's other key guiding principles?

Principle	How does the proposal impact on this principle?	IMPACT Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	IMPACT AFTER MITIGATION Please select from drop down box below
Sustainable Development Principle (5 ways of working)				
Tudalen 233	<p>Long Term: Looking to the long term so that we do not compromise the ability of future generations to meet their own needs.</p>	The proposal would provide a more sustainable model of delivering education in Llanfair Caereinion, enabling education to be delivered more efficiently, therefore safeguarding the provision of primary and secondary education in Llanfair Caereinion.	Good	Choose an item.
	<p>Collaboration: Working with others in a collaborative way to find shared sustainable solutions.</p>	<p>This proposal has been developed in collaboration with the governing bodies of Llanfair Caereinion C.P. School and Caereinion High School.</p> <p>There is already a strong commitment to cluster and collaborative working at both Llanfair Caereinion C.P. School and Caereinion High School. Implementation of the proposal would enable opportunities for collaboration within Llanfair Caereinion to be maximised. In addition, the new school would be expected to continue to collaborate with other schools, including other primary schools in the Llanfair Caereinion catchment area and other secondary and all-age providers across Powys and beyond, in order to maximise the opportunities available to pupils.</p>	Good	Choose an item.

Cyngor Sir Powys County Council
Impact Assessment (IA)

The integrated approach to support effective decision making



Tudalen 234

Principle	How does the proposal impact on this principle?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<p>Involvement (including Communication and Engagement): <i>Involving a diversity of the population in the decisions that affect them including:</i></p> <p>Unpaid Carers: <i>Ensuring that unpaid carers views are sought and taken into account</i></p>	<p>The proposal has been developed in discussion with the governing bodies of Llanfair Caereinion C.P. School and Caereinion High School.</p> <p>Should Cabinet decide to proceed with the recommendation, full consultation would be carried out with stakeholders in accordance with the School Organisation Code which would ensure the opportunity for all interested parties to give their views. The findings of this exercise would be reported to Cabinet and would be taken into consideration when determining how to proceed. This impact assessment will be updated throughout the process to reflect any feedback received.</p> <p>All stakeholders would have the opportunity to give their views as part of this process, this would include any unpaid carers in the area.</p>	<p>Good</p>		<p>Choose an item.</p>

Cyngor Sir Powys County Council
Impact Assessment (IA)

The integrated approach to support effective decision making



Tudalen 235

Principle	How does the proposal impact on this principle?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<p>Prevention: <i>Understanding the root causes of issues to prevent them from occurring including:</i></p> <p>Safeguarding: <i>Preventing and responding to abuse and neglect of children, young people and adults with health and social care needs who can't protect themselves.</i></p>	<p>The intention is that establishing a new all-through to serve the town would provide a more efficient delivery model, which would safeguard the provision of primary and secondary education in Llanfair Caerenion.</p> <p>The proposal would result in a larger school community, both in terms of number of learners and number of staff. Having a larger number of staff contributes positively to creating a safe environment.</p> <p>The secondary sector usually has more staffing roles which are dedicated to well-being and safeguarding learners. Should the proposal be implemented, it is anticipated that these roles would be replicated in the new all-age school, which would have a positive impact on the safeguarding arrangements for primary aged pupils.</p> <p>Should Cabinet decide to proceed with the proposal, full consultation would be carried out in accordance with the requirements of the School Organisation Code. This would include consultation with pupils, which would ensure that their views and any concerns would be taken into account.</p>	<p>Good</p>		<p>Choose an item.</p>
<p>Integration: <i>Taking an integrated approach so that public bodies look at all the well-being goals in deciding on their well-being objectives.</i></p>	<p>No impact.</p>	<p>Neutral</p>		<p>Choose an item.</p>

Tudalen 236

<p>Powys County Council Workforce: What Impact will this change have on the Workforce?</p>	<p>The proposal would impact on all current staff at Llanfair Caereinion C.P. School and Caereinion High School.</p> <p>Should Cabinet decide to proceed with the proposal, full consultation would be carried out in accordance with the requirements of the School Organisation Code, supported by the relevant LA teams (e.g. HR). This would include consultation with staff, which would ensure that they had an opportunity to give their views on the recommendation.</p> <p>Should the recommendation be implemented, the new school's temporary governing body would agree a new staffing structure would be produced for the new school, and the management of change process would take place. It is possible that there would be a change in the number of positions available at the new school. There would be an opportunity for staff to apply for positions in the new school, and an opportunity for any staff who do not secure a post in the new school to be redeployed.</p> <p>It is acknowledged that there would be a period of uncertainty for staff whilst these processes are taking place which could have a negative impact on them.</p> <p>As the new school would be an all-age school with a larger team of staff, it is anticipated that the proposal would have a positive impact on staff in the longer term, through enhanced opportunities for collaboration with colleagues, increased opportunities for staff development, and more leadership opportunities.</p>	<p>Neutral</p>	<p>Ensure that processes are carried out as swiftly as possible to minimise the period of uncertainty.</p>	<p>Neutral</p>
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Tudalen 237

Principle	How does the proposal impact on this principle?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
Payroll: How will this impact salary, any overtime/enhanced payments etc? Does this affect any particular group of employees? E.g. Male/Female dominated workforce. Does this proposal comply with the Councils Single Status Terms and Conditions?	Should the proposal be implemented, the new school would be allocated to a new school group for the purposes of leadership pay. The new school group is anticipated to be higher than the current school group for Caereinion High School, which could result in a higher level of pay for senior leadership roles.	Neutral		Choose an item.
Welsh Language impact on staff	Implementation of the proposal would provide more opportunities for all staff, including Welsh-speaking staff and staff who are learning Welsh, as a result of being part of a larger organisation.	Good		Choose an item.
Apprenticeships: Has consideration been given to whether this change impacts negatively, or positively on Apprenticeships within the service?	No impact.	Neutral		Choose an item.
Source of Outline Evidence to support judgements				
Initial meetings with governing bodies				

8. What is the impact of this proposal on our communities?

Communities	How does the proposal impact on residents and community?	<u>IMPACT</u> See impact definitions in guidance document	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> See impact definitions in guidance document	Source of Outline Evidence to support judgement
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Cyngor Sir Powys County Council

Impact Assessment (IA)

The integrated approach to support effective decision making



Llanfair Caereinion	The proposal would have a positive impact on residents in the Llanfair Caereinion area as it would lead to an increase in use by the primary phase of facilities available and provide a more sustainable model for delivering primary and secondary education in the town.	Minor		Choose an item.	
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9. What are the risks to service delivery or the council following implementation of this proposal?

Description of risks			
Risk Identified	Inherent Risk Rating Impact X Likelihood (See Risk Matrix in guidance document)	Mitigation	Residual Risk Rating Impact X Likelihood (See Risk Matrix in guidance document)
Parents don't want their children to attend an all-through school, so move them to alternative schools	Low		
Lack of support for the proposal from other primary schools in the Llanfair Caereinion catchment area	Low		
Period of uncertainty for the two affected schools whilst the statutory process is being carried out and implemented may have a negative impact on standards at the two schools	Medium	Support to be provided to the two schools during the transition period	Low
Uncertainty for staff during the transition period, may result in some staff leaving	Low	Ensure that processes are carried out as swiftly as possible to minimise the period of uncertainty.	Low
Changes resulting from other developments as part of the Council's Transforming Education programme e.g. ALN transformation, Post-16 transformation and Welsh-medium transformation	Medium	Support to be provided to the two schools during the transition period	Low

10. Overall Summary and Judgement of this Impact Assessment?

Outline Assessment (to be inserted in cabinet report)	Cabinet Report Reference:	
Overall, it is anticipated that the proposal to establish an all-age school in Llanfair Caereinion would provide improved educational opportunities for all school aged pupils in the town. Implementation of the proposal would provide a more sustainable model of delivering education in Llanfair Caereinion, ensuring that education could be delivered more efficiently, therefore safeguarding the provision of primary and secondary education in Llanfair Caereinion.		

11. Is there additional evidence to support the Impact Assessment (IA)?

What additional evidence and data has informed the development of your proposal?

Cyngor Sir Powys County Council
Impact Assessment (IA)

The integrated approach to support effective decision making



Initial meetings with governing bodies

12. On-going monitoring arrangements?

What arrangements will be put in place to monitor the impact over time?

The Transforming Education Programme Board will continue to monitor impact over time.

Please state when this Impact Assessment will be reviewed.

This impact assessment will be reviewed at each stage of the process

13. Sign Off

Position	Name	Signature	Date
Impact Assessment Lead:	Sarah Astley		
Head of Service:	Lynette Lovell / Emma Palmer		
Portfolio Holder:	Cllr Phyl Davies		

14. Governance

Decision to be made by	Cabinet	Date required	29 th September 2020
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FORM ENDS

Mae'r dudalen hon wedi'i gadael yn wag yn fwiadol

CYNGOR SIR POWYS COUNTY COUNCIL.**CABINET EXECUTIVE****29th September 2020**

REPORT AUTHOR: County Councillor Phyl Davies
Portfolio Holder for Education and Property

REPORT TITLE: Llanfyllin Catchment Programme Business Case

REPORT FOR: Decision

1. Purpose

1.1 This report requests Cabinet approval for the following:

- a) To submit a Programme Business Case (PBC) to the Welsh Government's 21st Century Schools Programme for the following capital investment in the Llanfyllin catchment:
- A new community campus for approximately 900 pupils aged 4 – 18 in Llanfyllin, replacing the current poor condition buildings of Ysgol Llanfyllin – to be built on the current Ysgol Llanfyllin site.
 - To establish and build a new 360 place area school, to replace Carreghofa School and Llandysilio C. in W. School – this could also potentially include neighbouring schools in the Welshpool catchment as well. Site to be confirmed.
 - To establish a new Welsh-medium school on the current Llanrhaeadr-ym-Mochnant site, replacing both Ysgol Pennant and Llanrhaeadr-ym-Mochnant Primary School. This may require capital funding to extend the school.
 - To provide an extension to Llansantffraid CiW Primary School.
 - Possible closure of Llangedwyn CiW School, Llanfechain CiW School and Ysgol Bro Cynllaith.
- b) To bring back a further report to Cabinet by December 2020 outlining the initial school reorganisation proposals required. Full consultation will be undertaken before any final decisions are made.

1.2 In the case of Ysgol Llanfyllin, it is not anticipated that any further consultation would be required to develop the new build community campus as a school reorganisation process to merge Llanfyllin C.P. School and Llanfyllin High School was carried out last year, and Ysgol Llanfyllin opened as a new all-age school in September 2020.

- 1.3 The cost of the preferred way forward is estimated to be £49.5 million including *8% Risk and 24% Optimism Bias, which is acceptable at PBC stage, and will be mitigated as the business case process continues into the next stages. This exceeds the funding currently available within the Council’s Band B Programme. The funding to support these projects will be considered as part of the overarching financial strategy for the delivery of the entire Council’s Strategy for Transforming Education in Powys 2020-30 and a request to expand the Band B funding envelope will be made to Welsh Government.

Welsh Government contribution 65%	£32,214,325
PCC 35%	£17,346,175
Total	£49,560,500

- 1.4 The report is supported by the following appendices:

Appendix A – Llanfyllin Catchment PBC
Appendix B – Integrated Impact Assessment

2. Background

Strategy for Transforming Education in Powys

- 2.1 On the 14th April 2020, a new Strategy for Transforming Education in Powys was approved by the Leader via a delegated decision.
- 2.2 The Strategy was developed following extensive engagement with a range of stakeholders during two separate periods between October 2019 and March 2020. The Strategy sets out a new vision education in Powys, as follows:

‘All children and young people in Powys will experience a high quality, inspiring education to help develop the knowledge, skills and attributes that will enable them to become healthy, personally fulfilled, economically productive, socially responsible and globally engaged citizens of 21st century Wales.’

- 2.3 The new strategy also sets out a number of guiding principles which will underpin the transformation of education in Powys. These are as follows:
- *A world class rural education system that has learner entitlement at its core*
 - *Schools that are fully inclusive, with a culture of deep collaboration in order to improve learner outcomes and experience*
 - *A broad choice and high quality of provision for 14 – 19 year old learners, that includes both academic and vocational provision,*

meeting the needs of all learners, communities and the Powys economy

- *Welsh-medium provision that is accessible and provides a full curriculum in Welsh from Meithrin to age 19 and beyond*
- *Provision for learners with Special Educational Needs (SEN)/Additional Learning Needs (ALN) that is accessible as near to home as is practicably possible, with the appropriate specialist teaching, support and facilities that enables every learner to meet their potential*
- *A digitally-rich schools sector that enables all learners and staff to enhance their teaching and learning experience*
- *Community-focused schools that are the central point for multi-agency services to support children, young people, families and the community*
- *Early years provision that is designed to meet the needs of all children, mindful of their particular circumstances, language requirements or any special or additional learning needs*
- *Financially and environmentally sustainable schools*
- *The highest priority is given to staff wellbeing and professional development*

2.4 The new strategy sets out a number of Strategic Aims and Objectives, to shape the Council's work to transform the Powys education system over the coming years. One of the Strategic Aims of the Strategy is to 'improve learner entitlement and experience'. Within this aim, the Strategy sets out two Strategic Objectives, to 'Develop a network of all-age schools based around the 13 current secondary school locations' and to 'Reconfigure and rationalise primary provision'.

2.5 The strategy also includes an enabling action to implement 'a major capital investment programme that will ensure that schools in Powys have inspiring, environmentally sustainable buildings that can provide opportunities for wider community activity, including where possible childcare services, early years, ALN, multi-agency support and community and leisure facilities.'

The Case for Change

2.6 There are nine schools in the Llanfyllin catchment area:

- Ysgol Llanfyllin (4 – 18)
- Llangedwyn C. in W. School
- Llanfechain C. in W. School
- Llansantffraid C. in W. School
- Ysgol Bro Cynllaith
- Ysgol Pennant
- Llanrhaeadr-ym-Mochnant C.P. School
- Carreghofa C.P. School
- Llandysilio C. in W. School

- 2.7 Four of the primary schools (Llandysilio, Llangedwyn, Llansantffraid and Llanfechain) are Church in Wales Schools, all delivering English-medium provision. Llanrhaeadr-ym-Mochnant C.P. School is a dual stream school, Ysgol Pennant is a Welsh-medium school, whilst the remaining two community primary schools are English-medium schools.
- 2.8 Information about each school can be found on pages 22 – 33 of the PBC (Appendix A). The following tables provide headline information:

i) **Current and Predicted Numbers**

School	May 2020	Jan 2021	Jan 2022	Jan 2023	Jan 2024
Carreghofa C.P. School	86	95	90	88	87
Llandysilio C.I.W. School	74	76	77	76	76
Llangedwyn C In W Primary School	18	38	36	39	48
Llanrhaeadr Ym Mochnant C.P. School	79	68	67	65	69
Llansantffraid C In W School	118	107	100	97	86
Llanfyllin High School	718	632	595	576	568
Ysgol Gynradd Llanfyllin	150	137	138	126	122
Ysgol Bro Cynllaith	27	29	30	33	32
Ysgol Pennant	70	75	70	66	65
Llanfechain C.I.W. School	45	42	45	51	52

ii) **Building condition information**

School	Condition	Suitability	Backlog
Carreghofa C.P. School	B	B	£250,015
Llandysilio C.I.W. School	C	C	£503,976

Llangedwyn C In W Primary School	B	B	£84,291
Llanrhaeadr Ym Mochnant C.P. School	A	A	£ -
Llansantffraid C In W School	B	C	£312,951
Llanfyllin High School	C	B/C	£3,184,817
Ysgol Gynradd Llanfyllin	C	B/C	£852,357
Ysgol Bro Cynllaith	B	B	£273,413
Ysgol Pennant	B	B/C	£231,931
Llanfechain C.I.W. School	C	B	£431,250

Problems with the status quo

2.9 The case for change at Llanfyllin is based on five significant issues:

- i) The current catchment includes a number of small schools, which fall below the Welsh Government's definition of a small school (schools below 91 pupils), and there is a trend of falling pupil numbers in these schools.
- ii) There are currently 341 surplus places in the catchment, with 198 (22% of capacity) of those places in the secondary phase of Ysgol Llanfyllin. Other notable surplus places are:
 - Carreghofa County Primary school – 28 surplus places (25% of capacity)
 - Llandysilio Church in Wales school – 42 (36% of capacity)
 - Llanrhaeadr Ym Mochnant – 16 places (18% of capacity)
 - Ysgol Gynradd Llanfyllin – 29 places (17% of capacity)
 - Ysgol Bro Cynllaith – 21 places (44% of capacity).
- iii) The size of many of the schools in the catchment means that they have an average budget share per pupil which is significantly higher than the Powys average (£2,978 for primary pupils and £4,562 for secondary pupils):
 - Llanfechain Church in Wales school (£5,729)
 - Llangedwyn Church in Wales Primary school (£6,627)
 - Llanrhaeadr Ym Mochnant CP school (£5,301)
 - Ysgol Bro Cynllaith (£6,616)

- Llanfyllin High School (£5,287)
- iv) Four of the ten schools in the catchment have a building which is condition C (poor), while only one of the schools (Llanrhaeadr Ym Mochnant) has a category A building suitability rating (e.g. is DDA compliant).
 - v) By reconfiguring provision, there is an opportunity to strengthen Welsh-medium provision in the catchment, which currently has one Welsh-medium primary school, one dual-stream primary school and one dual-stream all-age school.

The Programme Business Case

2.10 The PBC has been developed in accordance with HM Treasury's Five Case Business Model. The five 'cases' are

- Strategic Case (the strategic case for change)
- Economic Case (options to address the issues raised in the case for change)
- Commercial Case (procurement routes)
- Financial Case (high-level indicative costs)
- Management Case (how the project will be managed)

2.11 A wide range of options for the Llanfyllin catchment have been considered when developing the PBC for the Llanfyllin catchment. These are outlined in pages 39-67 of the PBC, which is attached as Appendix A.

The Preferred Way Forward

2.12 Following an appraisal of options against the identified Investment Objectives and Critical Success Factors, an Economic Appraisal of shortlisted options and a Financial evaluation, the emerging preferred option for the Llanfyllin catchment is as follows:

- Rebuild all through school in Llanfyllin, with community facilities
- Close Llangedwyn, Llanfechain, Ysgol Bro Cynllaith, pupils transfer to new build in Llanfyllin. Retain Llansantffraid with an extension.
- Close Pennant, pupils to transfer to Llanrhaeadr-ym-Mochnant
- Merge Carreghofa and Llandysilio schools with other schools in the Welshpool catchment to create a new cross catchment area school in a new building.

Advantages and Disadvantages of the preferred way forward

2.13 The advantages and disadvantages of the preferred way forward are summarised below:

Advantages	Disadvantages
<ul style="list-style-type: none"> • Optimises educational provision in Llanfyllin Town the whole of the Llanfyllin catchment area; • Allows for a broader curriculum in the whole of the Llanfyllin catchment area; • Provides economies of scale through single site solutions in Llanfyllin, Llanrhaeadr and Llandysilio/Carreghofa • Increases the critical mass of pupils at three different school sites, thereby increasing the viability of the schools and providing a clear feeder route to new all though (dual stream) provision in Llanfyllin town; • Addresses the issue of surplus places on a catchment wide basis; • Addresses the issues of building conditions and backlog maintenance within the whole catchment; • Addresses the issue of school budgets and financial viability within the whole catchment; • Would release land for sale (excluding Church in Wales schools). 	<ul style="list-style-type: none"> • Long and complex statutory consultation required; • Loss of provision in some areas; • Additional travel time / transport costs; • Church in Wales schools are not owned by the Council; • Transport costs may be excessive.

3 **Advice**

3.1 The advice of officers is that the PBC should be submitted to Welsh Government for approval, to enable the Council to proceed with the project and progress to the next stage of the business case process.

- 3.2 The Welsh Government's intervention rate for schools within the Band B programme is 65%, which represents good value for money for the Council. Cabinet is advised that there is a significant early stage risk contingency of 25% within the estimated project costs, which is appropriate at a PBC stage. Actual costs will be confirmed at Full Business Case stage.
- 3.3 Submitting the PBC to Welsh Government does not pre-judge the outcome of any formal consultation processes linked to the project.
- 3.4 The process of obtaining funding as part of the 21st Century Schools Programme is based on HM Treasury's Five Case Business Model. The first stage is to develop a PBC which sets out the strategic intention and includes high level information. If formal consultation is required, then this must be carried out and concluded before the second stage takes place, which is the development of a Strategic Outline Case/Outline Business Case (SOC/OBC). If the decision following consultation is not to proceed with the project, then no further business cases will be developed. If the decision is to proceed with the project, then a Full Business Case (FBC) is developed. Construction can only start following successful approval of a FBC.
- 3.5 It is also advised that officers bring back a further report to Cabinet by December 2020 outlining the initial school reorganisation proposals required. Full consultation will be undertaken before any final decisions are made. In the case of Ysgol Llanfyllin, it is not anticipated that any further consultation would be required to develop the new build community campus as a school reorganisation process to merge Llanfyllin C.P. School and Llanfyllin High School was carried out last year, and Ysgol Llanfyllin opened as a new all-age school in September 2020.
- 3.6 It must be noted that the Council is currently working on developing a new model of post-16 education across the whole county. This may have implications on the age range of the school, but the scheme will need to be developed with enough flexibility should there be changes to post-16 education in the future. The same is true for ALN/SEN provision, with a new model of delivery currently being developed

Indicative Timescales

- 3.7 The plan below assumes that all developments within this PBC are carried out together. However, the plan may change if there is a separate consultation or business case process for each project. This will be dependent on achievability and funding.

Date	Actions (commencement)
2020-21	Consultation

Date	Actions (commencement)
09/2021	Cabinet decision following consultation
The following stages will only be taken forward if Cabinet approves the proposal following the consultation process	
11/2021	SOC/OBCs approved
04/2022	Appoint Contractor
09/2023	FBCs approved
09/2023	Construction commences on all projects
09/2025	New community campus at Ysgol Llanfyllin opens New area school opens Extensions to the new Welsh-medium school and Llansanffraid CiW Primary School are completed.

4. Resource Implications

4.1 Estimated project costs are as follows:

Project Costs	
Capital Cost	£37,320,000
Optimism Bias	£8,956,500
Risk	£3,284,000
VAT (only to be included where non-recoverable by applicant)	N/A
Total Project Cost (inclusive of optimism bias and risk)	£49,560,000
Welsh Government Contribution (65%)	£32,214,325
PCC Contribution (35%)	£17,346,175

4.2 The attached SOC identifies a potential revenue saving of £0.7 million per annum which combines the savings that would fall to the school as well as those that would fall to the Council. The amount of funding provided to schools is driven by the funding formula. Any change to the formula funding provided will impact on the Council's revenue budget. Based on the current formula, the savings falling to the Council's revenue budget are estimated to be £0.59 million.

4.3 The current 21st Century School grant conditions allow Welsh Government to claw back grant, if any new school building has over 15% surplus capacity 5 years after occupation of the school.

4.4 Development and implementation of the proposal would require involvement from a number of service areas, including staff from the

Schools Service, Finance, HR and ICT. These service areas will be kept informed of the development of the proposal throughout the statutory process.

- 4.5 The Head of Finance (Section 151 Officer states: The funding to support these projects will be considered as part of the overarching financial strategy for the delivery of the entire Council's Strategy for Transforming Education in Powys 2020-30, which will be provided for Cabinet's consideration later this Autumn. The revenue funding to support the schools funding formula is considered as part of the Council Budget process and the individual allocation to any new or remodelled schools will be recalculated at the point of opening. Confirmation of the funding will be considered at Full Business Case submission and is not subject to approval at this stage.

5. Legal implications

- 5.1 Legal: The recommendation can be supported from a legal point of view
- 5.2 The Head of Legal and Democratic Services (Monitoring Officer) has commented as follows: "I note the legal comment and have nothing to add to the report".

6. Comment from local member(s)

6.1

7. Integrated Impact Assessment

- 7.1 An initial impact assessment of the preferred way forward is attached as Appendix B. The impact assessment considers the proposal's impact on the Welsh Government's well-being goals, as outlined in the Well-being of Future Generations Act.

The summary of the impact assessment is as follows:

'The impact assessment suggests that the impact is generally positive with some negative aspects, such as the requirement for some pupils to travel further than they currently do to school. The development of new facilities for schools in the Llanfyllin area would address many issues related to the poor condition of the buildings, ensuring future pupils are taught in facilities that are fit-for-purpose, improving their learner entitlement and experience. The proposed changes in the Llanfyllin catchment would significantly raise the profile of Welsh-medium provision in the area, which should lead to an increase in pupils numbers, therefore contributing to the Welsh Government target to achieve a million Welsh speakers by 2050. In the longer term, this should have an impact on the Welsh-medium opportunities available in the secondary sector in the area.'

Should Cabinet approve continuing with the preferred option, the impact assessment will be regularly updated throughout the process to take account of any feedback received.

8. Recommendation

8.1 It is recommended that Cabinet approves the following:

- a) To submit a Programme Business Case (PBC) to the Welsh Government's 21st Century Schools Programme for the following capital investment in the Llanfyllin catchment:
- A new community campus for approximately 900 pupils aged 4 – 18 in Llanfyllin, replacing the current poor condition buildings of Ysgol Llanfyllin – to be built on the current Ysgol Llanfyllin site.
 - To establish and build a new 360 place area school, to replace Carreghofa School and Llandysilio C. in W. School – this could also potentially include neighbouring schools in the Welshpool catchment as well. Site to be confirmed.
 - To establish a new Welsh-medium school on the current Llanrhaeadr-ym-Mochnant site, replacing both Ysgol Pennant and Llanrhaeadr-ym-Mochnant Primary School. This may require capital funding to extend the school.
 - To provide an extension to Llansanffraid CiW Primary School.
 - Possible closure of Llangedwyn CiW School, Llanfechain CiW School and Ysgol Bro Cynllaith.
- b) To bring back a further report to Cabinet by December 2020 outlining the initial school reorganisation proposals required. Full consultation will be undertaken before any final decisions are made. In the case of Ysgol Llanfyllin, it is not anticipated that any further consultation would be required to develop the new build community campus as a school reorganisation process to merge Llanfyllin C.P. School and Llanfyllin High School was carried out last year, and Ysgol Llanfyllin opened as a new all-age school in September 2020.

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Head of Service:	Emma Palmer – Head of Transformation & Communications Lynette Lovell – Interim Chief Education Officer
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Corporate Director:	Dr Caroline Turner
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CABINET REPORT TEMPLATE VERSION X

Mae'r dudalen hon wedi'i gadael yn wag yn fwriadol

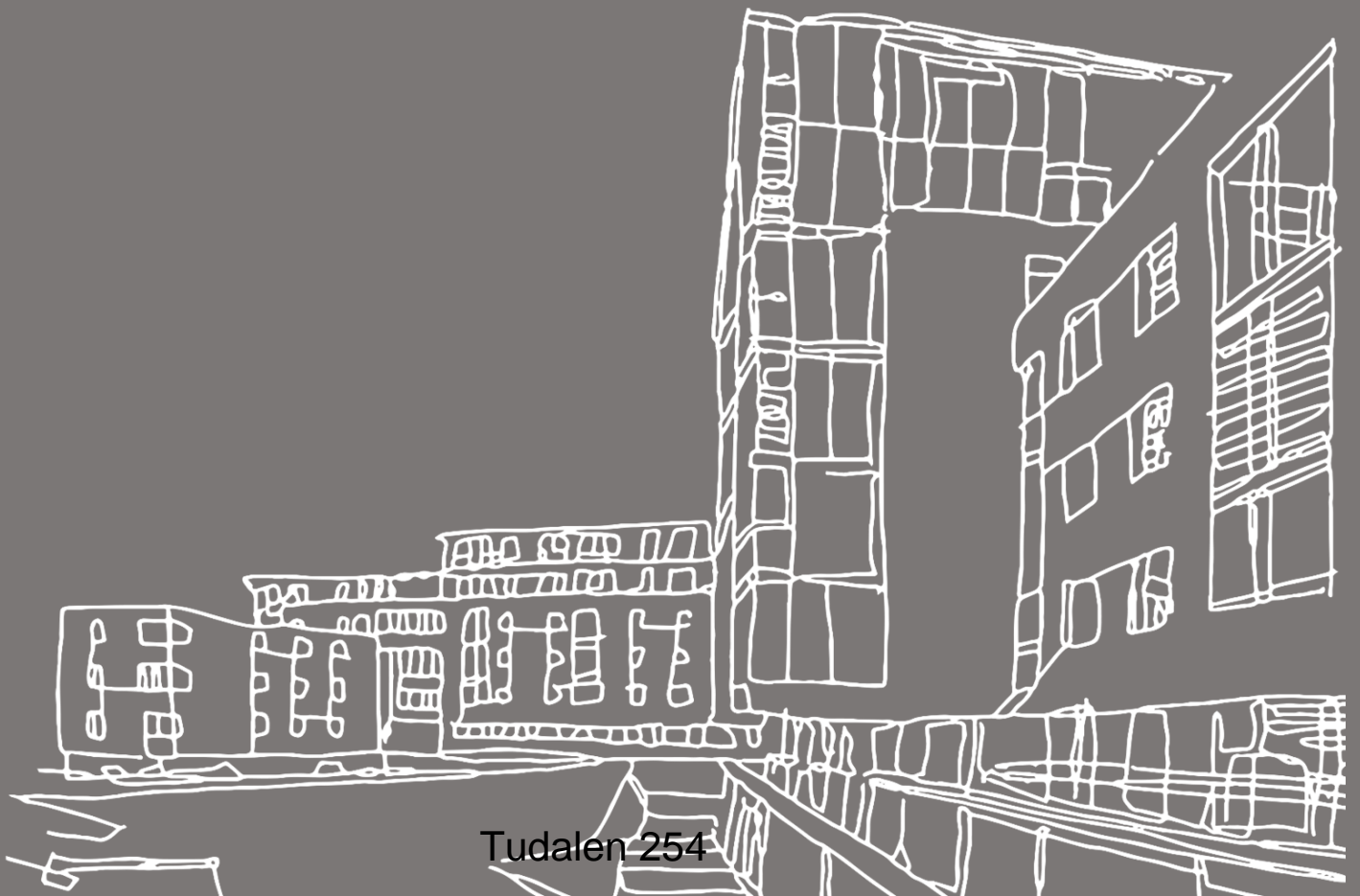
Programme Business Case:

Llanfyllin Catchment

August 2020

Version 0.4





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0. Document Control

0.1 Version Control

Version	Status	Date	Author	Update
0.1	Draft	19/08/20	SL	Baseline Document Created and PBC template created
0.2	Draft	24/08/20	MH	Document finalised to position where only Powys CC static information required
0.3	Draft	24/08/20	SL	Document formatted and contents updated
0.4	Draft	28/08/20	SL/MH	Document updated to include newly provided data
0.5	Draft	10/09/20	LD	Revised draft following discussion with finance

1 Executive Summary

1.1 Strategic Case

The purpose of this Programme Business Case (PBC) is to present the case for investment in schools in the Llanfyllin catchment area which would include the following four projects:

- New build community campus for pupils aged 4 – 18 in Llanfyllin, replacing the current poor condition buildings of Ysgol Llanfyllin – to be built on the current Ysgol Llanfyllin site. This new facility would also include pupils from the Llangedwyn, Llanfechain and Llansilin areas.
- Establish and build a new 360 place area school replacing Carreghofa School and Llandysilio C. in W. School – this could potentially include neighbouring schools in the Welshpool catchment as well. Site to be confirmed.
- Establish a new Welsh-medium school on the current Llanrhaeadr-ym-Mochnant site, replacing both Ysgol Pennant and Llanrhaeadr-ym-Mochnant Primary School. This would require capital funding to extend the school to 120 places.
- Provide an extension to Llansantffraid CiW Primary School

The cost of the preferred option is estimated to be **£37,320,000** (excluding Risk and Optimism Bias).

The case for change at Llanfyllin is based on four significant issues:

1. The current catchment includes a number of 'small schools' (Llangedwyn Church in Wales Primary school; Llanfechain Church in Wales school; Ysgol Bro Cynllaith; Ysgol Pennant and Llanrhaeadr Ym Mochnant CP school) and there is a trend of falling school rolls in these schools.
2. There are currently 341 surplus places in the catchment, with 198 (22% of capacity) of those places at the existing Llanfyllin High School. Other notable surplus places are:
 - a. Carreghofa County Primary school – 28 surplus places (25% of capacity);
 - b. Llandysilio Church in Wales school – 42 (36% of capacity);
 - c. Llanrhaeadr Ym Mochnant – 16 places (18% of capacity);
 - d. Ysgol Gynradd Llanfyllin – 29 places (17% of capacity); and
 - e. Ysgol Bro Cynllaith – 21 places (44% of capacity).
3. The size of many of the schools in the catchment means that some have an average budget share per pupil which is significantly higher than the County average. In most cases these schools have average budget shares above the County averages (of £3,978 per Primary pupil and £4,562 per Secondary pupil):
 - a. Llangedwyn Church in Wales Primary school (£6,627);

- b. Llanrhaeadr Ym Mochnant CP school (£5,301);
 - c. Ysgol Bro Cynllaith (£6,616);
 - d. Llanfechain Church in Wales school (£5,729); and
 - e. Llanfyllin High School (£5,287).
4. Four of the ten schools in the catchment have a school building which is condition C (poor), while only one of the schools (Llanrhaeadr Ym Mochnant) has a category A building suitability rating (e.g. is DDA compliant).

On 14 April 2020 Council approved the new Strategy for Transforming Education in Powys 2020-30, replacing the legacy School Organisation Policy 2018. The new Strategy sought to address a number of significant concerns raised by Estyn on the progress of the Council's school reorganisation, acknowledging a historical lack of political decision making and a deep scepticism amongst the teaching profession regarding the Council's political commitment to schools and to the delivery of the improvements that are needed.

In directly addressing these issues the new Strategy outlines:

- a new vision for education in Powys;
- a summary of the challenges faced by the education sector in Powys;
- a final set of guiding principles;
- strategic aims and objectives;
- a programme of activity;
- the legislative process;
- new monitoring arrangements.

The Strategy is supported by a new Strategic Outline Programme (SOP) for capital funding for school building projects to be phased over a ten year period. The capital funding required to enable the strategy to be delivered has been estimated at £350m. This revised SOP includes provision for a change to the way that the Llanfyllin catchment is organised, with a view to taking a transformational approach to education within the catchment.

In order to achieve the preferred option, formal consultation would need to be undertaken on the following:

- Proposals relating to Ysgol Bro Cynllaith; Llangedwyn Church in Wales Primary school; Llanfechain Church in Wales School.
- Proposals relating to Llanrhaeadr Ym Mochnant CP school (dual stream) and Ysgol Pennant (Welsh medium) to establish a new 4–11 Welsh-medium school on the existing Llanrhaeadr Ym Mochnant site, with capital investment.
- Proposals relating to Carreghofa CP school, Llandysilio Church in Wales and other schools in order to establish a new 4-11 area Primary school, which would be across the Llanfyllin and Welshpool catchment areas.

1.2 Economic Case

Following an initial assessment of the of the scope of work required, a long list of options was developed within the remit of the scope:

Project 0 (Llanfyllin Town)

- Do nothing (backlog maintenance);
- Remodel Primary school;
- Remodel Primary and Secondary schools;
- Rebuild Primary;
- Rebuild Primary and Secondary in separate buildings;
- Rebuild all through school;
- Rebuild all through school with community facilities.

Project 1 (Llansantffraid, Llanfechain, Llangedwyn and Ysgol Bro Cynllaith)

- Retain all schools;
- Close Llangedwyn, Llanfechain, Ysgol Bro Cynllaith, retain Llansantffraid with backlog maintenance. Pupils transfer to Llansantffraid or new build in Llanfyllin;
- Close Llangedwyn, Llanfechain, Ysgol Bro Cynllaith, extend Llansantffraid. Pupils transfer to Llansantffraid or new build in Llanfyllin;
- Close all schools, transfer pupils to new build in Llanfyllin.

Project 2 (Llanrhaeadr and Pennant)

- Retain both schools;
- Merge both schools to create a new school in their current buildings;;
- Merge both schools to create a new school in a new building;
- Close Pennant, pupils to transfer to Llanrhaeadr;
- Close Llanrhaeadr, pupils to transfer to Pennant;
- Close both schools, transfer pupils to new build in Llanfyllin.

Project 3 (Carreghofa, Llandysilio)

- Retain both schools;
- Merge both schools to create a new area school in their current buildings;
- Merge both schools to create a new area school in a new building;
- Merge both schools with other schools in the Welshpool catchment to create a new cross catchment area school in their current buildings;
- Merge both schools with other schools in the Welshpool catchment to create a new cross catchment area school in a new building;
- Close both schools, transfer pupils to new build in Llanfyllin.

Each of these options were subjected to a review of advantages and disadvantages and an appraisal against the Investment Objectives and Critical Success Factors agreed by the Powys officer team.

During the appraisal, it was clear that Option 1 (Do Nothing) did not sufficiently meet the Investment Objectives or Critical Success Factors, but was carried forward as a baseline comparator, in line with the guidance in the HM Treasury Green Book.

As a result of this, the following three options were short-listed for Economic and Financial appraisal:

New Option 1:

- Do nothing in all Llanfyllin catchment schools (Primary and Secondary) (Backlog Maintenance only).

New Option 2 (Transformational a):

- Rebuild all through school in Llanfyllin;
- Close Llangedwyn, Llanfechain, Ysgol Bro Cynllaith, extend Llansantffraid with backlog maintenance. Pupils transfer to Llansantffraid or new build in Llanfyllin;
- Close Pennant, pupils to transfer to Llanrhaeadr.
- Merge Carreghofa and Llandysilio schools with other schools in the Welshpool catchment to create a new cross catchment area school in a new building.

New Option 3 (Transformational b):

- Rebuild all through school in Llanfyllin, with community facilities;
- Close Llangedwyn, Llanfechain, Ysgol Bro Cynllaith, retain Llansantffraid with backlog maintenance. Pupils transfer to new build in Llanfyllin;
- Close Pennant, pupils to transfer to Llanrhaeadr.
- Merge Carreghofa and Llandysilio schools with other schools in the Welshpool catchment to create a new cross catchment area school in a new building.

The short-listed options were assessed over a 60 year period (20 years in the case of Option 1, Do Nothing), to understand the Net Present Cost (NPC) and Equivalent Annual Cost (EAC) of each option.

As the assessment periods were not uniform, the Equivalent Annual Cost is deemed the main point of comparison between the options.

The Economic Appraisal resulted in the following outcome:

Discounted Cash flow (DCF) Summary Sheet		Inc. Optimism Bias		Excl. Optimism Bias	
Option No.	Option Name/Description	NPC (£m)	EAC (£m)	NPC (£m)	EAC (£m)
1	Backlog Maintenance/remodelling on existing schools (10 x sites).	148.6	10.10	147.4	10.02
2	New all through school Llanfyllin, close Llangedwyn, Llanfechain, Ysgol Bro Cynllaith, extend Llansantffraid with backlog maintenance. Pupils transfer to Llansantffraid or new build in Llanfyllin. Close Pennant, pupils to transfer to new WM school in Llanrhaeadr. Merge Carreghofa and Llandysilio schools with other schools in the Welshpool catchment to create a new cross catchment area school in a new building.	172.3	6.57	164.4	6.27
3	New all through school Llanfyllin with community facilities, close Llangedwyn, Llanfechain, Ysgol Bro Cynllaith, retain Llansantffraid with backlog maintenance. Pupils transfer to new build in Llanfyllin. Close Pennant, pupils to transfer to new WM school in Llanrhaeadr. Merge Carreghofa and Llandysilio schools with other schools in the Welshpool catchment to create a new cross catchment area school in a new building.	171.9	6.55	164.0	6.25

DCF = Discounted Cash flow

NPC = Net Present Cost

EAC = Equivalent Annual Cost

The economic appraisal shows that Option 3 is considered the best option economically, followed closely by Option 2. Option 1 (Do Nothing) has the best Net Present Cost, but this is because it has been assessed over a shorter period of time.

1.3 Commercial Case

The Council has good experience of working with contractor frameworks and has achieved positive outcomes using such frameworks. The Council has therefore concluded that the optimum procurement route will be to use the revised SEWSCAP framework that was re-launched in June 2019 (SEWSCAP 3).

1.4 Financial Case

Project Costs	
Capital Cost	£37,320,000

Optimism Bias	£8,956,500
Risk	£3,284,000
VAT (only to be included where non-recoverable by applicant)	N/A
Total Project Cost (inclusive of optimism bias and risk)	£49,560,500
Welsh Government Contribution (65%)	£32,214,325
PCC Contribution (35%)	£17,346,175

In terms of overall affordability and balance sheet treatment, a balance sheet asset addition of £37,320,000 is made for the new schools within the Llanfyllin catchment. Short term additional funding is required of £35,954,000 for years 3 through 5 (inclusive), excluding VAT, retained risks and optimism bias. There is also an ongoing requirement for revenue funding of £4,878,075 (year 6 only) and £4,587,003 per annum thereafter, from the inception of the new schools. This reflects a reduction in current revenue costs of £698k per annum.

The Band B submission has been scrutinised and assessed by the Council's Section 151 Officer for affordability in light of the 65% programme intervention rate.

The Council's funding to support these projects will be considered as part of the overarching financial strategy for the delivery of the entire Council's Strategy for Transforming Education in Powys 2020-30.

1.5 Management Case

This scheme is a constituent of Powys County Council's Transforming Education Programme, and has been identified within that Programme as a priority. It will be managed in accordance with best practice in programme and project management principles – MSP and PRINCE2 to provide a systematic and effective delivery framework.

Outline project plan

(This assumes that all projects within this PBC are carried out together – however, the plan may change if there is a separate process for each project – this will be dependent on achievability and funding availability)

Date	Actions (commencement)
01/2021	Consultation
09/2021	Cabinet decision following consultation

Date	Actions (commencement)
The following stages will only be taken forward if Cabinet approves the proposal following the consultation process	
11/2021	SOC/OBCs approved
04/2022	Appoint Contractor
09/2023	FBCs approved
09/2023	Construction Commences on all schemes
09/2025	New community campus at Ysgol Llanfyllin opens New area school opens Extensions to the new Welsh-medium school and Llansanffraid CiW Primary School are completed.

2 Strategic Case

2.1 Strategic Fit

2.1.1 National Strategies

The proposals contained within this business case contribute to the following national and international strategies and policies:

- United Nations Convention on the Rights of the Child;
- Wellbeing and Future Generations Act 2015;
- The Learning Country: Vision into Action 2008;
- Skills framework for 3-19 year olds in Wales 2008;
- One Wales: One planet, a new sustainable development scheme for Wales May 2009 or ant successor strategy;
- Learner Travel Operational Guidance - April 2009;
- A Curriculum for all Learners 2010;
- Measuring the capacity of schools in Wales – Circular 021/2011;
- Welsh Government Welsh Medium Education Strategy 2010;
- Improving Schools National Implementation Plan 2012-15;
- A Living Language: A language for Living: Welsh Language Strategy 2012-17;
- Building a Brighter Future: Early Years and Childcare Plan 2013;
- The Curriculum for Wales
- School Standards and Organisation (Wales) Act 2013;
- School Organisation Code 2018;
- School Organisation: Consultation with Children and Young People – Guidance Document 2013.

2.1.2 Local Strategies

- Vision 2025 sets out the Cabinet's priorities for the council up to 2025. 'Strengthening Learning and Skills' is one of the four priorities outlined within this vision;
- Welsh in Education Strategic Plan 2017-20 sets out the council's priorities for developing Welsh-medium provision within Powys;
- Strategy for Transforming Education in Powys, which sets out Powys' approach to developing the school infrastructure and the planning of school places;
- Powys Community Focused Schools Strategy, which ensures that key services are sufficiently integrated and able to work collaboratively;

- Powys Carbon Reducing & Sustainability Strategies, which identifies that all new schools will be part of a new generation of energy efficient buildings;
- Powys Regenerations Strategy aims to deliver outcomes which will have a positive impact upon the physical, social, environmental, economic and cultural attributes of the county; and
- Powys ICT Strategy which aims at delivering learners' entitlement to use technology to support their learning and to enable schools to become more innovative and effective in their teaching and learning.

2.2 Case for Change

2.2.1 Investment Objectives

The Investment Objectives underlying the case for change for this project are:

1. Provide a stimulating teaching and learning environment in state of the art, 21st Century facilities that will impact positively on the self-esteem and well-being of all pupils and deliver the new Curriculum for Wales.
2. To promote the Welsh language and culture by meeting and stimulating the demand for Welsh-medium Education and by providing access to high quality provision through all key stages in the Llanfyllin cluster.
3. Develop Community-focused schools that are the central point for multi-agency services to support children, young people, families and the community.
4. Provide Early Years facilities that meet the needs of all children and enable the effective delivery of the new Curriculum for Wales.
5. Optimise the economic, financial and environmental sustainability of the schools, by having the right schools in the right place.
6. Ensure that all pupils with SEN/ALN are placed in a provision that meets their needs, with the appropriate specialist teaching, support and facilities that enables every learner to meet their potential.
7. To promote the welfare of children and young people by providing an optimal safeguarding environment through a child centred and coordinated approach.

2.2.2 Targets and measures

The following table identifies the measures and targets that will be utilised to ensure that the identified investment objectives are SMART.

Table 1: Targets & Measures

Investment Objectives	Target	Measure
1. Provide a stimulating teaching and learning environment in state of the art, 21st Century facilities that will impact positively on the self-esteem and well-being of all pupils and deliver the new Curriculum for Wales.	<ul style="list-style-type: none"> Improved motivation, engagement, attendance & extracurricular involvement as evidenced by: <ol style="list-style-type: none"> School Self Evaluation School Improvement Plan Estyn inspection Local authority review 	<ul style="list-style-type: none"> All aspects of pupil wellbeing (as detailed in Estyn guidance) to be awarded a judgement of at least Good by September 2026 Local Authority core visits report improved engagement, motivation and pupil wellbeing by September 2026 Attendance percentage rate to increase to 95% for the academic year 2026/2027 To interview 10% of pupils and 5% of parents to evaluate the effectiveness of the school's policies and practices in promoting pupils' wellbeing seeking a 90% satisfaction rate (reference parental survey annexe 5 Estyn guidance)
2. To promote the Welsh language and culture by meeting and stimulating the demand for Welsh-medium Education and by providing access to high quality provision through all key stages in the Llanfyllin cluster.	<ul style="list-style-type: none"> Increased number of learners studying through the medium of Welsh. 	<ul style="list-style-type: none"> Increase in the % of primary pupils in the Llanfyllin catchment taught through the medium of Welsh by September 2029; Increase in the % of secondary pupils in the Llanfyllin catchment taught through the medium of Welsh by September 2029;
	<ul style="list-style-type: none"> Broader Welsh medium curriculum available to learners at all key stages. 	<ul style="list-style-type: none"> Increase in the % of subjects available through the medium of Welsh at all key stages by September 2025.

Investment Objectives	Target	Measure
3. Develop Community-focused schools that are the central point for multi-agency services to support children, young people, families and the community.	<ul style="list-style-type: none"> Increased usage of community facilities 	<ul style="list-style-type: none"> % increase in usage of community facilities within 18 months of opening
4. Provide Early Years facilities that meet the needs of all children and enable the effective delivery of the new Curriculum for Wales.	<ul style="list-style-type: none"> Improve facilities (indoors/outdoors) for all children and staff 	<ul style="list-style-type: none"> All children will benefit from facilities in the indoors and outdoors that meet the needs of 21st century learners Teaching and Learning – ‘improved breadth, balance and appropriateness of the curriculum’ (as detailed in Estyn guidance) to be awarded a judgement of at least Good by September 2026 Achieved through design from opening of new schools
5. Optimise the economic, financial and environmental sustainability of the schools, by having the right schools in the right place.	<ul style="list-style-type: none"> Reduction in energy use and carbon emissions. 	<ul style="list-style-type: none"> Reduction in combined gas and electricity consumption to 124kwh/m² by September 2025; Reduction in CO₂ emission to 19.7kg/m² by September 2025.
	<ul style="list-style-type: none"> Removal of surplus places across the catchment 	<ul style="list-style-type: none"> To reduce the total number of surplus places by 350 across the catchment upon school openings in September 2025
6. Ensure that all pupils with SEN/ALN are placed in a provision that meets their needs, with the appropriate specialist teaching, support and facilities	<ul style="list-style-type: none"> Building design includes a range of facilities to support pupils with SEN/ALN including: <ul style="list-style-type: none"> Wellbeing room(s) Small group intervention rooms 	<ul style="list-style-type: none"> The school building enables all pupils to participate fully in the curriculum and to achieve well in line with their needs All aspects of SEN/ALN (as detailed in Estyn guidance) to be awarded a judgement of at least Good by September 2026

Investment Objectives	Target	Measure
that enables every learner to meet their potential.	<ul style="list-style-type: none"> - Facilities for input from educational psychologists, therapists - Meeting rooms for annual reviews - Changing facilities - Facilities for wheelchair users 	<ul style="list-style-type: none"> • Local Authority core visits report improved support for learners with SEN/ALN by September 2026 • Improved outcomes for pupils with SEN/ALN • Improved retention of pupils with SEN/ALN in the sixth form
7. To promote the welfare of children and young people by providing an optimal safeguarding environment through a child centred and coordinated approach.	<ul style="list-style-type: none"> • Building design meets building bulletin requirements and has appropriately designed safeguarding arrangements. 	<ul style="list-style-type: none"> • Achieved through design of new all through school at Llanfyllin

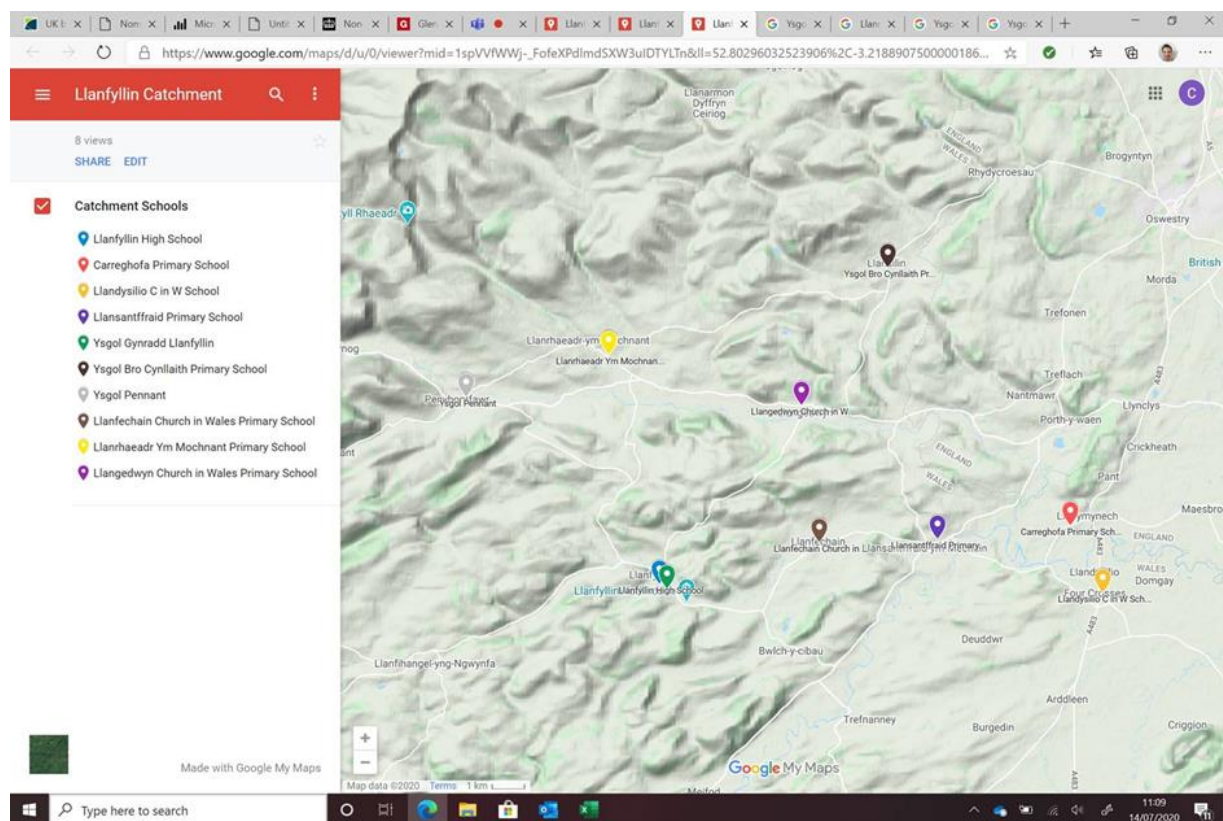
2.2.3 Existing Arrangements

The catchment area has predominantly Primary Schools, for pupils aged 4-11 years, as well as one all-age school, Ysgol Llanfyllin, established in September 2020 following the merger of Llanfyllin C.P. School and Llanfyllin High School.

The schools in the catchment are a mix of dual-streams and mainly English-medium provision, with one Welsh-medium provision, Ysgol Pennant.

The location of the ten campuses, in relation to the towns and communities that make up the Llanfyllin catchment, are shown in figure one below.

Figure 1: Llanfyllin Catchment Area - School Locations



The school estate comprises one bilingual all-age school (Ysgol Llanfyllin) and eight primary schools. Four of the primary schools (Llandysilio, Llangedwyn, Llansantffraid and Llanfechain) are Church in Wales Schools, all delivering English-medium provision.

Llanrhaeadr Ym Mochnant C.P. School is a dual stream school, Ysgol Pennant is a Welsh-medium school, whilst the remaining two community primary schools (Carreghofa C.P. School and Ysgol Bro Cynllaith) are English-medium schools.

Further details on each school follows.

Figure 2: Carreghofa CP School

Carreghofa is an English Medium Primary School and, up until 2017, the number of places available at the school was broadly balanced to the current level of demand. However, the last three years has been a decline in numbers, leaving the school running under-capacity. There are a total of 115 school places and 86 current pupils (74.8% full). Short-term forecasts for future demand predict that there will be limited change in the number of pupils within the area, with a predicated minor increase next year, before returning to broadly current levels in 2024.

The general condition of the school is relatively good, with an assessment of category B for both condition and suitability. From a strategic infrastructure perspective the clear priority for the Council would be to address the under-utilisation.

Figure 3: Llandysilio C.I.W. School

Llandysilio is an English Medium, Church in Wales Primary School and, up until 2015, the number of places available at the school was broadly balanced to the current level of demand. However, since then there has been a steep decline in numbers to the current level, leaving the school running seriously under-capacity. There are a total of 116 school places and only 74 current pupils (63.8% full) and short-term forecasts for future demand predict that there will be no significant change in the number of pupils within the area, before 2024.

The general condition of the school is relatively poor, with an assessment of category C for both condition and suitability, with an outstanding backlog maintenance liability of c£504k. From an infrastructure perspective the clear priority for the Council is to consider investment in, and redevelopment of, the school with a view to addressing the under-utilisation.

Figure 4: Llangedwyn C.I.W School

Llangedwyn is an English Medium, Church in Wales Primary School and, up until 2019, the number of places available at the school was broadly balanced to the current level of demand. However, last year saw a steep decline in numbers, leaving the school running seriously under-capacity. There are a total of 41 school places and just 18 current pupils (43.9% full).

The general condition of the school is relatively good, with an assessment of category B for both condition and suitability, but the size of the school means that it is not financially viable, with a current average budget share per pupil of £6,627 – significantly in excess of the County average.

Figure 5: Llanrhaeadr Ym Mochnant School



Llanrhaeadr Ym Mochnant is a Dual Stream Primary School and the number of places available at the school is broadly balanced to the current level of demand. There are a total of 85 school places and 75 current pupils. However, short-term forecasts for future demand predict that, next year, there will be a decline in the number of pupils within the area which will persist through to 2024, when a total of 69 pupils (81.2%), will be in attendance.

The general condition of the school is good, with an assessment of category A for both condition and suitability. This is further substantiated by an outstanding backlog maintenance liability of zero.

Figure 6: Llansantffraid C.I.W. School

Llansantffraid is an English Medium, Church in Wales, Primary School and is currently unique amongst the schools in the Llanfyllin catchment, being the only one that is operating above capacity, and has been consistently for the past six years. There are a total of 97 school places and 118 current pupils (that is 21.6% above capacity). However, short-term forecasts for future demand predict that there will be a gradual decrease in the number of pupils within the area, leading to a level of under-capacity by 2024.

The general condition of the school is relatively good, with an assessment of category B, although it is only assessed as category C for suitability. From a strategic infrastructure perspective the clear priority for the Council is to address the school's fitness for purpose.

Figure 7: Llanfyllin High School

Llanfyllin High was a Dual-stream Secondary School and, since 2014 at least, the number of surplus places at the school have consistently increased. There are a total of 916 school places and only 718 current pupils. Whilst 2020 demand for places shows a slight up-turn, short-term forecasts for future demand predict that there will be a resumption of the downward trend such that, by 2024, the school could be operating at just 62% capacity.

The school has a condition assessment of category C (poor), and a suitability assessment of category B/C, alongside an outstanding backlog maintenance liability of c£3.185m.

From September 2020 Llanfyllin High School and Ysgol Gynradd Llanfyllin merged to create Ysgol Llanfyllin, a dual stream all through school (on existing school sites and within existing school buildings). This is the first part of the transformation within the town of Llanfyllin and the wider catchment.

Figure 8: Ysgol Gynradd Llanfyllin

Ysgol Gynradd Llanfyllin was a Dual Stream Primary School and, up until 2015, the number of places available at the school was broadly balanced to the current level of demand. However, since then there has seen a decline in numbers to the current level, leaving the school running under-capacity. There are a total of 174 primary school places and 150 current pupils (86.2% full) and short-term forecasts for future demand in the area predicts that the trend of under-utilisation is set to continue through to 2024.

The school has a condition assessment of category C (poor), and a suitability assessment of category B/C, alongside an outstanding backlog maintenance liability of c£853k.

As above, from September 2020 Llanfyllin High School and Ysgol Gynradd Llanfyllin merged to create Ysgol Llanfyllin, a dual stream all through school (on existing school sites and within existing school buildings).

Figure 9: Ysgol Bro Cynllaith

Ysgol Bro Cynllaith is an English Medium Primary School and the number of places available at the school has been consistently under-utilised, such that the school is running seriously under-capacity. There are a total of 48 school places and only 27 current pupils (56.3% full). Whilst the short-term forecasts for future demand predict that there will be a slight up-turn in demand, by 2024, the number of pupils within the area will still be significantly below capacity.

The general condition of the school is relatively good, with an assessment of category B for both condition and suitability.

Figure 10: Ysgol Pennant

Pennant is a Welsh-Medium Primary School and the number of places available at the school is broadly balanced to the current level of demand, with relatively minor fluctuations. There are a total of 78 school places and 70 current pupils (89.7% full). Short-term forecasts for future demand predict that there will be limited change in the number of pupils within the area, with a predicated further increase in surplus places by 2024.

The general condition of the school is relatively good, with a condition assessment of category B, and a suitability assessment of category B/C.

Figure 11: Llanfechain C.I.W. School



Llanfechain is an English Medium, Church in Wales Primary School and the number of places available at the school was broadly balanced to the current level of demand. There are a total of 47 school places and 45 current pupils (95.7% full). Short-term forecasts for future demand predict that there will be minimal change in the number of pupils within the area.

The school has a condition assessment of category C, and a suitability assessment of category B, plus an outstanding backlog maintenance liability of c£432k.

**Table 2: Llanfyllin Catchment Summary Information**

SCHOOL	Llanfyllin High School	Llanfyllin C.P. School	Llansantffraid C. in W. VA School	Ysgol Bro Cynllaith	Llanfechain C. in W. School	Llangedwyn C. in W. School	Ysgol Pennant	Llanrhaeadr Ym Mochnant C.P. School	Carreghofa C.P. School	Llandysilio C. in W. School
Language Category	Dual Stream	Dual Stream	English Medium	English Medium	English Medium	English Medium	Welsh Medium	Dual Stream	English Medium	English Medium
Age range	11-18	4-11	4-11	4-11	4-11	4-11	4-11	4-11	4-11	4-11
Total number of place in school	916	174	97	48	47	41	78	85	115	116
Number of pupils	718	150	118	27	45	18	70	79	86	74
Level of surplus places	198 (21.6%)	29 (16.7%)	-21 (-21.6%)	21 (43.8%)	2 (4.3%)	23 (56.1%)	8 (10.3%)	10 (11.8%)	29 (25.2%)	42 (36.2%)
Welsh Medium Pupils	138	73	0	0	0	0	70	47	0	0
ALN/SEN Pupils (All)	18.9%	6.1%	15.0%	11.5%	11.4%	16.7%	18.6%	24.0%	12.8%	15.3%
Free School Meals	8.9%	16.9%	17.3%	7.7%	20.5%	22.2%	4.3%	6.7%	15.1%	11.1%
Pupils from ethnic minorities	3.3%	5.4%	0.8%	3.8%	0.0%	0.0%	1.4%	0.0%	8.1%	0.0%
Number of Teachers*	43.8	7.0	5.0	2.3	3.6	3.1	3.7	4.6	6.7	4.0
Pupil Teacher Ratio*	15.9	20.9	22.6	13.2	10.8	10.0	18.9	15.4	15.1	19.8
National School Categorisation	Amber	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Amber	Green	Yellow
*PLASC 2019										

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Table 3: Learner Outcomes

Area	Literacy	Numeracy	Science	Welsh Bacc.
Llanfyllin Catchment	41.9	41.9	40.5	42.0
Local Authority	40.1	38.3	38.4	36.6
Wales	39.0	37.3	36.8	37.5

Table 4: Present & Forecast Pupil Numbers

School	May 2020	Jan 2021	Jan 2022	Jan 2023	Jan 2024
Carreghofa C.P. School	86	95	90	88	87
Llandysilio C.I.W. School	74	76	77	76	76
Llangedwyn C In W Primary School	18	38	36	39	48
Llanrhaeadr Ym Mochnant C.P. School	79	68	67	65	69
Llansantffraid C In W School	118	107	100	97	86
Llanfyllin High School	718	632	595	576	568
Ysgol Gynradd Llanfyllin	150	137	138	126	122
Ysgol Bro Cynllaith	27	29	30	33	32
Ysgol Pennant	70	75	70	66	65
Llanfechain C.I.W. School	45	42	45	51	52

Table 5: Latest Condition Assessments

School	Condition	Suitability	Backlog
Carreghofa C.P. School	B	B	£250,015
Llandysilio C.I.W. School	C	C	£503,976
Llangedwyn C In W Primary School	B	B	£84,291
Llanrhaeadr Ym Mochnant C.P. School	A	A	£ -
Llansantffraid C In W School	B	C	£312,951
Llanfyllin High School	C	B/C	£3,184,817
Ysgol Gynradd Llanfyllin	C	B/C	£852,357
Ysgol Bro Cynllaith	B	B	£273,413

Ysgol Pennant	B	B/C	£231,931
Llanfechain C.I.W. School	C	B	£431,250

2.2.4 Problems with the status quo

The case for change at Llanfyllin is based on four significant issues:

1. The current catchment includes a number of small schools, which fall below the Welsh Government's definition of a small school which are schools below 91 pupils and there is a trend of falling school rolls in these schools.
2. There are currently 341 surplus places in the catchment, with 198 (22% of capacity) of those places at the secondary sector of Ysgol Llanfyllin. Other notable surplus places are:
 - a. Carreghofa County Primary school – 28 surplus places (25% of capacity);
 - b. Llandysilio Church in Wales school – 42 (36% of capacity)
 - c. Llanrhaeadr Ym Mochnant – 16 places (18% of capacity);
 - d. Ysgol Gynradd Llanfyllin – 29 places (17% of capacity); and
 - e. Ysgol Bro Cynllaith – 21 places (44% of capacity).
3. The size of many of the schools in the catchment means that they have an average budget share per pupil which is significantly higher than the Powys average of £3,978 per primary pupil and £4,562 per secondary pupil:
 - a. Llangedwyn Church in Wales Primary school (£6,627);
 - b. Llanrhaeadr Ym Mochnant CP school (£5,301);
 - c. Ysgol Bro Cynllaith (£6,616);
 - d. Llanfechain Church in Wales school (£5,729); and
 - e. Llanfyllin High School (£5,287).
4. Four of the ten schools in the catchment have a school building which is condition C (poor), while only one of the schools (Llanrhaeadr Ym Mochnant) has a category A building suitability rating (e.g. is DDA compliant).

2.3 Welsh Medium Education

There is a range of Welsh Medium education provision within the Llanfyllin catchment area. Welsh-medium primary and secondary provision is delivered at a dual stream all-age school, and in the primary sector, Welsh-medium provision is also delivered at one dual stream primary school and one Welsh Medium primary school.

In April 2020, the Council approved a new Strategy for Transforming Education in Powys. The Strategy outlines a number of challenges facing education in Powys, one of which is 'Inequality in access to Welsh-medium education'. The Strategy includes an aim to 'improve access to Welsh-medium provision across all key stages.'

Improving access to Welsh-medium provision across all key stages and ensuring that learners can access comprehensive Welsh-medium provision throughout their educational careers will be a key factor of the catchment transformation.

The Council's aspiration is to provide Welsh-medium provision which would ultimately be more attractive to prospective learners, leading to an increase in the number of learners choosing Welsh-medium education in the catchment, and contributing to the Welsh Government's aspiration to achieve a Million Welsh Speakers by 2050.

2.4 Childcare/Nursery Provision

The following Childcare/Nursery provision is currently provided in the Llanfyllin catchment area:

- Cylch Meithrin Llanfyllin, located in Ysgol Gynradd Llanfyllin
- Llanfyllin pre school, located in Ysgol Gynradd Llanfyllin
- Cylch Meithrin Llanrhaeadr, located on the site of Llanrhaeadr Ym Mochnant CP School
- Cylch Meithrin Penybontfawr, located on the site of Ysgol Pennant
- Llansantffraid Ladybirds, located on the site of Llansantffraid CiW School
- Carreghofa Owlets, located on the site of Carreghofa CP School

Powys County Council is committed to providing suitable infrastructure to enable providers to provide the 30-hour childcare scheme. Whether or not there is a need to incorporate nursery / early years provision will be a key consideration in respect of any construction project, particularly so where this includes primary provision. As this scheme proceeds, the Council will take a holistic approach based on community needs to determine whether early years provision, including nursery provision, is required as part of the scheme.

A community use strategy is also developed as part of all construction schemes, and consideration will be given in the design stages as to the need for provision such as after school, breakfast and holiday clubs.

2.5 Active Travel

It is the council's view that active travel is essential to encourage staff, pupils and wider members of the community to walk and cycle to new facilities, meaning that more people can enjoy the benefits of active travel.

Any construction project taken forward based on this PBC will be developed in line with the Welsh Government Active Travel Wales Act (2013) and design guidance, with the aim of improving active travel links.

Active travel will be considered early on in site selection and feasibility stage.

2.6 Community/Sports Facilities

Community/Sports Facilities are currently provided on the Ysgol Llanfyllin campus.

The Llanfyllin Sports Centre is located on the secondary campus. The centre includes a swimming pool and gym, as well as a sports hall.

The Council acknowledges the benefits of incorporating community and sports facilities in school construction projects. This is reflected in the Council's Strategy for Transforming Education in Powys, which includes a commitment to 'a major capital investment programme that will ensure that schools in Powys have inspiring, environmentally sustainable buildings that can provide opportunities for wider community activity, including where possible childcare services, early years, ALN, multi-agency support and community and leisure facilities'.

As the scheme moves forward, the Council will take a holistic approach based on community needs to determine what community facilities are included within each scheme. All developments will be in line with Building Bulletin and Sport Wales guidance.

2.7 Main Benefits

The main benefits associated with the strategic case are outlined below:

Table 6: Benefits by Investment Objective

Investment Objectives	Benefit
1. Provide a stimulating teaching and learning environment in state of the art, 21 st Century facilities that will impact positively on the self-esteem and well-being of all pupils and deliver the new Curriculum for Wales.	<ul style="list-style-type: none"> • Improved motivation of students and teachers – less sickness absence and improved school attendance rates. • Improved pupil satisfaction and a reduction in the number of incidences of poor behaviour. • Opportunities for teachers to broaden their skill sets. • Delivery of the broadest curriculum. • Schools will be able to attract new teaching staff as a result of the breadth and depth of curriculum. • Improved reputation of the school. • Improved educational outcomes. • Increased numbers of learners who transfer into further and higher education. • Increased number of opportunities for young people to engage with technology.

<p>2. To promote the Welsh language and culture by meeting and stimulating the demand for Welsh-medium Education and by providing access to high quality provision through all key stages in the Llanfyllin cluster.</p>	<ul style="list-style-type: none"> • Increased number of learners studying through the medium of Welsh; • Broader Welsh medium curriculum available to learners at all key stages; • Welsh Medium provision to meet untapped (latent) demand in the north Powys area; • Increased use of the Welsh Language in day to day life in north Powys.
<p>3. Develop Community-focused schools that are the central point for multi-agency services to support children, young people, families and the community.</p>	<ul style="list-style-type: none"> • Opportunities for lifelong learning in the Llanfyllin catchment communities. • Improved leisure opportunities and usage in the Llanfyllin catchment communities. • Improved financial viability of leisure offerings through increased take up and use of facilities.
<p>4. Provide Early Years facilities that meet the needs of all children and enable the effective delivery of the new Curriculum for Wales.</p>	<ul style="list-style-type: none"> • Increased availability of early years places in Llanfyllin catchment. • Full and effective delivery of the Curriculum for Wales.
<p>5. Optimise the economic, financial and environmental sustainability of the schools, by having the right schools in the right place.</p>	<ul style="list-style-type: none"> • Reduction in energy use and carbon emissions. • Removal of surplus places across the catchment. • Closure of poor condition schools and financially unviable schools. • Schools with the right space for learners (i.e. not over-crowded). • Improved environmental efficiency. • Reduced energy costs and usage. • Increased number of opportunities for young people to engage with technology.
<p>6. Ensure that all pupils with SEN/ALN are placed in a provision that meets their needs, with the appropriate specialist teaching, support and facilities that enables every learner to meet their potential.</p>	<ul style="list-style-type: none"> • Bespoke provision for SEN/ALN pupils. • Increased provision of specialist teaching support. • Improved facilities for SEN/ALN learners.

<p>7. To promote the welfare of children and young people by providing an optimal safeguarding environment through a child centred and coordinated approach.</p>	<ul style="list-style-type: none"> • Reduction in the number of safeguarding incidents in the Llanfyllin catchment; • Better environment (by design) to provide safe space for children in the new schools.
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2.8 Main Risks

The main risks associated with the strategic case are outlined below.

Table 7: Strategic Risks & Countermeasures

Main Risk	Counter Measures
Business and Political Risks	
<p>1. An unexpected reduction in the level/availability of capital or revenue funding leads to delays and reduction in the scope of the project.</p>	<p>No contractual commitments will be made until firm assurances have been given regarding the affordability and availability of funding.</p>
<p>2. The project requires political endorsement</p>	<p>The Council's Cabinet has given approval in principle to the project and will be kept informed as the project develops.</p>
<p>3. Pupil numbers fall in the short term, making it more difficult to make the case</p>	<p>Detailed (long term) strategic planning about Welsh & English Medium education (including Post 16) in north Powys to underpin the business case.</p>
Service Risks	
<p>1. Legislative changes.</p>	<p>Plan flexibility into the options where possible.</p>
<p>2. WG policy changes</p>	<p>Plan flexibility into the options where possible.</p>
External Environmental Risks	
<p>1. Issues relating to planning permission or planning constraints</p>	<p>Early engagement with the Local Authority Planning Department on the proposed site and to identify any issues relating to planning permission or planning constraints.</p>

2. Covid 19	Early engagement with contractors to establish an appropriate risk response
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2.9 Project Constraints

The project is subject to the following constraints:

- Availability of capital funding from Welsh Government and Powys County Council for any new build required;
- Any planning consent which may be required for any new build required;
- Requirement to meet BREEAM Excellent standard;
- Need to minimise negative impact on current pupils.

2.10 Project Dependencies

The project dependencies are as follows:

- Political support at local and national level;
- Successful statutory consultations;
- Stakeholder support – parents, governors, community, diocesan education authority;
- Capital funding from Welsh Government and Powys County Council;
- Internal officer capacity;
- Capacity of other service areas to provide support;
- Planning permission and any other statutory consents that may be required.

3 Economic Case

3.1 Critical Success Factors

CSF1: Strategic Fit

- The option must satisfy all investment objectives and business needs;
- The option must optimise the benefits as presented in the Main Benefits Criteria;
- The option must be aligned with and promote the national, regional and local strategies.

CSF2: Potential Value for Money (VFM)

- The option must optimise the resources available for the delivery of learning;
- The option must provide value for money in the delivery of learning.

CSF3: Potential Achievability

- The option must be acceptable to learners, staff, governors and the wider community;
- The option must be politically acceptable at local, county and national level;
- The option must be achievable within current legislation;
- The options must be operationally achievable/physically achievable.

CSF4: Supply side Capacity and Capability

- The option must secure sufficient appropriate resources and expertise to be deployed within Powys to achieve the investment objectives.

CSF5: Potential Affordability

- The extent to which the option is affordable within the forecasted revenue of participating organisations;
- The extent to which the option is affordable within the forecasted capital finding of participating organisations.

3.2 Long List Options

The long list of options was generated by a cross departmental group of stakeholders at a workshop held on Thursday 15th July 2020. The following individuals were present:

- Marianne Evans – Senior Manager Education Services;
- Sarah Astley – Programme Manager;
- Eurig Towns – Senior Challenge Advisor;
- Anwen Orrells – Challenge Advisor
- Delyth Jones – Challenge Advisor;
- Mari Thomas – Finance Manager;
- Sharon Hughes – Senior Foundation Phase Advisor.

3.3 Scope Appraisal (the ‘what’)

3.3.1 Options

Minimum Scope:

1. Project 0 – Llanfyllin Town.

Intermediate Scope:

1. Project 1 – Llanfyllin Town plus Llansantffraid, Llanfechain, Llangedwyn and Ysgol Bro Cynllaith.
2. Project 2 – Llanfyllin Town plus Llanrhaeadr and Pennant.
3. Project 3 – Llanfyllin Town plus Carreghofa and Llandysilio

Maximum Scope:

1. All Projects (Adopt a transformational approach to Primary and Secondary education in the Llanfyllin catchment).

3.3.2 Advantages and Disadvantages

Table 8: Scope Advantages & Disadvantages

Project 0 – Llanfyllin Town	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Minimises disruption for pupils, parents and teachers across the catchment; • Optimises educational provision in Llanfyllin Town; • Addresses the issue of surplus places; • Addresses the issues of building conditions and backlog maintenance; • Addresses the issue of school budgets and financial viability; • Enables a broader curriculum in the Llanfyllin area, but not the broader catchment; • No additional transport costs incurred. 	<ul style="list-style-type: none"> • Has limited potential to improve the surplus places position for the whole catchment; • Does not enhance transition from Primary to Secondary education within the broader catchment; • Does not enable a broader more wide ranging curriculum to be provided; • Does not address other schools with significant surplus places and excessive budget share within the catchment.
Project 1 – Llanfyllin Town plus Llansantffraid, Llanfechain, Llangedwyn and Ysgol Bro Cynllaith	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Optimises educational provision in Llanfyllin Town; • Provides economies of scale through single site solution in Llanfyllin and immediate areas; • Increases the critical mass of pupils on one site thereby increasing the viability of the school; 	<ul style="list-style-type: none"> • Does not address the surplus places position for the whole catchment; • Does not enhance transition from Primary to Secondary education within the whole catchment;

<ul style="list-style-type: none"> • Allows for broader curriculum to be delivered in Llanfyllin and surrounding areas; • Addresses the issue of surplus places; • Addresses the issues of building conditions and backlog maintenance within the immediate area; • Addresses the issue of school budgets and financial viability within the immediate Llanfyllin area. 	<ul style="list-style-type: none"> • Does not enable a broader more wide ranging curriculum to be provided for the whole catchment; • Does not address other schools with significant surplus places and excessive budget share within the catchment. • Potential loss of provision in some communities • Potential increased transport costs / travel time
Project 2 – Llanfyllin Town plus Llanrhaeadr and Pennant	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Optimises educational provision in Llanfyllin Town; • Increases the opportunity for Welsh Medium education in the catchment; • Provides economies of scale through single site solution in Llanfyllin and at Llanrhaeadr; • Increases the critical mass of pupils at two different school sites, thereby increasing the viability of the schools; • Allows for broader curriculum to be delivered in Llanfyllin and Llanrhaeadr areas; • Addresses the issue of surplus places; • Addresses the issues of building conditions and backlog maintenance within the immediate area; • Addresses the issue of school budgets and financial viability within the immediate Llanfyllin area. 	<ul style="list-style-type: none"> • Does not address the surplus places position for the whole catchment; • Does not enhance transition from Primary to Secondary education within the whole catchment; • Does not enable a broader more wide ranging curriculum to be provided for the whole catchment; • Does not address other schools with significant surplus places and excessive budget share within the catchment.
Project 3 – Llanfyllin Town plus Carreghofa and Llandysilio	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Optimises educational provision in Llanfyllin Town; • Allows for a broader curriculum in the Llanfyllin Town and Llandysilio/Carreghofa areas • Provides economies of scale through single site solution in Llanfyllin and Llandysilio/Carreghofa • Increases the critical mass of pupils at two different school sites, thereby increasing the viability of the schools; • Addresses the issue of surplus places; 	<ul style="list-style-type: none"> • Does not address the surplus places position for the whole catchment; • Does not enhance transition from Primary to Secondary education within the whole catchment; • Does not enable a broader more wide ranging curriculum to be provided for the whole catchment; • Does not address other schools with significant surplus places and excessive budget share within the catchment.

<ul style="list-style-type: none"> • Addresses the issues of building conditions and backlog maintenance within the immediate areas; • Addresses the issue of school budgets and financial viability. 	
<p>All Projects (Adopt a transformational approach to Primary and Secondary education in the Llanfyllin catchment)</p>	
<p>Advantages</p>	<p>Disadvantages</p>
<ul style="list-style-type: none"> • Optimises educational provision in Llanfyllin Town the whole of the Llanfyllin catchment area; • Allows for a broader curriculum in the whole of the Llanfyllin catchment area; • Provides economies of scale through single site solutions in Llanfyllin, Llanrhaeadr and Llandysilio/Carreghofa; • Increases the critical mass of pupils at three different school sites, thereby increasing the viability of the schools and providing a clear feeder route to new all though (dual stream) provision in Llanfyllin town; • Addresses the issue of surplus places on a catchment wide basis; • Addresses the issues of building conditions and backlog maintenance within the whole catchment; • Addresses the issue of school budgets and financial viability within the whole catchment; • Would release land for sale (excluding Church in Wales schools). 	<ul style="list-style-type: none"> • Long and complex statutory consultation required; • Church in Wales schools are not owned by the Council; • Potential loss of provision in some communities; • Potential increased transport costs / travel time; • Transport costs may be excessive.

3.3.3 Conclusion

Table 9: Scope Appraisal Summary

Reference to:	Min (1)	Int. (2)	Int. (3)	Int. (4)	Max (5)
1. Provide a stimulating teaching and learning environment in state of the art, 21st Century facilities that will impact positively on the self-esteem and well-being of all pupils and deliver the new Curriculum for Wales.	✓	✓	✓	✓	✓
2. To promote the Welsh language and culture by meeting and stimulating the demand for Welsh-medium Education and by providing access to high quality provision through all key stages in the Llanfyllin cluster.	✗	?	✓	?	✓
3. Develop Community-focused schools that are the central point for multi-agency services to support children, young people, families and the community.	✗	?	?	?	✓
4. Provide Early Years facilities that meet the needs of all children and enable the effective delivery of the new Curriculum for Wales.	✗	?	?	?	✓
5. Optimise the economic, financial and environmental sustainability of the schools, by having the right schools in the right place.	✗	?	?	?	✓
6. Ensure that all pupils with SEN/ALN are placed in a provision that meets their needs, with the appropriate specialist teaching, support and facilities that enables every learner to meet their potential.	✗	?	?	?	✓
7. To promote the welfare of children and young people by providing an optimal safeguarding environment through a child centred and coordinated approach.	✓	✓	✓	✓	✓
Critical Success Factors					
Business Need	✓	✓	✓	✓	✓
Strategic Fit	?	✓	✓	✓	✓
Potential VFM	?	✓	✓	✓	✓
Benefits optimisation	?	?	?	?	✓
Potential achievability	✓	✓	✓	✓	✓
Supply side capability	✓	✓	✓	✓	✓
Affordability	✓	✓	✓	✓	✓
Summary	Carry Forward	Possible	Possible	Possible	Preferred

The Scope options carried forward are therefore:

- Minimum (1);
- Intermediate (2,3 & 4); and
- Maximum (5).

The minimum scope is carried forward as a comparator only, as it does not meet the majority of either the Investment Objectives or the Critical Success Factors.

3.4 Service Solution Appraisal (the ‘how’)

3.4.1 Long List of Options (post Scope ‘filter’)

Project 0 (Llanfyllin Town)

1. Do nothing (backlog maintenance);
2. Remodel Primary school;
3. Remodel Primary and Secondary schools;
4. Rebuild Primary;
5. Rebuild Primary and Secondary in separate buildings;
6. Rebuild all through school;
7. Rebuild all through school with community facilities.

Project 1 (Llansantffraid, Llanfechain, Llangedwyn and Ysgol Bro Cynllaith)

1. Retain all schools;
2. Close Llangedwyn, Llanfechain, Ysgol Bro Cynllaith, retain Llansantffraid with backlog maintenance. Pupils transfer to Llansantffraid or new build in Llanfyllin;
3. Close Llangedwyn, Llanfechain, Ysgol Bro Cynllaith, extend Llansantffraid. Pupils transfer to Llansantffraid or new build in Llanfyllin;
4. Close all schools, transfer pupils to new build in Llanfyllin.

Project 2 (Llanrhaeadr and Pennant)

1. Retain both schools;
2. Merge both schools to create a new school in their current buildings;
3. Merge both schools to create a new school in a new building;
4. Close Pennant, pupils to transfer to Llanrhaeadr;
5. Close Llanrhaeadr, pupils to transfer to Pennant;
6. Close both schools, transfer pupils to new build in Llanfyllin.

Project 3 (Carreghofa, Llandysilio)

1. Retain both schools;
2. Merge both schools to create a new area school in their current buildings;
3. Merge both schools to create a new area school in a new building;
4. Merge both schools with other schools in the Welshpool catchment to create a new cross catchment area school in their current buildings;
5. Merge both schools with other schools in the Welshpool catchment to create a new cross catchment area school in a new building;
6. Close both schools, transfer pupils to new build in Llanfyllin.

3.4.2 Advantages and Disadvantages

The advantages and disadvantages for the Service Solution are identical to those examined for the Scope. Therefore please refer back to Table 8 of this document.



3.4.3 Conclusion

Table 10: Service Solution Appraisal Summary

Project 0 - Conclusion of Service Solution appraisal

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Reference to:	1	2	3	4	5	6	7
1. Provide a stimulating teaching and learning environment in state of the art, 21st Century facilities that will impact positively on the self-esteem and well-being of all pupils and deliver the new Curriculum for Wales.	x	x	x	✓	✓	✓	✓
2. To promote the Welsh language and culture by meeting and stimulating the demand for Welsh-medium Education and by providing access to high quality provision through all key stages in the Llanfyllin cluster.	x	x	?	x	?	✓	✓
3. Develop Community-focused schools that are the central point for multi-agency services to support children, young people, families and the community.	x	x	x	x	x	?	✓
4. Provide Early Years facilities that meet the needs of all children and enable the effective delivery of the new Curriculum for Wales.	x	?	?	?	✓	✓	✓
5. Optimise the economic, financial and environmental sustainability of the schools, by having the right schools in the right place.	x	x	x	x	x	✓	✓
6. Ensure that all pupils with SEN/ALN are placed in a provision that meets their needs, with the appropriate specialist teaching, support and facilities that enables every learner to meet their potential.	x	x	x	?	?	✓	✓
7. To promote the welfare of children and young people by providing an optimal safeguarding environment through a child centred and coordinated approach.	x	x	x	✓	✓	✓	✓
Critical Success Factors							
Business Need	x	x	x	x	x	✓	✓
Strategic Fit	x	x	x	x	x	✓	✓



Tudalen 298

Reference to:	1	2	3	4	5	6	7
Potential VFM	x	x	x	x	x	✓	✓
Benefits optimisation	x	x	x	x	x	✓	✓
Potential achievability	✓	✓	✓	✓	✓	✓	✓
Supply side capability	✓	✓	✓	✓	✓	✓	✓
Affordability	✓	✓	✓	✓	✓	✓	?
Summary	Discounted	Discounted	Discounted	Discounted	Discounted	Possible	Preferred

Carried forward for appraisal are (Project 0) options 6 and 7.



Project 1 - Conclusion of Service Solution appraisal

Tudalen 299

Reference to:	1	2	3	4
1. Provide a stimulating teaching and learning environment in state of the art, 21st Century facilities that will impact positively on the self-esteem and well-being of all pupils and deliver the new Curriculum for Wales.	x	✓	✓	✓
2. To promote the Welsh language and culture by meeting and stimulating the demand for Welsh-medium Education and by providing access to high quality provision through all key stages in the Llanfyllin cluster.	x	✓	✓	✓
3. Develop Community-focused schools that are the central point for multi-agency services to support children, young people, families and the community.	x	✓	✓	✓
4. Provide Early Years facilities that meet the needs of all children and enable the effective delivery of the new Curriculum for Wales.	x	✓	✓	✓
5. Optimise the economic, financial and environmental sustainability of the schools, by having the right schools in the right place.	x	✓	✓	✓
6. Ensure that all pupils with SEN/ALN are placed in a provision that meets their needs, with the appropriate specialist teaching, support and facilities that enables every learner to meet their potential.	x	✓	✓	✓
7. To promote the welfare of children and young people by providing an optimal safeguarding environment through a child centred and coordinated approach.	x	✓	✓	✓
Critical Success Factors				
Business Need	x	✓	?	?
Strategic Fit	x	✓	x	✓
Potential VFM	x	✓	✓	✓
Benefits optimisation	x	✓	✓	✓
Potential achievability	✓	✓	✓	x



Reference to:	1	2	3	4
Supply side capability	✓	✓	✓	✓
Affordability	✗	✓	✓	✓
Summary	Discounted	Preferred	Discounted	Discounted

Carried forward for appraisal is (Project 1) option 2.

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Project 2 - Conclusion of Service Solution appraisal

Tudalen 301

Reference to:	1	2	3	4	5	6
1. Provide a stimulating teaching and learning environment in state of the art, 21st Century facilities that will impact positively on the self-esteem and well-being of all pupils and deliver the new Curriculum for Wales.	x	?	✓	✓	x	✓
2. To promote the Welsh language and culture by meeting and stimulating the demand for Welsh-medium Education and by providing access to high quality provision through all key stages in the Llanfyllin cluster.	?	?	✓	✓	✓	x
3. Develop Community-focused schools that are the central point for multi-agency services to support children, young people, families and the community.	x	?	✓	✓	✓	✓
4. Provide Early Years facilities that meet the needs of all children and enable the effective delivery of the new Curriculum for Wales.	x	?	✓	✓	x	✓
5. Optimise the economic, financial and environmental sustainability of the schools, by having the right schools in the right place.	x	x	?	✓	x	✓
6. Ensure that all pupils with SEN/ALN are placed in a provision that meets their needs, with the appropriate specialist teaching, support and facilities that enables every learner to meet their potential.	x	?	✓	✓	x	✓
7. To promote the welfare of children and young people by providing an optimal safeguarding environment through a child centred and coordinated approach.	x	?	✓	✓	x	✓
Critical Success Factors						
Business Need	x	✓	✓	✓	?	x
Strategic Fit	x	✓	✓	✓	✓	x
Potential VFM	x	x	x	✓	✓	✓



Reference to:	1	2	3	4	5	6
Benefits optimisation	x	✓	✓	✓	✓	✓
Potential achievability	✓	?	?	✓	x	x
Supply side capability	✓	✓	✓	✓	✓	✓
Affordability	?	x	x	✓	✓	✓
Summary	Discounted	Discounted	Discounted	Preferred	Discounted	Discounted

Option 4 is carried forward for further appraisal.

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Project 3 - Conclusion of Service Solution appraisal

Tudalen 303

Reference to:	1	2	3	4	5	6
1. Provide a stimulating teaching and learning environment in state of the art, 21st Century facilities that will impact positively on the self-esteem and well-being of all pupils and deliver the new Curriculum for Wales.	x	x	✓	?	✓	✓
2. To promote the Welsh language and culture by meeting and stimulating the demand for Welsh-medium Education and by providing access to high quality provision through all key stages in the Llanfyllin cluster.	?	?	?	?	?	?
3. Develop Community-focused schools that are the central point for multi-agency services to support children, young people, families and the community.	x	x	✓	x	✓	✓
4. Provide Early Years facilities that meet the needs of all children and enable the effective delivery of the new Curriculum for Wales.	x	x	✓	x	✓	✓
5. Optimise the economic, financial and environmental sustainability of the schools, by having the right schools in the right place.	x	x	✓	x	✓	✓
6. Ensure that all pupils with SEN/ALN are placed in a provision that meets their needs, with the appropriate specialist teaching, support and facilities that enables every learner to meet their potential.	x	x	✓	x	✓	✓
7. To promote the welfare of children and young people by providing an optimal safeguarding environment through a child centred and coordinated approach.	x	x	✓	x	✓	✓
Critical Success Factors						
Business Need	x	x	✓	x	✓	✓
Strategic Fit	x	✓	x	✓	✓	x
Potential VFM	x	x	✓	x	✓	✓



Tudalen 304

Reference to:	1	2	3	4	5	6
Benefits optimisation	x	x	✓	x	✓	✓
Potential achievability	x	x	x	x	✓	x
Supply side capability	✓	✓	✓	✓	✓	✓
Affordability	x	x	?	x	✓	✓
Summary	Discounted	Discounted	Discounted	Discounted	Preferred	Discounted

Options 5 is carried forward for further appraisal.

3.4.4 Options carried forward

Project 0

- Rebuild all through school;
- Rebuild all through school with community facilities.

Project 1

- Close Llangedwyn, Llanfechain, Ysgol Bro Cynllaith, retain Llansantffraid with backlog maintenance. Pupils transfer to new build in Llanfyllin.

Project 1a

- Close Llangedwyn, Llanfechain, Ysgol Bro Cynllaith, extend Llansantffraid. Pupils transfer to Llansantffraid or new build in Llanfyllin.

Project 2

- Close Pennant, pupils to transfer to Llanrhaeadr.

Project 3

- Merge both schools with other schools in the Welshpool catchment to create a new cross catchment area school in a new building.

3.4.5 List of reconfigured (transformational) shortlisted options for further appraisal

Using the filter from the appraisal above, the following are:

New Option 1:

- Do nothing in all Llanfyllin catchment schools (Primary and Secondary) (Backlog Maintenance only).

New Option 2 (Transformational a):

- Rebuild all through school in Llanfyllin;
- Close Llangedwyn, Llanfechain, Ysgol Bro Cynllaith, extend Llansantffraid with backlog maintenance. Pupils transfer to Llansantffraid or new build in Llanfyllin;
- Close Pennant, pupils to transfer to Llanrhaeadr.
- Merge Carreghofa and Llandysilio schools with other schools in the Welshpool catchment to create a new cross catchment area school in a new building.

New Option 3 (Transformational b):

- Rebuild all through school in Llanfyllin, with community facilities;
- Close Llangedwyn, Llanfechain, Ysgol Bro Cynllaith, retain Llansantffraid with backlog maintenance. Pupils transfer to new build in Llanfyllin;
- Close Pennant, pupils to transfer to Llanrhaeadr.

- Merge Carreghofa and Llandysilio schools with other schools in the Welshpool catchment to create a new cross catchment area school in a new building.

3.5 Service Delivery Appraisal

3.5.1 Options

- Minimum – Local Authority delivery;
- Intermediate – Local Authority and Private Sector partner arrangements;
- Maximum – Private Sector partnership (PPP);

3.5.2 Advantages and Disadvantages

Table 11: Service Delivery Advantages & Disadvantages

Minimum: Local Authority	
Advantages	Disadvantages
<ul style="list-style-type: none"> • All requisite delivery structures are already in place; • Local Authority has extensive experience in delivering this service delivery model; • Cost effective model; • Strategic link to Council's School Transformation Programme; • Most expedient model for delivery; • Politically acceptable; • Limited risk due to specialist support within LA 	<ul style="list-style-type: none"> • May stifle innovation.
Intermediate: Local Authority and Private Sector Partner arrangements	
Advantages	Disadvantages
<ul style="list-style-type: none"> • All requisite delivery structures in place; • Local Authority has extensive experience in delivering this service delivery model; • Cost effective model; • Strategic link to Council's School Transformation Programme • Most expedient model for delivery; • Politically acceptable; • Limited risk due to specialist support within LA 	<ul style="list-style-type: none"> • Will prove more expensive for the Local Authority • Contractor may not be au fait with the workings and culture of Local Authority
Maximum: Private Sector partnership (PPP)	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Private sector suppliers will provide specialisms and capacity that the Local Authority alone cannot provide • Services can be delivered relatively quickly 	<ul style="list-style-type: none"> • Private contractor is an unknown quantity • Contractor may not be au fait with the workings and culture of Local Authority • Any private sector partnership will be unlikely to include local contractors; • Profit element of partnership may impact on funds available for development

3.5.3 Conclusion

Table 12: Service Delivery Appraisal Summary

Reference to:	LA	LA & PSP	PPP
1. To deliver a fit for purpose building solution that delivers an improved learning environment for pupils with significant additional learning needs – minimum condition B and meeting BREEAM requirements	✓	✓	✓
2. To improve the building's efficiency / running costs	✓	✓	✓
3. To provide facilities that will accommodate a greater proportion of pupils with significant additional learning needs that are currently accessing provision out of Powys	✓	✓	✓
4. To provide improved opportunities for pupils with significant additional learning needs	✓	✓	✓
5. To provide holistic support for Powys children with significant additional needs, incorporating reliable specialised equipment and facilities	✓	✓	✓
6. Increase the capacity of teaching staff to deliver a 21st century curriculum that meets the needs of learners with significant additional learning needs.	✓	✓	✓
Critical Success Factors			
Strategic Fit	✗	✓	✗
Potential VFM	?	✓	✗
Potential achievability	✗	✓	✓
Supply side capability	✗	✓	✓
Affordability	✗	✓	✗
Summary	Discounted	Preferred	Discounted

3.6 Implementation Appraisal

3.6.1 Options

- Minimum – New Schools open September 2025;
- Intermediate – New School opens Spring Term 2025;
- Maximum - New School opens September 2024;

3.6.2 Advantages and Disadvantages

Table 13: Implementation Advantages & Disadvantages

Minimum: New School opens September 2025	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Lack of disruption to education in the short term; • Allows for a robust statutory consultation process; • Allows proper time for statutory consultation. 	<ul style="list-style-type: none"> • Delayed to accrual of scheme benefits; • Immediate cohorts of learners miss out on 21st Century school facilities.
Intermediate: New School opens Spring Term 2025	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Immediate cohorts of learners enjoy 21st Century school facilities within a reasonable period of time; • Minimises disruption to learners once school becomes operational; • Allows time for innovation in design but ensures completion within a reasonable time scale; • Minimises local community disruption. 	<ul style="list-style-type: none"> • Partial delay to accrual of scheme benefits; • Insufficient time to allow for a robust statutory consultation process.
Maximum: New School opens September 2024	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Immediate cohorts of learners enjoy 21st Century school facilities within a reasonable period of time; • Minimises disruption to learners once school becomes operational; • Ensures Local Authority funding allocation is spent within Welsh Government timescales; • Ensures completion in a timely manner; • Minimises local community disruption. 	<ul style="list-style-type: none"> • Potential for rushed design (lack of innovation); • Timescales may be unrealistic due to lead time for sourcing materials; • Requires additional bespoke resource for project in order to deliver upon demanding timescale; • Insufficient time to allow for a robust statutory consultation process.

3.6.3 Conclusion

Table 14: Implementation Appraisal Summary

Reference to:	Sept 25	Spring 25	Sept 24

1. To deliver a fit for purpose building solution that delivers an improved learning environment for pupils with significant additional learning needs – minimum condition B and meeting BREEAM requirements	✓	✓	✓
2. To improve the building's efficiency / running costs	✓	✓	✓
3. To provide facilities that will accommodate a greater proportion of pupils with significant additional learning needs that are currently accessing provision out of Powys	✓	✓	✓
4. To provide improved opportunities for pupils with significant additional learning needs	✓	✓	✓
5. To provide holistic support for Powys children with significant additional needs, incorporating reliable specialised equipment and facilities	✓	✓	✓
6. Increase the capacity of teaching staff to deliver a 21st century curriculum that meets the needs of learners with significant additional learning needs.	✓	✓	✓
Critical Success Factors			
Strategic Fit	✓	✓	?
Potential VFM	✓	✓	✓
Potential achievability	✓	x	x
Supply side capability	✓	✓	✓
Affordability	✓	✓	✓
Summary	Preferred	Discounted	Discounted

3.7 Funding Appraisal

3.7.1 Options

- Minimum – Wholly Local Authority funded from capital programme;
- Intermediate – Mix of Local Authority borrowing and Welsh Government funding;
- Maximum – Wholly Welsh Government grant funded.
- Alternative – Mutual Investment Fund (MIM).

3.7.2 Advantages and Disadvantages

Table 15: Funding Advantages & Disadvantages

Minimum: Wholly Local Authority funded from capital programme.	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Wouldn't require any additional Local Authority borrowing; • Maximum control over scale and timescale of scheme. 	<ul style="list-style-type: none"> • Diverts capital from other community priorities such as Social Care and highways; • Cost prohibitive; • Affordability.
Intermediate: Mix of Local Authority borrowing and Welsh Government funding.	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Ensures affordability of scheme; • Provides certainty to Welsh Government i.e. the scheme fits strategically; • Allows for the direction of capital monies to other community priorities. 	<ul style="list-style-type: none"> • Repayment costs for Local Authority may impact on revenue budgets; • Welsh Government grant funding requirements may be onerous; • Application process may delay delivery.
Maximum: Wholly Welsh Government grant funded.	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Enables major capital investment in other community priorities. 	<ul style="list-style-type: none"> • Welsh Government grant funding requirements may be prohibitive; • Application process may delay delivery. • May stifle innovation.
Alternative: Mutual Investment Model	
Advantages	Disadvantages
<ul style="list-style-type: none"> • No capital funding required up front; • Sponsorship from Welsh Government; • Cost certainty (capital and revenue); • Welsh Governments preferred model. 	<ul style="list-style-type: none"> • Development partners may not be interested; • Complex ownership and governance model; • Multifaceted governance may stifle innovation.

3.7.3 Conclusion

Table 16: Funding Appraisal Summary

Reference to:	WG 100%	Mix	LA 100%	MIM
1. To deliver a fit for purpose building solution that delivers an improved learning environment for pupils with significant additional learning needs – minimum condition B and meeting BREEAM requirements	✓	✓	✓	✓
2. To improve the building's efficiency / running costs	✓	✓	✓	✓
3. To provide facilities that will accommodate a greater proportion of pupils with significant additional learning needs that are currently accessing provision out of Powys	✓	✓	✓	✓
4. To provide improved opportunities for pupils with significant additional learning needs	✓	✓	✓	✓
5. To provide holistic support for Powys children with significant additional needs, incorporating reliable specialised equipment and facilities	✓	✓	✓	✓
6. Increase the capacity of teaching staff to deliver a 21st century curriculum that meets the needs of learners with significant additional learning needs.	✓	✓	✓	✓
Critical Success Factors				
Strategic Fit	✗	✓	✓	?
Potential VFM	✓	✓	✓	✓
Potential achievability	✓	✓	?	?
Supply side capability	?	✓	?	?
Affordability	✗	✓	✓	✓
Summary	Discounted	Preferred	Discounted	Possible



3.8 Summary of appraisals

Table 17: Long List Summary

Scope appraisal	Project 0 – Llanfyllin Town		Project 1 - Llanfyllin Town plus Llansantffraid, Llanfechain, Llangedwyn and Ysgol Bro Cynllaith		Project 2 – Llanfyllin Town plus Llanrhaeadr and Pennant		Project 3 – Llanfyllin Town plus Carreghofa and Llandysilio		All Projects (Adopt a transformational approach to Primary and Secondary education in the Llanfyllin catchment)	
Service Solution	Project 0 - Llanfyllin Town	Do nothing (backlog maintenance)	Remodel Primary school	Remodel Primary and Secondary schools	Rebuild Primary	Rebuild Primary and Secondary in separate buildings	Rebuild all through school	Rebuild all through school with community facilities		
	Project 1 - Llanfyllin Town plus Llansantffraid, Llanfechain, Llangedwyn and Ysgol Bro Cynllaith	Retain all schools	Close Llangedwyn, Llanfechain, Ysgol Bro Cynllaith, retain Llansantffraid with backlog maintenance. Pupils transfer to Llansantffraid or new build in Llanfyllin		Close Llangedwyn, Llanfechain, Ysgol Bro Cynllaith, extend Llansantffraid. Pupils transfer to Llansantffraid or new build in Llanfyllin		Close all schools, transfer pupils to new build in Llanfyllin			
	Project 2 – Llanfyllin Town plus Llanrhaeadr and Pennant	Retain both schools	Merge both schools to create a new school in their current buildings	Merge both schools to create a new school in a new building	Close Pennant, pupils to transfer to Llanrhaeadr	Close Llanrhaeadr, pupils to transfer to Pennant	Close both schools, transfer pupils to new build in Llanfyllin			

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	Project 3 – Llanfyllin Town plus Carreghofa and Llandysilio	Retain both schools	Merge both schools to create a new area school in their current buildings	Merge both schools to create a new area school in a new building	Merge both schools with other schools in the Welshpool catchment to create a new cross catchment area school in their current buildings	Merge both schools with other schools in the Welshpool catchment to create a new cross catchment area school in a new building	Close both schools, transfer pupils to new build in Llanfyllin
Service Delivery	Minimum: LA Delivery		Intermediate: LA and Private Sector Delivery		Maximum: Private Sector partnership (PPP)		
Implementation	Minimum: New School opens September 2024		Intermediate: New School opens Spring Term 2023		Maximum: New School opens September 2023		
Funding	Minimum: Wholly LA Funded		Intermediate: Mixed LA & WG Funded		Maximum: Wholly WG Funded		Alternative: Mutual Investment Fund

As a result of the appraisal exercise, and the comparison of each option with the Investment Objectives and Critical Success Factors, the following options identified through the options filter have been selected:

Project 0

- Rebuild all through school;
- Rebuild all through school with community facilities.

Project 1

- Close Llangedwyn, Llanfechain, Ysgol Bro Cynllaith, retain Llansantffraid with backlog maintenance. Pupils transfer to new build in Llanfyllin.

Project 1a

- Close Llangedwyn, Llanfechain, Ysgol Bro Cynllaith, extend Llansantffraid. Pupils transfer to Llansantffraid or new build in Llanfyllin.

Project 2

- Close Pennant, pupils to transfer to Llanrhaeadr.

Project 3

- Merge both schools with other schools in the Welshpool catchment to create a new cross catchment area school in a new building.

Agglomerating these options into a series of transformational change proposals yields the following shortlisted options for the business case:

New Option 1:

- Do nothing in all Llanfyllin catchment schools (Primary and Secondary) (Backlog Maintenance only).

New Option 2 (Transformational a):

- Rebuild all through school in Llanfyllin;
- Close Llangedwyn, Llanfechain, Ysgol Bro Cynllaith, extend Llansantffraid with backlog maintenance. Pupils transfer to Llansantffraid or new build in Llanfyllin;
- Close Pennant, pupils to transfer to Llanrhaeadr.
- Merge Carreghofa and Llandysilio schools with other schools in the Welshpool catchment to create a new cross catchment area school in a new building.

New Option 3 (Transformational b):

- Rebuild all through school in Llanfyllin, with community facilities;
- Close Llangedwyn, Llanfechain, Ysgol Bro Cynllaith, retain Llansantffraid with backlog maintenance. Pupils transfer to new build in Llanfyllin;
- Close Pennant, pupils to transfer to Llanrhaeadr.
- Merge Carreghofa and Llandysilio schools with other schools in the Welshpool catchment to create a new cross catchment area school in a new building.

3.9 Economic Appraisal

The following table summarises key results of the economic appraisals for each option. Values used for the economic analysis are expressed in base year terms. Options have been risk-adjusted to account for the 'risk retained' (in £s) by the organisation under each option.

3.9.1 Net Present Cost and Equivalent Annual Cost

The short-listed options were assessed over a 60 year period (20 years in the case of Option 1, Do Nothing), to understand the Net Present Cost (NPC) and Equivalent Annual Cost (EAC) of each option. As the assessment periods were not uniform, the Equivalent Annual Cost is deemed the main point of comparison between the options. The Economic Appraisal resulted in the following outcome:

Table 18: Economic Appraisal Summary

Discounted Cash flow (DCF) Summary Sheet		Inc. Optimism Bias		Excl. Optimism Bias	
Option No.	Option Name/Description	NPC (£m)	EAC (£m)	NPC (£m)	EAC (£m)
1	Backlog Maintenance/remodelling on existing schools (10 x sites).	148.6	10.10	147.4	10.02
2	New all through school Llanfyllin, close Llangedwyn, Llanfechain, Ysgol Bro Cynllaith, extend Llansantffraid with backlog maintenance. Pupils transfer to Llansantffraid or new build in Llanfyllin. Close Pennant, pupils to transfer to new WM school in Llanrhaeadr. Merge Carreghofa and Llandysilio schools with other schools in the Welshpool catchment to create a new cross catchment area school in a new building.	172.3	6.57	164.4	6.27
3	New all through school Llanfyllin with community facilities, close Llangedwyn, Llanfechain, Ysgol Bro Cynllaith, retain Llansantffraid with backlog maintenance. Pupils transfer to new build in Llanfyllin. Close Pennant, pupils to transfer to new WM school in Llanrhaeadr. Merge Carreghofa and Llandysilio schools with other schools in the Welshpool catchment to create a new cross catchment area school in a new building.	171.9	6.55	164.0	6.25

DCF = Discounted Cash flow

NPC = Net Present Cost

EAC = Equivalent Annual Cost



The economic appraisal shows that Option 3 is considered the best option economically, followed closely by Option 2. Option 1 (Do Nothing) has the best Net Present Cost, but this is because it has been assessed over a shorter period of time.

3.10 Qualitative Benefits Appraisal

All of the benefits from the OBC were grouped into four categories, and the benefit groups were then weighted by the project team in order to provide an assessment against the five options.

Table 19: Benefit Group Weighting

Benefit Groups	Example of Benefits (<i>info in brackets = how achieved</i>)	Weight
Standards and Breadth of Education	<ul style="list-style-type: none"> • More pupils with higher qualifications that can provide greater opportunities for future employment, training and education. • More opportunities for teachers' professional and personal development (e.g. through access to a wider range of teaching materials [state of the art ICT and emerging technologies] and accessing and sharing sector leading practice via Professional Learning Communities). • Employers will have young people with a greater range of employability skills. 	15%
Standards of Facilities and Estate	<ul style="list-style-type: none"> • Securing positive learning experiences • Increased efficiency through school reorganisation and rationalisation. • Facilities which maximise the potential of both teachers and pupils. 	30%
Welsh Language	<ul style="list-style-type: none"> • Improvement in Welsh Medium transition rates at year 7. • Stimulus of Welsh medium Education in mid Powys. • Increased number of people who speak Welsh in Mid Powys, providing impetus towards Welsh Government's target of 1 Million Welsh speakers by 2050. 	20%
Welfare of Children	<ul style="list-style-type: none"> • Improved safeguarding of children. • Less opportunities for children to be injured/hurt during their school lives. 	15%
Equality of opportunity	<ul style="list-style-type: none"> • Improved access to specialist ALN/SEN provision with the schools. 	20%

Each of the benefit groups were scored on a range of 0-10 for each option. These scores were agreed by the workshop participants (see Section 3.2 for participants), to confirm that the scores were fair and reasonable.

Table 20: Benefits Appraisal

Benefit Group	Weight	Maximum Score	Raw			Weighted		
			Option 1	Option 2	Option 3	Option 1	Option 2	Option 3
Standards of Education	15	10	6	8	9	90	120	135
Facilities and Estate	30	10	4	9	9	120	270	270
Welsh Language	20	10	5	7	7	100	140	140
Welfare of Children	15	10	4	9	9	60	135	135
Equality of opportunity	20	10	2	8	8	40	160	160
Total	100	10	21	41	42	410	825	840
Rank			3	2	1	3	2	1

Options 2 and 3 both score well against the quality variables, while Option 1 scores poorly, confirming that the option is not fit for purpose and has only been carried forward for comparison. Option 3 is marginally the best option qualitatively.

3.11 Summary of Appraisals

Table 21: Summary of Appraisals

Evaluation Results	Option 1	Option 2	Option 3
Economic appraisals (EAC)	3	2	1
Qualitative Benefits appraisal	3	2	1
Risk appraisal	N/A	N/A	N/A
Overall Ranking	3	2	1

Option 3 ranks as 'best' against both the Economic and Qualitative Benefit appraisals. In both instances, Option 2 is second of three – leaving Option 1 (Do Nothing) as the least favourable option in both appraisals. Risk has not be appraised at this stage, but a full appraisal will be completed at OBC.

Option 3 is therefore the preferred option and subject to Financial appraisal within the Financial case (at Section 5 of this document).

4 Commercial Case

4.1 Procurement Method

4.1.1 Procurement Strategy

Three procurement strategy routes were considered in Powys County Council's 21st Century Schools Strategic Outline Programme Commercial Case. Considerations included the following:

- Public/Private partnerships (including via the Mutual Investment Model);
- Joint venture with the private sector;
- Conventional procurement routes utilising framework contractors.

Consideration of these procurement routes concluded that a Joint Venture with the private sector and the Public/Private Partnerships route were unfeasible in this instance of the following reasons:

- i. There was no commitment to further commercial opportunities of significant scale that could be offered to a separate private entity. This would reduce the commercial appeal of entering into a formal partnership or joint venture with Powys County Council.
- ii. Both Private/Public Partnerships and Joint Ventures are more complex and time consuming to set up and manage. Powys only has limited major construction projects to offer, therefore it is less likely that the fixed costs involved in setting up the partnerships would be recovered through down the line savings or savings achieved through quantities of scale.
- iii. Given the scale of development required within the Council's Band A and B 21st Century Schools Programme, it is felt that the additional costs incurred by the complexities of Public/Private partnerships or a Joint Venture with the private sector will not be justified by the potential benefits from entering into these arrangements.

The Council has good experience of working with contractor frameworks and has achieved positive outcomes using such frameworks. The Council has therefore concluded that the optimum procurement route will be to use the revised SEWSCAP framework that was re-launched in June 2019 (SEWSCAP 3). The benefits of utilising contractors from this existing Contractor Frameworks list are as follows:

1. Consultation and design development can be carried out by the Heart of Wales Property Services Ltd (HoWPS) , which is a 50:50 joint venture partnership between PCC and Kier. The design team will then remain actively involved throughout the duration of the project, fulfilling the intelligent client role once the project is passed over to the successful contractor, thus ensuring continuity of professional staff representing PCC during all stages of the project programme.
2. Compliant with EU procurement directives and the Public Contract Regulations (2014), offering a swift route to market and opportunities for early contractor involvement;

3. The framework is free to use, offering a variety of contracts, pricing models and the potential for further savings achieved via mini-competition;
4. The new SEWSCAP Property Construction Framework is divided into the following lots:
 - Lot 1: Provision of Construction services to include new build, extensions and refurbishment under traditional or design and build with all associated works – (£250,000 to £1,500,000) - Powys County Council and other Potential Employers based or operating in Powys or operating nearby;
 - Lot 2: Provision of Construction services to include new build, extensions and refurbishment under traditional or design and build with all associated works – (£250,000 to £1,500,000) - Torfaen County Borough Council, Blaenau Gwent County Borough Council, Monmouthshire County Council, Caerphilly County Borough Council or other Potential Employers based or operating near those areas;
 - Lot 3: Provision of Construction services to include new build, extensions and refurbishment under traditional or design and build with all associated works – (£250,000 to £1,500,000) - Rhondda Cynon Taf County Borough Council, Merthyr Tydfil County Borough Council and Bridgend County Borough Council and any Participating Authorities based or operating near those areas
 - Lot 4: Provision of Construction services to include new build, extensions and refurbishment under traditional or design and build with all associated works – (£250,000 to £1,500,000) - Vale of Glamorgan Council, The County Council of the City of Cardiff Council, Newport City Council or other Potential Employers based or operating near those areas;
 - Lot 5: Provision of Construction services, extensions and refurbishment under traditional or design and build with all associated works – (£1,500,001 to £3,000,000) - Powys County Council and other Potential Employers based or operating in Powys or operating nearby to include new build
 - Lot 6: Provision of Construction services to include new build, extensions and refurbishment under traditional or design and build with all associated works – (£1,500,001 to £3,000,000) - All Potential Employers
 - Lot 7: Provision of Construction services to include new build, extensions and refurbishment under traditional or design and build with all associated works – (£3,000,001 to £5,000,000) - All Potential Employers
 - Lot 8: Provision of Construction services to include new build, extensions and refurbishment under traditional or design and build with all associated works – (£5,000,001 to £10,000,000) - All Potential Employers
 - Lot 9: Provision of Construction services to include new build, extensions and refurbishment under traditional or design and build with all associated works – (£10,000,001 to £25,000,000) - All Potential Employers
 - Lot 10: Provision of Construction services to include new build, extensions and refurbishment under traditional or design and build with all associated works – (£25,000,001 to £100,000,000) – All Potential Employers

In this instance the Council propose to use Lot 10 (£25M - £100M), as all schemes will be included within one procurement exercise. The Core principles of the framework are the overriding objectives guiding the Authority and the Contractor in the operation of this Framework Agreement, and in entering into and performing Call-Off Contracts. The Authority and the Contractor hereby agree:

- To work together and with the Potential Employers, Employers and their advisers in good faith and in a spirit of mutual trust and co-operation;
- To act in a co-operative and collaborative manner so as to achieve and advance the relevant Construction Project;
- To share information honestly and openly; and
- To highlight any difficulties at the earliest possible opportunity.

The Authority and the Contractor agree to work together in accordance with the terms of this Framework Agreement and in co-operation and collaboration with the Potential Employers, Employers and their advisers, to achieve the successful delivery of a series of Construction Projects and in particular, the Core Principles.

4.1.2 Award methodology

Within this framework two methods may be used by Participating Authorities to award contracts under the framework, as summarised below (Direct award applies to Lots 1-7 and 11 only):

1. Mini-tender – Contractors in the relevant Lots will be invited to tender against a range of quality and pricing criteria. This method will apply to all Lots;
2. Early Contractor Involvement mini-tender - Early Contractor Involvement allows the Employer to engage with a Contractor via a contract to carry out services such as initial design, feasibility and assisting in planning and business cases etc. This process known as a 2 stage design and build requires bidders to submit an overall price for the whole of the works including the design. This will form the basis for the ECI appointment and will be discussed and refined during ECI with the aim of agreeing prices or a contract sum within the price envelope prior to the start of the construction stage.

Under this mini tendering process, the framework contractors will be asked to price scheme specific Preliminaries and Design Costs including an approximate Target Cost as a guide. All other costs would be in accordance with their (already tendered) framework submission. Under NEC3 Option C, the interim valuations will be paid on actual invoiced costs for labour, plant, materials and sub-contractors plus overheads and profit with a gain/pain percentage share on completion.

4.2 Required Services

4.2.1 The required service streams:

A new 11-16 English Medium Secondary school (800 capacity) plus a new 4-16 (all through Welsh Medium) school (200 & 250 capacity).

4.2.2 The specification of required outputs:

- CO2 or energy arising from site activities as deemed required by the contractor to achieve BREEAM Excellent;
- CO2 or energy arising from transport to and from site as deemed required by the contractor to achieve BREEAM Excellent;
- Water consumption arising from site activities as deemed required by the contractor to achieve BREEAM Excellent;
- Air (dust) pollution arising from the site as deemed required by the contractor to achieve BREEAM Excellent;
- Water (ground and surface) pollution occurring on the site as deemed required by the contractor to achieve BREEAM Excellent;
- 80% of site timber is responsibly sourced and 100% is legally sourced.

4.3 Potential for Risk Transfer

Table 22: Risk Category

Risk Category	Potential allocation		
	Public	Private	Shared
Design risk			✓
Construction and development risk		✓	
Transition and implementation risk			✓
Availability and performance risk		✓	
Operating risk	✓		
Variability of revenue risks	✓		
Termination risks		✓	
Technology and obsolescence risks	✓		
Control risks	✓		
Residual value risks	✓		
Financing risks	✓		
Legislative risks			✓
Other project risks			✓

4.4 Project Bank Accounts (PBAs)

Details around the approach to PBAs will be developed as this proposal moves through the various approval gates. This will include details of:

- Who will approve the PBA documentation and how? For example, who will approve and sign the Deeds of Trust, Deeds of Adherence / Joining Deed, Bank Mandate.
- Who will agree payments due to the lead contractor and each of their named suppliers and how?
- Who will be responsible for paying money into the PBA and authorising payments out?
- Who will agree why certain supply chain members may not be paid directly from the PBA and the criteria this will be based upon?

It is important that the benefits of PBAs are understood and prospective tenderers understand that they should communicate these benefits down the supply chain, to maximise sub-contractor sign up to the PBA. To support this, a briefing pack and information sheet will be provided to tenderers outlining these benefits and requirements.

4.5 Community Benefits

4.5.1 Agreed schedule

The inclusion of community benefits/social requirements within contracts will ensure that wider social and economic issues are taken into account when tendering construction and development work. The Council particularly considers that the works afford an ideal opportunity to the contractor to enhance employment prospects and skills through the recruitment, training and retention of economically inactive people at a disadvantage in the labour market.

4.5.2 Delivery of agreed targets

Based on previous experience, for a project of this value, we anticipate that the successful contractor would:

- Deliver a Meet the Buyer Event to raise awareness of project to local supply chain;
- Use Sell2Wales to advertise opportunities;
- Complete 100% payments to sub-contractors within 23 days of receipt of invoice;
- Utilise and complete the Value Wales Measurement Tool;
- Provide weeks of employment (to be decided); training and/or work experience opportunities for unemployed people, those leaving and educational establishment or training provider; trainee's or apprentices;
- Employee apprentices on the project (numbers to be decided as the scheme develops);
- Conduct a number of pupil interactions;
- Spend a % of contract spend in Wales;
- Divert a % of waste from landfill; and
- Conduct a number of community initiatives throughout the duration of the project.

5 Financial Case

5.1 Project Summary Costs

Table 23: Key Metrics

Project Title and Location	Llanfyllin Catchment Transformation
New Build % (Area)	95% (in respect of Llanfyllin all through school and new Welshpool cross catchment area school)
Refurbishment % (Area)	N/A
Extension % (Area)	5% in respect of extension at Ysgol Llanrhaeadr Ym Mochnant
Description of work & any unusual constraints	<ul style="list-style-type: none"> • New all through school Llanfyllin with community facilities • Close Llangedwyn, Llanfechain, Ysgol Bro Cynllaith – pupils transfer to new build in Llanfyllin or other schools in the area • Retain Llansantffraid with backlog maintenance • Close Pennant, pupils to transfer to new WM school in Llanrhaeadr. • Merge Carreghofa and Llandysilio schools with other schools in the Welshpool catchment to create a new cross catchment area school in a new building.
# Pupil Places	<ul style="list-style-type: none"> • Llanfyllin all through dual stream School – 260 Primary age, 540 Secondary age and 135 Post 16. • Llandysilio/Carreghofa area English Medium Primary School – 360 pupils • Llanrhaeadr Ym Mochnant Welsh Medium Primary – 120 pupils • Llansantffraid CiW Primary School – 86 pupils
# SEN Places	Included in totals
Total # Places (whole catchment)	826 Primary age places 540 Secondary age places 135 Post 16 places
# Storeys (including basement)	Various, school specific

Delivered through Regional Framework?	Yes (SEWSCAP framework)
Contract period in weeks	Maximum period of 27 months, with integral projects ranging from 9 months to 27 months)
Anticipated Community Benefits	Subject to the outcome of procurement
# Trainee and apprenticeship opportunities	Subject to the outcome of procurement
Use of local subcontractors as a % of total cost	Not yet known

5.2 Breakdown of Capital Costs

Table 24: Breakdown of Capital Costs

Project Costs	
Capital Cost	£37,320,000
Optimism Bias	£8,956,500
Risk	£3,284,000
VAT (only to be included where non-recoverable by applicant)	N/A
Total Project Cost (inclusive of optimism bias and risk)	£49,560,500
Welsh Government Contribution (65%)	£32,214,325
PCC Contribution (35%)	£17,346,175

5.3 Impact on the Organisation's income and expenditure account

Table 25: Impact on the Organisation's Income & Expenditure Account

£s	Total Cost	Years (years 8-60 same as year 7, with the exception of Lifecycle costs, which are only shown from year 9, at 5-year periods, and therefore not in the abridged table).								
		0	1	2	3	4	5	6	7	8
		2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Preferred way forward:										
New Build Capital	£35,822,000	£0	£0	£0	£11,460,000	£20,953,000	£3,409,000	£0	£0	£0
Extension Capital	£1,498,000	£0	£0	£0	£61,000	£1,437,000	£0	£0	£0	£0
Revenue/Current Cost	£279,702,700	£5,285,576	£5,285,576	£5,285,576	£5,285,576	£5,285,576	£5,285,576	£4,878,075	£4,587,003	£4,587,003
Capital Receipt	-£1,366,000	£0	£0	£0	£0	£0	-£1,366,000	£0	£0	£0
Total Cost	£315,656,700	£5,285,576	£5,285,576	£5,285,576	£16,806,576	£27,675,576	£7,328,576	£4,878,075	£4,587,003	£4,587,003
Funded by:										
Existing Revenue	£317,134,553	£5,285,576	£5,285,576	£5,285,576	£5,285,576	£5,285,576	£5,285,576	£5,285,576	£5,285,576	£5,285,576
Total Existing	£317,134,553	£5,285,576	£5,285,576	£5,285,576	£5,285,576	£5,285,576	£5,285,576	£5,285,576	£5,285,576	£5,285,576
Additional Funding Req.	-£1,477,853	£0	£0	£0	£11,521,000	£22,390,000	£2,043,000	-£407,501	-£698,573	-£698,573
Cumulative Funding		£0	£0	£0	£11,521,000	£33,911,000	£35,954,000	£35,546,499	£34,847,927	£34,149,354

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5.4 Overall Affordability and Balance Sheet Impact

A balance sheet asset addition of £37,320,000 is made for the new schools within the Llanfyllin catchment. Short term additional funding is required of £35,954,000 for years 3 through 5 (inclusive), excluding VAT, retained risks and optimism bias. There is also an ongoing requirement for revenue funding of £4,878,075 (year 6 only) and £4,587,003 per annum thereafter, from the inception of the new schools This reflects a reduction in current revenue costs of £698k per annum.

The Band B submission has been scrutinised and assessed by the Council's Section 151 Officer for affordability in light of the 65% programme intervention rate.

The Council's funding to support these projects will be considered as part of the overarching financial strategy for the delivery of the entire Council's Strategy for Transforming Education in Powys 2020-30.

6 Management Case

6.1 Programme Management Arrangements

This scheme is a constituent of Powys County Council’s Transforming Education Programme, and has been identified within that Programme as a priority. It will be managed in accordance with best practice in programme and project management principles – MSP and PRINCE2 to provide a systematic and effective delivery framework.

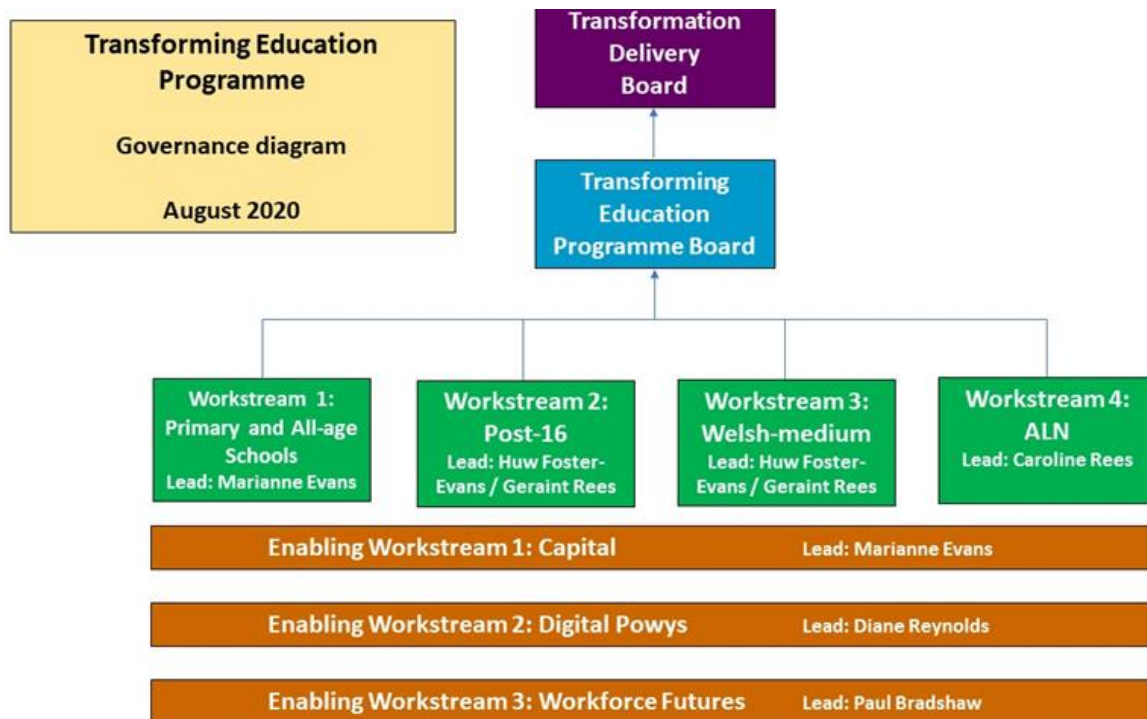
Overall corporate governance for the Transforming Education Programme (formerly known as the 21st Century Schools Transformation Programme) is in accordance with the governance arrangements for the Council’s Transformation Programmes, as outlined in the following diagram:

Figure 12: Corporate Strategy



Governance arrangements for the Transforming Education Programme are set out in the diagram below:

Figure 13: Governance Model



6.1.1 Project Structure

The project will report to Enabling Workstream 1: Capital, as outlined in the diagram above, and will be managed in accordance with the general principles of PRINCE2 methodology.

Outline Project Plan

Table 26: Outline Project Plan

The approach outlined below assumes that all projects within this PBC are carried out together – however, the plan may change if there is a separate process for each project – this will be dependent on achievability and funding availability)

Date	Actions (commencement)
01/2021	Consultation
09/2021	Cabinet decision following consultation
The following stages will only be taken forward if Cabinet approves the proposal following the consultation process	
11/2021	SOC/OBCs approved
04/2022	Appoint Contractor

Date	Actions (commencement)
09/2023	FBCs approved
09/2023	Construction Commences on all schemes
09/2025	New community campus at Ysgol Llanfyllin opens New area school opens Extensions to the new Welsh-medium school and Llansanffraid CiW Primary School are completed.

6.1.2 Benefits Realisation

The strategy, framework and plan for dealing with the management and delivery of benefits will be developed at OBC stage, but it is understood that benefits that will be realised may be either financial or qualitative (for example improvement in educational standards). A strategy and supporting plan for benefits will clearly show what will happen, where and when the benefits will occur. A full benefit realisation plan will be developed for the preferred option at Full Business Case.

6.2 Risk Management

6.2.1 Risk Workshop

All projects have an element of risk and there must be a proactive approach to risk management to balance risks against the potential rewards and plan to minimise or avoid them. It is also acknowledged that taking some amount of risk will be inevitable to the success of the project. The strategy, framework and plan for dealing with the management of risk for the preferred option follows a PRINCE2 methodology.

The register will be a 'living document' and reviewed and amended (where required) during workshops where a risk manager will be appointed to manage the identification, monitoring, updating, control and mitigation of project risks. The framework and plan of the risk register will involve a rated table format. The risk will be described and the date of its identification noted. An initial risk rating will be made and the probability and impact of the risk evaluated, followed by a residual risk rating column. The effects and impact of risk can involve elements such as environment, time, quality, cost, resource, function or safety and regular meetings will be held to review all aspects. Within the format there will also be the facility for proposals to mitigate and manage, identifying the control strategy, risk owner and the current risk status.

The risks and issues identified within this project will be cross referenced with the risks/issues held by the Programme Board so that cross cutting issues can be mitigated safely.

6.2.2 Risk Identification

Risk identification can occur at all levels of the project, whether from the project teams or the project manager regarding the sub-elements of the project or from the Programme Board (where external risks are identified). Initial risks will be identified through structured workshops attended by the relevant experts and these risks will be captured in a formal project risk register document.

When a risk is identified, the project manager will be responsible for evaluating each risk in terms of the likelihood and impact. The project manager will also enter this information onto the risk register and assign a risk owner who will update the project manager on the status of the risk including the results of mitigating actions.

Risk management will be fundamental to the management of the project and as such, the project risk register will be reviewed on a weekly basis by the project manager. All risks arising from the project teams will be sent to the project manager for evaluation. The total risk score for each risk will be calculated by multiplying the probability score (between 1-4 with 4 being certain) and impact score (between 1-4 with 4 being project failure) and all risks scoring 8 and above will be referred to the Project Board for decision. The risk tolerance line for the project is illustrated in the following table.

Figure 14: Risk Tolerance Profile

Probability	4	4	8	12	16
	3	3	6	9	12
	2	2	4	6	8
	1	1	2	3	4
		1	2	3	4
		Impact			

The risk register will include details of the responsible owner and the required mitigation action for the risk.

6.3 Change and Contract Management

The main aim here is to manage proposed changes to the culture, systems, processes and people working to establish the best option for the council. Change management is not about the provision of the best option but instead focuses on those actions that are necessary to make the best option a working success.

Managers responsible for the key areas will adopt appropriate project management disciplines to meet specific responsibilities. The individual activities may be projects in their own right or be work streams within the overall project.

Planning has been developed for all activities within this change management process through the identification of key outcomes and actions required to ensure successful delivery. Timescales for carrying out such actions, the resources required, and where required, the need for additional resources, have also been determined.

6.4 Gateway Reviews

The Council confirm that it is prepared to complete a Gateway review of the programme at Welsh Government convenience. Further Gateway reviews may then be undertaken during the remaining life of the programme.

6.5 Post Project Evaluation

The outline arrangements for Post Implementation Review (PIR) and Project Evaluation Review (PER) have been established in accordance with best practice and are as follows.

6.5.1 Post Implementation Review (PIR)

These reviews ascertain whether the anticipated benefits have been delivered and are timed to take place a year post construction, i.e. August 2026.

6.5.2 Project Evaluation Reviews (PERs)

PERs appraise how well the project was managed and delivered compared with expectations and are timed to take place one-year post construction, i.e. August 2026.

6.6 Contingency Plans

In the event of project failure, the existing schools will continue to operate until such time that the project can be righted.

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Impact Assessment (IA)

The integrated approach to support effective decision making



Please read the accompanying guidance before completing the form.

This **Impact Assessment (IA)** toolkit, incorporates a range of legislative requirements that support effective decision making and ensure compliance with all relevant legislation. **Draft versions of the assessment should be watermarked as “Draft” and retained for completeness. However, only the final version will be made publicly available. Draft versions may be provided to regulators if appropriate. In line with Council policy IAs should be retained for 7 years.**

Service Area	Schools Service	Head of Service	Lynette Lovell / Emma Palmer	Portfolio Holder	Clr Phyl Davies
Proposal	Llanfyllin Catchment Programme Business Case				
Outline Summary / Description of Proposal					
The Council has developed a Programme Business Case (PBC) in respect of the Llanfyllin Catchment. The PBC identified the following preferred way forward for the Llanfyllin Catchment:					
<ul style="list-style-type: none"> - A new community campus for 900 pupils aged 4 – 18 in Llanfyllin, replacing the current poor condition buildings of Ysgol Llanfyllin – to be built on the current Ysgol Llanfyllin site. - To establish and build a new 360 place area school, to replace Carreghofa School and Llandysilio C. in W. School – this could also potentially include neighbouring schools in the Welshpool catchment as well. Site to be confirmed. - To establish a new Welsh-medium school on the current Llanrhaeadr-ym-Mochnant site, replacing both Ysgol Pennant and Llanrhaeadr-ym-Mochnant Primary School. This may require capital funding to extend the school. - To provide an extension to Llansanffraid CiW Primary School. - Possible closure of Llangedwyn CiW School, Llanfechain CiW School and Ysgol Bro Cynllaith. 					
The Council’s Cabinet will consider the PBC on the 29 th September, and will be asked to approve the following:					
<ul style="list-style-type: none"> - To submit the PBC to Welsh Government’s 21st Century Schools Programme for investment - To bring back a further report to Cabinet by December 2020 outlining the initial school reorganisation proposals required. Full consultation will be undertaken before any final decisions are made. 					
This initial impact assessment considers the potential impact of implementation of the preferred way forward identified in respect of the Llanfyllin Catchment. Should the Council proceed with implementation of the preferred way forward as outlined above, the impact assessment will be updated at each stage of the process.					

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1. Version Control (services should consider the impact assessment early in the development process and continually evaluate)

Version	Author	Job Title	Date
1	Sarah Astley	Strategic Programme Manager – Schools Transformation	September 2020

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2. Profile of savings delivery (if applicable)

2018-19	2019-20	2020-21	2021-22	2022-23	TOTAL
£	£	£	£	£	£

3. Consultation requirements

Consultation Requirement	Consultation deadline/or justification for no consultation
Public consultation required	<p>Consultation in accordance with the School Organisation Code would be required in order to achieve the preferred way forward as outlined in the PBC.</p> <p>Should Cabinet approve the PBC, the intention is that a further paper would be taken to Cabinet in December 2020 outlining the initial school reorganisation proposals required. Full consultation will be undertaken before any final decisions are made.</p>

4. Impact on Other Service Areas

Does the proposal have potential to impact on another service area? (Have you considered the implications on Health & Safety and Corporate Parenting?) PLEASE ENSURE YOU INFORM / ENGAGE ANY AFFECTED SERVICE AREAS AT THE EARLIEST OPPORTUNITY			
Adult Services	<input type="checkbox"/>	Education	✓
Children's Services	✓	Finance	✓
Commissioning	<input type="checkbox"/>	Highways, Transportation and Recycling	<input type="checkbox"/>
Digital Services	✓	Housing and Community Development	<input type="checkbox"/>
		Legal and Democratic Services	✓
		Property, Planning and Public Protection	✓
		Transformation and Communications	✓
		Workforce and OD	✓
Data Protection Impact Assessment			
<p>Will the proposal involve processing the personal details of individuals? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> <p>Not currently, however should the Council proceed with statutory processes to change the provision at Ysgol Llanfyllin, this would involve processing the personal details of individuals Is Powys County Council the data controller? Yes <input type="checkbox"/> No <input type="checkbox"/> N/A currently</p> <p>If you have answered yes to either of the above you will be required to complete, as a minimum, the screening questions on the data protection impact assessment. For further advice please contact the Data Compliance Team.</p>			

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4a Geographical Locations

What geographical area(s) will be impacted by the proposal? (Chose all those applicable)							
Powys	<input type="checkbox"/>	Brecon	<input type="checkbox"/>	Llandrindod and Rhayader	<input type="checkbox"/>	Machynlleth	<input type="checkbox"/>
		Builth and Llanwrtyd	<input type="checkbox"/>	Llanfair Caereinion	<input type="checkbox"/>	Newtown	<input type="checkbox"/>
North	<input type="checkbox"/>	Crickhowell	<input type="checkbox"/>	Llanfyllin	<input checked="" type="checkbox"/>	Welshpool and Montgomery	<input type="checkbox"/>
Mid	<input type="checkbox"/>	Hay and Talgarth	<input type="checkbox"/>	Llanidloes	<input type="checkbox"/>	Ystradgynlais	<input type="checkbox"/>
South	<input type="checkbox"/>	Knighton and Presteigne	<input type="checkbox"/>				

5. How does your proposal impact on Vision 2025?

Council's Well-being Objective	How does the proposal impact on this Well-being Objective?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
The Economy We will develop a vibrant economy	Implementation of the preferred way forward would result in significant capital investment in the area, consisting of a new build all-age school and a new build area primary school. However, the preferred way forward would result in a significant reduction in the number of schools in the catchment. This could have an impact on employment opportunities, particularly in the villages where there would no longer be a school.	Neutral	Potential impact on staff at all schools to be considered when identifying the steps to be taken to achieve the preferred way forward to ensure equal opportunity for staff.	Neutral
Health and Care We will lead the way in providing effective, integrated health and care in a rural environment	No impact	Neutral		Choose an item.

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Impact Assessment (IA)

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Council's Well-being Objective	How does the proposal impact on this Well-being Objective?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
Learning and skills We will strengthen learning and skills	<p>Implementation of the preferred way forward would provide two new build primary schools to replace poor quality buildings in the catchment area.</p> <p>In particular a new build all-age school would be provided, which would enable the newly established Ysgol Llanfyllin to maximise the benefits of the all-age model. The new building would improve the educational experience provided to learners, ensuring that the school can provide education which fully meets the requirements of the new curriculum.</p> <p>Implementation of the preferred way forward would also result in closure of the smallest schools in the catchment area. Whilst this would impact on learners in the short term, in the longer term pupils would attend larger schools, with enhanced facilities which would be better equipped to provide the best possible learning opportunities to pupils.</p>	Very Good		Choose an item.

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Impact Assessment (IA)

The integrated approach to support effective decision making



Council's Well-being Objective	How does the proposal impact on this Well-being Objective?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
Tudalen 339 Residents and Communities We will support our residents and communities	<p>The proposal would have a positive impact on residents in the Llanfyllin catchment area as it would provide access to new build, 21st Century Schools facilities. Community facilities could also be provided as part of any new build development, which would improve / enhance the facilities available to the community.</p> <p>Implementation of the preferred way forward would mean that there would eventually be no provision in some areas, therefore there would be a greater impact on residents living in these areas due to there being no school in the village.</p> <p>Whilst home to school transport would be provided to eligible pupils to their nearest alternative school, it is acknowledged that there would be an impact on pupils' ability to access after school activities, and there would also be an impact on families in terms of attending school activities. However, pupils travelling to school from these areas would potentially be accessing a brand new building, with improved accommodation and enhanced opportunities compared to those currently available to them.</p>	Neutral		Choose an item.

Source of Outline Evidence to support judgements

6. How does your proposal impact on the Welsh Government's well-being goals?

Well-being Goal	How does proposal contribute to this goal?	IMPACT Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	IMPACT AFTER MITIGATION Please select from drop down box below
<p>A prosperous Wales: An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work.</p>	<p>The preferred way forward would result in a new build all-age school and a new build primary school in the Llanfyllin catchment, as well as possible community facilities.</p> <p>Community benefits to include opportunities for traineeships / apprenticeships are a key requirement of 21st Century Schools projects, therefore it is anticipated that these opportunities would be available as part of implementing the preferred way forward.</p>	<p>Good</p>		<p>Choose an item.</p>

Tudalen 340

Cyngor Sir Powys County Council

Impact Assessment (IA)

The integrated approach to support effective decision making



Tudalen 341

Well-being Goal	How does proposal contribute to this goal?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<p>A resilient Wales: A nation which maintains and enhances a biodiverse natural environment with healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for example climate change).</p>	<p>Implementation of the preferred way forward would result in two new build schools in the Llanfyllin catchment. This would result in more environmentally friendly buildings, which would be more energy efficient than the current buildings.</p> <p>Implementation of the preferred way forward would also require additional travel for some pupils living in the catchment area. This would have a negative environmental impact as more home to school transport would need to be provided to transport pupils.</p>	<p>Neutral</p>		<p>Choose an item.</p>
<p>A healthier Wales: A society in which people's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood.</p> <p>Public Health (Wales) Act, 2017: Part 6 of the Act requires for public bodies to undertake a health impact assessment to assess the likely effect of a proposed action or decision on the physical or mental health of the people of Wales.</p>	<p>Implementation of the preferred way forward would result in a new build all-age school and a new build area primary school in the catchment, as well as possible community facilities. This would have a positive impact on the well-being and morale of both pupils and staff.</p> <p>As part of the development of a new all-age school in Llanfyllin, consideration would be given to the inclusion of community facilities. Should these be included as part of the new building, this would improve the facilities available to the community, therefore having a positive impact on their physical health.</p>	<p>Good</p>		<p>Choose an item.</p>

Cyngor Sir Powys County Council

Impact Assessment (IA)

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Tudalen 342

Well-being Goal	How does proposal contribute to this goal?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
A Wales of cohesive communities: Attractive, viable, safe and well-connected Communities.	Implementation of the preferred way forward would result in new educational facilities across the area. Providing community facilities is a key consideration as part of all new build projects, therefore it is likely that community facilities would be provided as part of implementing the preferred way forward.	Good		Choose an item.
A globally responsible Wales: A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being. Human Rights - is about being proactive (see guidance) UN Convention on the Rights of the Child: The Convention gives rights to everyone under the age of 18, which include the right to be treated fairly and to be protected from discrimination; that organisations act for the best interest of the child; the right to life, survival and development; and the right to be heard.	The aim of implementing the preferred way forward is to provide the best possible opportunities to all learners in the area, enabling them to reach their full potential. Should the Council proceed with plans to implement the preferred way forward, a consultation exercise would be required, which would include consultation with children and young people affected by the proposal, ensuring that all affected by the plans have the opportunity to give their views.	Good		Choose an item.
A Wales of vibrant culture and thriving Welsh language: A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation. <i>Incorporating requirements under the Welsh Language (Wales) Measure 2011 and the Welsh Language Standards</i>				

Cyngor Sir Powys County Council
Impact Assessment (IA)

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Tudalen 343

Well-being Goal	How does proposal contribute to this goal?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<p><i>Opportunities for persons to use the Welsh language, and treating the Welsh language no less favourable than the English language</i></p>	<p>Implementation of the preferred way forward would mean that a higher proportion of the schools in the catchment would either be Welsh-medium or dual stream school, therefore more pupils would have the opportunity to access Welsh-medium provision.</p> <p>The preferred way forward includes the establishment of a new area school to replace a number of schools in the Llanfyllin / Welshpool catchment area. As one larger school, there would be an opportunity to introduce Welsh-medium provision in this school, which would provide new opportunities for pupils living in these areas to access Welsh-medium education.</p> <p>The proposed changes in the Llanfyllin catchment would significantly raise the profile of Welsh-medium provision in the area, which should lead to an increase in pupils numbers, therefore contributing to the Welsh Government target to achieve a million Welsh speakers by 2050. In the longer term, this should have an impact on the Welsh-medium opportunities available in the secondary sector in the area.</p>	<p>Very Good</p>		<p>Choose an item.</p>

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Impact Assessment (IA)

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Tudalen 344

Well-being Goal	How does proposal contribute to this goal?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<p><i>Opportunities to promote the Welsh language</i></p>	<p>Implementation of the preferred way forward would mean that a higher proportion of the schools in the catchment would either be Welsh-medium or dual stream schools, therefore more pupils would have the opportunity to access Welsh-medium provision.</p> <p>The preferred way forward includes the establishment of a new area school to replace a number of schools in the Llanfyllin / Welshpool catchment area. As one larger school, there would be an opportunity to introduce Welsh-medium provision in this school, which would provide new opportunities for pupils living in these areas to access Welsh-medium education.</p> <p>The proposed changes in the Llanfyllin catchment would significantly raise the profile of Welsh-medium provision in the area, which should lead to an increase in pupils numbers, therefore contributing to the Welsh Government target to achieve a million Welsh speakers by 2050. In the longer term, this should have an impact on the Welsh-medium opportunities available in the secondary sector in the area.</p>	<p>Very Good</p>		<p>Choose an item.</p>

Cyngor Sir Powys County Council
Impact Assessment (IA)

The integrated approach to support effective decision making



Tudalen 345

Well-being Goal	How does proposal contribute to this goal?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
People are encouraged to do sport, art and recreation.	The preferred way forward would result in two new build schools in the Llanfyllin catchment, and the potential closure of a number of smaller schools. Should this be implemented, pupils would be attending larger schools, and it is expected that there would be additional opportunities for them to take part in sports activities and other extra-curricular activities. It is also likely that the new buildings provided in the catchment would provide enhanced community facilities, which would provide additional opportunities to take part in sport and other activities.	Good		Choose an item.
A more equal Wales: A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances). Incorporating requirements under the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011 and the Social Economic duty (2020).				
Age	The aim of the proposal is to provide improved educational opportunities for all pupils in the Llanfyllin catchment, regardless of their age.	Good		Choose an item.

Cyngor Sir Powys County Council

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The integrated approach to support effective decision making



Tudalen 346

Well-being Goal	How does proposal contribute to this goal?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<i>Disability</i>	<p>The aim of the proposal is to provide improved educational opportunities for all pupils in the Llanfyllin catchment, regardless of their age.</p> <p>Implementation of the preferred way forward would include a new build all-age school and a new build area school, which would replace the buildings in the poorest condition in the catchment. This would improve the school accommodation for pupils in the area, and would ensure full access for disabled pupils in accordance with the requirements of the Equality Act 2010.</p>	Very Good		Choose an item.
<i>Gender reassignment</i>	No impact.	Neutral		Choose an item.
<i>Marriage or civil partnership</i>	No impact.	Neutral		Choose an item.
<i>Race</i>	The aim of the proposal is to provide improved educational opportunities for all pupils in the Llanfyllin catchment, regardless of their race.	Good		Choose an item.
<i>Religion or belief</i>	The aim of the proposal is to provide improved educational opportunities for all pupils in the Llanfyllin catchment, regardless of their religion or belief.	Good		Choose an item.
<i>Sex</i>	The aim of the proposal is to provide improved educational opportunities for all pupils in the Llanfyllin catchment, regardless of their sex.	Good		Choose an item.
<i>Sexual Orientation</i>	The aim of the proposal is to provide improved educational opportunities for all pupils in the Llanfyllin catchment, regardless of their sexual orientation.	Good		Choose an item.

Cyngor Sir Powys County Council
Impact Assessment (IA)

The integrated approach to support effective decision making



Well-being Goal	How does proposal contribute to this goal?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<i>Pregnancy and Maternity</i>	No impact.	Neutral		Choose an item.
<i>Socio-economic duty</i>	The aim of the proposal is to provide improved educational opportunities for all pupils in the Llanfyllin catchment, including e.g. any learners eligible for Free School Meals. Should the preferred way forward be implemented, some schools in the catchment would close. This would mean that pupils living closest to these schools would need to travel further to school. Whilst home to school transport would be provided to eligible pupils, it is possible that this would impact on pupils' ability to access extra-curricular / after school activities, and that this impact would be greater in respect of pupils from lower income households. There would also be an impact on the parents of these pupils in terms of accessing school activities.	Neutral		Choose an item.

Tudalen 347

Source of Outline Evidence to support judgements

7. How does your proposal impact on the council's other key guiding principles?

Principle	How does the proposal impact on this principle?	IMPACT Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	IMPACT AFTER MITIGATION Please select from drop down box below
Sustainable Development Principle (5 ways of working)				
Long Term: <i>Looking to the long term so that we do not compromise the ability of future generations to meet their own needs.</i>	The PBC developed in respect of the Llanfyllin catchment considers the current situation in the catchment and the future needs of learners in the catchment area, with the aim of addressing the issues identified to ensure that the provision available to future generations provides a range of opportunities to them, enabling them to fully meet their potential.	Good		Choose an item.
Collaboration: <i>Working with others in a collaborative way to find shared sustainable solutions.</i>	Should the Cabinet agree to proceed with the preferred way forward, full consultation would need to be carried out, which would enable all interested parties to give their views. This would include an opportunity to suggest any alternative solutions for the catchment.	Neutral		Choose an item.

Iudalen 348

Cyngor Sir Powys County Council

Impact Assessment (IA)

The integrated approach to support effective decision making



Tudalen 349

Principle	How does the proposal impact on this principle?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<p>Involvement (including Communication and Engagement): Involving a diversity of the population in the decisions that affect them including: Unpaid Carers: Ensuring that unpaid carers views are sought and taken into account</p>	<p>Should Cabinet decide to proceed with the preferred way forward as outlined in the PBC, full consultation would be required in accordance with the School Organisation Code in order to achieve this. This would ensure that all interested parties have an opportunity to give their views. The findings of this exercise would be reported to Cabinet and would be taken into consideration when determining how to proceed. This impact assessment will be updated throughout the process to reflect any feedback received.</p> <p>All stakeholders would have the opportunity to give their views as part of this process, this would include any unpaid carers in the area.</p>	<p>Good</p>		<p>Choose an item.</p>
<p>Prevention: Understanding the root causes of issues to prevent them from occurring including: Safeguarding: Preventing and responding to abuse and neglect of children, young people and adults with health and social care needs who can't protect themselves.</p>	<p>The key issues relating to the Llanfyllin catchment have been identified as part of this work. The options appraisal exercise carried out during the PBC has focussed on identifying solutions which will address these issues and prevent them occurring again.</p> <p>One of the Investment Objectives identified as part of the PBC process related to safeguarding, and ensuring appropriate safeguarding arrangements. The intention is that the emerging preferred way forward would improve the safeguarding arrangements for all pupils.</p>	<p>Good</p>		<p>Choose an item.</p>
<p>Integration: Taking an integrated approach so that public bodies look at all the well-being goals in deciding on their well-being objectives.</p>	<p>No impact.</p>	<p>Neutral</p>		<p>Choose an item.</p>

Cyngor Sir Powys County Council

Impact Assessment (IA)

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Tudalen 350

Principle	How does the proposal impact on this principle?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<p>Powys County Council Workforce: What Impact will this change have on the Workforce?</p>	<p>The preferred way forward would impact on staff in a number of schools in the Llanfyllin catchment. Implementation of the preferred way forward would lead to closure of some schools in the catchment, and amalgamation of others, which would cause uncertainty for staff and could eventually lead to a reduction in staffing requirements in the catchment.</p> <p>Should Cabinet decide to proceed with the preferred way forward as outlined in the PBC, full consultation would be required in accordance with the School Organisation Code in order to achieve this. This process would be supported by relevant LA teams (e.g. HR). This would include consultation with staff, which would ensure that they had an opportunity to give their views.</p> <p>In the longer term, the intention is to provide a new build all-age school and a new build area schools. Working in these new buildings would have a positive impact on staff morale.</p>	<p>Poor</p>	<p>Processes to be carried out as swiftly as possible to minimise the period of uncertainty for staff.</p>	<p>Poor</p>
<p>Payroll: How will this impact salary, any overtime/enhanced payments etc? Does this affect any particular group of employees? E.g. Male/Female dominated workforce. Does this proposal comply with the Councils Single Status Terms and Conditions?</p>	<p>The preferred way forward would impact on salary arrangements for current staff in the Llanfyllin catchment.</p>	<p>Neutral</p>		<p>Choose an item.</p>

Cyngor Sir Powys County Council
Impact Assessment (IA)

The integrated approach to support effective decision making



Principle	How does the proposal impact on this principle?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
Welsh Language impact on staff	<p>Implementation of the preferred way forward would provide an opportunity for Welsh-speaking staff working in Ysgol Llanfyllin to work in a brand new 21st Century Schools building.</p> <p>The preferred way forward would also provide additional opportunities to introduce Welsh-medium provision in the catchment area, providing additional opportunities for Welsh speaking staff.</p>	Good		Choose an item.
<p>Apprenticeships: Has consideration been given to whether this change impacts negatively, or positively on Apprenticeships within the service?</p>	No impact	Neutral		Choose an item.
Source of Outline Evidence to support judgements				

8. What is the impact of this proposal on our communities?

Tudalen 352

Communities	How does the proposal impact on residents and community?	<u>IMPACT</u> See impact definitions in guidance document	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> See impact definitions in guidance document	Source of Outline Evidence to support judgement
Llanfyllin	<p>The preferred way forward would have a positive impact on residents in the Llanfyllin area as it would lead to new build all-age school in Llanfyllin, which could also include community facilities, as well as a new build area school in the Llanfyllin/Welshpool area.</p> <p>The preferred way forward could lead to closure of a number of schools in the catchment area, which could have a negative impact on the communities in which these schools are located. In particular, additional travel would be required for pupils living in these areas. Whilst home to school transport would be provided for eligible pupils, it is acknowledged that this could have an impact on pupils' ability to access after school activities, and would impact on parents attendance at school events.</p>	Moderate	Full consideration of the impact on each community to be considered as the process moves forward.	Moderate	

9. What are the risks to service delivery or the council following implementation of this proposal?

Description of risks			
Risk Identified	Inherent Risk Rating Impact X Likelihood (See Risk Matrix in guidance document)	Mitigation	Residual Risk Rating Impact X Likelihood (See Risk Matrix in guidance document)

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<p>If there is no funding available to fund this project, either from the Welsh Government or the Council, then the project will not be able to proceed.</p>	<p>High</p>	<p>The funding to support this project will be considered as part of the overarching financial strategy for the delivery of the entire Council's Strategy for Transforming Education in Powys 2020-30, which will be provided for Cabinet's consideration later this Autumn. An updated Strategic Outline Programme will be submitted to the Welsh Government requesting an increase in the Band B funding envelope.</p>	<p>High</p>

10. Overall Summary and Judgement of this Impact Assessment?

Outline Assessment (to be inserted in cabinet report)	Cabinet Report Reference:	
<p>The impact assessment suggests that the impact is generally positive with some negative aspects, such as the requirement for some pupils to travel further than they currently do to school. The development of new facilities for schools in the Llanfyllin area would address many issues related to the poor condition of the buildings, ensuring future pupils are taught in facilities that are fit-for-purpose, improving their learner entitlement and experience. The proposed changes in the Llanfyllin catchment would significantly raise the profile of Welsh-medium provision in the area, which should lead to an increase in pupils numbers, therefore contributing to the Welsh Government target to achieve a million Welsh speakers by 2050. In the longer term, this should have an impact on the Welsh-medium opportunities available in the secondary sector in the area.</p>		

11. Is there additional evidence to support the Impact Assessment (IA)?

What additional evidence and data has informed the development of your proposal?
<p>Full consultation will be required to implement this proposal, and this will enable the impact assessment to be further developed.</p>

12. On-going monitoring arrangements?

What arrangements will be put in place to monitor the impact over time?
<p>The Transforming Education Programme Board will continue to monitor impact over time.</p>
Please state when this Impact Assessment will be reviewed.
<p>The impact assessment will be reviewed at all stages of the process.</p>

13. Sign Off

Position	Name	Signature	Date
<p>Impact Assessment Lead:</p>	<p>Sarah Astley</p>	<p>Sarah Astley</p>	<p>16th September 2020</p>

Cyngor Sir Powys County Council
Impact Assessment (IA)

The integrated approach to support effective decision making



Head of Service:	Lynette Lovell / Emma Palmer		
Portfolio Holder:	Cllr Phyl Davies		

14. Governance

Decision to be made by	Cabinet	Date required	29 th September 2020
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FORM ENDS

14. Governance 354

CYNGOR SIR POWYS COUNTY COUNCIL.

CABINET EXECUTIVE
29th September 2020

REPORT AUTHOR: County Councillor Phyl Davies
Portfolio Holder for Education and Property

REPORT TITLE: Brecon Catchment Programme Business Case (PBC)

REPORT FOR: Decision

1. Purpose

1.1 This report requests Cabinet approval for the following:

- a) To submit a Programme Business Case to the Welsh Government's 21st Century Schools Programme for the following capital investment in the Brecon catchment:
- A new 360 place English-medium primary school in Brecon, to replace Mount Street Infants School, Mount Street Juniors School and Cradoc C.P. School, with a co-located Pupil Referral Unit and a community swimming pool – to be built on the site of the old Brecon High School.
 - A new 180 place dual-stream primary school in Sennybridge, replacing the current poor accommodation at Sennybridge CP School – to be built on the current site of Sennybridge CP School.
- b) To bring back a further report to Cabinet by December 2020 outlining the school reorganisation proposals required. Full consultation will be undertaken before any final decisions are made.

1.2 The cost of the preferred way forward is estimated to be £32,169,087 including *8% Risk and 24% Optimism Bias, which is acceptable at PBC stage, and will be mitigated as the business case process continues into the next stages. This exceeds the funding currently available within the Council's Band B Programme, and therefore a request to increase the programme will need to be made to the Welsh Government. Consideration will also be given to whether the scheme could be funded via the Mutual Investment Model, a revenue stream that funds capital projects.

Welsh Government contribution 65%	£20,909,906
PCC 35%	£11,259,180
Total	£32,169,087

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1.2 The report is supported by the following appendices:

Appendix A – Brecon Catchment PBC

Appendix B – Integrated Impact Assessment

2. **Background**

Strategy for Transforming Education in Powys

2.1 On the 14th April 2020, a new Strategy for Transforming Education in Powys was approved by the Leader via a delegated decision.

2.2 The Strategy was developed following extensive engagement with a range of stakeholders during two separate periods between October 2019 and March 2020. The Strategy sets out a new vision education in Powys, as follows:

‘All children and young people in Powys will experience a high quality, inspiring education to help develop the knowledge, skills and attributes that will enable them to become healthy, personally fulfilled, economically productive, socially responsible and globally engaged citizens of 21st century Wales.’

2.3 The new strategy also sets out a number of guiding principles which will underpin the transformation of education in Powys. These are as follows:

- *A world class rural education system that has learner entitlement at its core*
- *Schools that are fully inclusive, with a culture of deep collaboration in order to improve learner outcomes and experience*
- *A broad choice and high quality of provision for 14 – 19 year old learners, that includes both academic and vocational provision, meeting the needs of all learners, communities and the Powys economy*
- *Welsh-medium provision that is accessible and provides a full curriculum in Welsh from Meithrin to age 19 and beyond*
Provision for learners with Special Educational Needs (SEN)/Additional Learning Needs (ALN) that is accessible as near to home as is practicably possible, with the appropriate specialist teaching, support and facilities that enables every learner to meet their potential
- *A digitally-rich schools sector that enables all learners and staff to enhance their teaching and learning experience*
- *Community-focused schools that are the central point for multi-agency services to support children, young people, families and the community*

- *Early years provision that is designed to meet the needs of all children, mindful of their particular circumstances, language requirements or any special or additional learning needs*
- *Financially and environmentally sustainable schools*
- *The highest priority is given to staff wellbeing and professional development*

- 2.4 The new strategy sets out a number of Strategic Aims and Objectives, to shape the Council's work to transform the Powys education system over the coming years. One of the Strategic Aims of the Strategy is to '*improve learner entitlement and experience*'. Within this aim, the Strategy sets out two Strategic Objectives, to '*Develop a network of all-age schools based around the 13 current secondary school locations*' and to '*Reconfigure and rationalise primary provision*'.
- 2.5 The strategy also includes an enabling action to implement '*a major capital investment programme that will ensure that schools in Powys have inspiring, environmentally sustainable buildings that can provide opportunities for wider community activity, including where possible childcare services, early years, ALN, multi-agency support and community and leisure facilities.*'

The Case for Change

- 2.6 There are eight schools and a pupil referral unit in the Brecon catchment area:
- Brecon High School (11 – 18)
 - Ysgol y Bannau
 - Sennybridge Community Primary School
 - Priory Church in Wales School
 - Mount Street Junior School
 - Mount Street Infant School
 - Llanfaes Primary School
 - Cradoc Primary School
 - Pupil referral unit (PRU)
- 2.7 However, due to the good condition and relatively healthy pupil numbers at many of the schools within Brecon town itself, it was agreed that the PBC would focus on those schools with significant building condition or other issues – Mount St Infants, Mount St Juniors, Sennybridge CP School, Cradoc CP School and the PRU. Brecon High School, although a new build, is also considered within the scope of the PBC, in order to consider options related to all-age schools. Leisure facilities are also considered within the scope.
- 2.8 Information about each of these schools can be found on pages 22 – 34 of the PBC (Appendix A). The following tables provide headline information:

i) **Current and Predicted Numbers**

School	Jan 2020	Jan 2021	Jan 2022	Jan 2023	Jan 2024
Brecon High School	473	459	467	460	471
Cradoc CP School	97	115	117	121	125
Mount Street Infants	119	105	108	111	112
Mount Street Junior	151	172	167	163	149
Sennybridge CP School	126	133	133	135	133
PRU Mid/South	9	N/A	N/A	N/A	N/A

ii) **Building condition information**

School	Condition	Suitability	Backlog
Brecon High School	A	A	£0
Cradoc CP School	C	B/C	£628,452
Mount Street Infants	C	B/C	£712,314
Mount Street Junior	C	A/B	£1,036,794
Sennybridge CP School	C	B/C	£1,023,132
Pupil referral unit	C	C	£681,561
Brecon swimming pool	C	C	£1,063,419

Problems with the status quo – Mount Street Infants and Junior Schools

2.9 School reorganisation in Powys has gradually moved to a model of ‘all through’ primary schools. Mount Street Infants and Mount Street Junior Schools are the last remaining separate phase schools within the County. The advantages offered by single school provision for primary age pupils are well known and evidence based. Due in part to an increased critical mass of learners, ‘all through’ Primary Schools are usually able to offer both enhanced continuity of provision and a curriculum which is more broad and balanced in content delivered in a

continuous and coherent way from the Foundation Phase through to the end of Key Stage 2.

- 2.10 While the physical distance between the current Mount Street Infants and Mount Street Juniors sites is small (3 minutes' walk), a single site primary school also presents benefits to parents who have children attending both schools at the same time, making the school journey both quicker and easier, alleviating barriers to work that can be presented from the need to drop children to different sites for education.
- 2.11 The physical condition of the two schools is somewhat poor with circa £1.7m in backlog maintenance across the two sites. Both school buildings have a condition grade of C.
- 2.12 Most pupils achieve expected outcomes. However, the limitations of the building means preparation and delivery of the new curriculum is challenging. Ultimately this could have a negative impact on future outcomes.

Problems with the status quo – Cradoc

- 2.13 Cradoc County Primary school has a number of current problems:
- It has a capacity of 161 places with 92 on roll, according to PLASC 2020.
 - The condition of the school building is C, and the building is not fully compliant with DDA regulations (suitability condition B/C).
 - There is currently backlog maintenance of £628k at the school.
- 2.14 Most pupils achieve expected outcomes. However, the limitations of the buildings mean preparation and delivery of the new curriculum is challenging. Ultimately this could have a negative impact on future outcomes.

Problems with the status quo – Sennybridge

- 2.15 Sennybridge County Primary school is over-subscribed (hosting 24 more pupils than its capacity), however the building is in poor condition (condition C) and the building is not fully DDA compliant (suitability condition B/C). There is backlog maintenance required of over £1M.
- 2.16 Most pupils achieve expected outcomes. However, the limitations of the buildings mean preparation and delivery of the new curriculum is challenging. Ultimately this could have a negative impact on future outcomes.

Problems with the status quo – Pupil Referral Unit

- 2.17 Brecon PRU currently occupies the former St Joseph's RC School building at Silver Street, Brecon under a five year lease agreement. The current lease runs from to 31/10/20. The cost of the lease is £25,000 per year. As leased facilities the current solution is not ideal from a financial position. The building also has a considerable level of backlog maintenance liabilities (£681,561).
- 2.18 The current building is not fit for purpose in terms of the available space. The whole building only has four classrooms. Currently KS2 can only attend one day a week because of the space limitations. The size of the facility also restricts the breadth of vocational subjects that can be provided, and there is a lack of adequate space for core compulsory teaching such as science. The building has no facilities for D&T subjects.
- 2.19 There are limitations in terms of office and meeting room space. There are only two offices in the whole building with no meeting space. Multi-discipline meetings are often held in cramped and uncomfortable office spaces usually displacing those who should be working in them reducing productivity.
- 2.20 External space is also lacking and there is no grass space within the current premises to support the teaching of land and environment based education or forest schools.
- 2.21 There is no space to house or teach pupils who are medically exempt from school due to anxieties. The only option available to reintegrate these pupils is through the main very limited classes of the PRU which is less than ideal and often takes up valuable referral spaces.

Problems with the status quo – Brecon Leisure Centre

- 2.22 Brecon Leisure Centre has received substantial capital investment over recent years, however substantial issues remain with the pool, which has not received any major investment.
- 2.23 The pool is housed in block B of the leisure centre and was originally constructed in 1973. This block houses the swimming pool, changing and plant room which service the facilities across the Leisure Centre. The building was constructed during a period where reinforced concrete was a popular design.
- 2.24 The most recent condition report for the pool prepared in 2019 identified that there are some significant defects to Block B which require immediate rectification, some of which require major and costly works. These include potential partial demolition of the building, as the safety of the structural integrity cannot be justified. Structural engineers have advised that the smaller learner pool should be emptied and closed to the general public for the foreseeable future. This is based on a report undertaken in November 2016 by Structural Solution and the

location of the defects they identified. There is significant corrosion to the reinforcing bars which indicated that there is a significant loss to the tensile strength in the slab and the columns viewed in the report.

- 2.25 There are several issues with the roof membrane on both the flat and pitched roofs. Recent inspection has revealed that the joints to the felt covering have failed with opening of the joints to the pitched roofs allowing water to ingress below the surface. On the flat roof section there is rutting and bubbling of the surface which again indicates that water has penetrated below the surface of the membrane that will deteriorate further over time.
- 2.26 The majority of the windows in Block B have failed, and to the rear elevation at high level there is a significant crack that extends through the glazing unit which has compromised the integrity of its strength and is a significant hazard should the glass detach completely. Internally, there is evidence that water is percolating between cracks to tiles and at the intersecting joints of the walls and the floor. Sections of the floor tiles are loose and lifting due to the water ingress and the deterioration of the grouting and bedding layer.
- 2.27 Another significant issue is the temporary isolation of the residual asbestos in the pool side staff office, this appears to be loose and coming away from wall. The health and safety of the occupants cannot be guaranteed, and the temporary works should be rectified for a more permanent measure. Both the gas fired boilers are aged. One of them has failed and is due for replacement.

The Programme Business Case (PBC)

- 2.28 The PBC has been developed in accordance with HM Treasury's Five Case Business Model. The five 'cases' are:
- Strategic Case (the strategic case for change)
 - Economic Case (options to address the issues raised in the case for change)
 - Commercial Case (procurement routes)
 - Financial Case (high-level indicative costs)
 - Management Case (how the project will be managed)
- 2.29 A wide range of options for the catchment were considered. These are outlined in pages 38 – 66 of the PBC, which is attached as Appendix A.

The preferred way forward

- 2.30 Following an appraisal of options against the identified Investment Objectives and Critical Success Factors, an Economic Appraisal of shortlisted options and a Financial evaluation, the emerging preferred option was:

- **Option 4A:** New build Sennybridge, new build Brecon primary school, close Cradoc

2.31 The preferred scope option of including a new PRU and new community swimming pool was then included with these options for further evaluation.

2.32 Whilst the option of including an all-age element also scored highly, it is suggested that there is a phased approach to this in order to address the most significant issues, which is poor condition of school buildings. Consideration of the adoption of an all-age model will therefore be considered at a later date.

Advantages and Disadvantages of the preferred way forward

2.33

Advantages	Disadvantages
<ul style="list-style-type: none"> • Improves learner entitlement and experience by pupils being in brand new facilities in two schools • Establishing a new primary school in Brecon would create a larger school which enables economies of scale • Removes backlog maintenance of circa £1.65m • Would enable energy efficiencies reducing the buildings carbon footprint and ongoing running costs; • New primary school in Brecon would create efficiencies in school staffing structure; • A significant capital receipt by releasing three school sites • Opportunity to improve facilities for vulnerable learners; • Opportunity to create a nurturing environment • Reduce cost of leasing the current PRU building; 	<ul style="list-style-type: none"> • Disruption to Sennybridge Primary School during construction • Possible additional cost of decanting children during construction • Loss of primary provision in the Cradoc community not acceptable to local community • Additional travel for some Cradoc pupils, depending on their home location • Additional transport costs for the Council • Impact on early years provision at Cradoc • Location of new Brecon primary school on the old Brecon High School site moves provision further away from the centre of town which may not be attractive to some parents • Impact on staff as

<ul style="list-style-type: none"> • Reduced backlog maintenance costs • Possibilities for additional community facilities that have the potential to offer additional income streams for the new school. • Increases opportunities for learners to access modern, fit for purpose leisure facilities; • Presents opportunities for expanding pupil access to leisure facilities; • Will enable the Brecon campus to become a year round community focus for the residents and pupil attending the schools in Brecon; • Maintains the sustainability of leisure facilities within the community for the long term; • Safeguards jobs within the community; • Maintains gross value add benefits achieved through the leisure centre provision to the local economy; • Removes an additional £xm in backlog maintenance liabilities for PCC 	<p>management of change process would need to take place to allocate posts in the new Brecon primary school</p> <ul style="list-style-type: none"> • Would require negotiation with third party (Freedom Leisure)
---	--

3 Advice

- 3.1 The advice of officers is that the PBC should be submitted to Welsh Government for approval, to enable the Council to proceed with the project and progress to the next stage of the business case process.
- 3.2 The Welsh Government's intervention rate for schools within the Band B programme is 65%, which represents good value for money for the Council. Cabinet is advised that there is a significant early stage risk contingency of 25% within the estimated project costs, which is appropriate at a PBC stage. Actual costs will be confirmed at Full Business Case stage.
- 3.3 Submitting the PBC to Welsh Government does not pre-judge the outcome of any formal consultation processes linked to the project.

- 3.4 The process of obtaining funding as part of the 21st C Schools Programme is based on HM Treasury's Five Case Business Model. The first stage is to develop a Programme Business Case/Strategic Outline Case which sets out the strategic intention and includes high level information. If formal consultation is required, this must be carried out and concluded before the second stage takes place, which is the development of an Outline Business Case (OBC). If the decision following consultation is not to proceed with the project, then no further business cases will be developed. If the decision is to proceed with the project, then a Full Business Case (FBC) is developed, which includes actual costs following the award of contract. Construction can only start following successful approval of a FBC.
- 3.5 It is also advised that officers bring back a further report to Cabinet by December 2020 outlining the initial school reorganisation proposals required. Full consultation will be required as part of a school reorganisation process.
- 3.6 It must be noted that the Council is currently working on developing a new model of ALN/SEN provision across the county. This may have implications for provision at the schools, but the schemes will need to be developed with enough flexibility should there be changes to ALN/SEN provision in the future.

Indicative Timescales

- 3.7 The plan below assumes that all projects within this PBC are carried out together. However, the plan may change should there be a separate business case process for each project. This will be dependent on achievability and funding.
- 3.8

Date	Actions (commencement)
11/2020	Consultation
07/2021	Cabinet decision following consultation
	The following stages will only be taken forward if Cabinet approves the proposal following the consultation process.
09/2021	SOC/OBCs approval
11/2021	Appoint contractor
08/2022	FBCs approval
08/2022	Construction commences
09/2024	New schools, PRU and community pool opens.

4. Resource Implications

- 4.1 Estimated costs are as follows:

Project Costs	Project A	Project B
Capital Cost	£4,284,298	£19,939,412
Optimism Bias	£1,028,232	£4,785,459
Risk	£377,018	£1,754,668
VAT (only to be included where non-recoverable by applicant)	N/A	N/A
Total Project Cost (inclusive of optimism bias and risk)	£5,689,548	£26,479,539
Funding Body Contribution (both projects 65%)	£3,698,206	£12,960,617

4.3 The amount of funding provided to schools is driven by the funding formula. Any change to the formula funding provided will impact on the Council's revenue budget. Based on the current formula, the formula funding requirement will reduce as a result of these proposals and savings falling to the Council's revenue budget are estimated to be £111,639 per annum

4.3 The overall capital requirement exceeds the funding available within the Council's Band B Programme, and therefore a request to increase the programme will be made to the Welsh Government.

4.3 Development and implementation of the proposal would require involvement from a number of service areas, including staff from the Schools Service, Finance, HR and ICT. These service areas will be kept informed of the development of the proposal throughout the statutory process.

4.4 The Head of Finance (Section 151 Officer) notes the content of the report. The funding to support this project will be considered as part of the overarching financial strategy for the delivery of the entire Council's Strategy for Transforming Education in Powys 2020-30, which will be provided for Cabinet's consideration later this Autumn. The revenue funding to support the Schools funding formula is considered as part of the Council Budget process and the individual allocation to the new school will be recalculated at the point of opening. Confirmation of the funding will be considered at Full Business Case submission.

5. Legal implications

5.1 Legal: The recommendation can be supported from a legal point of view

5.2 The Head of Legal and Democratic Services (Monitoring Officer) has commented as follows: "I note the legal comment and have nothing to add to the report".

6. Comment from local member(s)

6.1

7. Integrated Impact Assessment

7.1 An initial impact assessment of the preferred way forward is attached as Appendix B. The impact assessment considers the proposal's impact on the Welsh Government's well-being goals, as outlined in the Well-being of Future Generations Act.

The summary of the impact assessment is as follows:

'The impact assessment suggests that the impact is generally positive with some negative aspects, such as the requirement for some pupils to travel further than they currently do to school. The development of new facilities for schools in the Brecon catchment area would address many issues related to the poor condition of the buildings, ensuring that future pupils would be taught in facilities that are fit-for-purpose, improving their learner entitlement and experience. The new facilities would be fully DDA compliant, supporting learners with disabilities. The inclusion of a new facility for the PRU supports the education and wellbeing of vulnerable learners. The inclusion of a pool provides opportunity to improve the health and wellbeing of learners and the wider community.'

Should Cabinet approve continuing with the preferred option, the impact assessment will be regularly updated throughout the process to take account of any feedback received.

8. Recommendation

8.1 It is recommended that Cabinet approves the following:

- a) To submit a Programme Business Case to the Welsh Government's 21st Century Schools Programme for the following capital investment in the Brecon catchment:
 - A new 360 place English-medium primary school in Brecon, replacing Mount Street Infants School, Mount Street Juniors School and Cradoc CP School, with a co-located Pupil Referral Unit and a community swimming pool – to be built on the site of the old Brecon High School.
 - A new 180 place dual-stream primary school in Sennybridge, replacing the current poor accommodation at Sennybridge CP School – to be built on the current site of Sennybridge CP School.

- b) To bring back a further report to Cabinet by December 2020 outlining the school reorganisation proposals required. Full consultation will be undertaken before any final decisions are made.

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CABINET REPORT TEMPLATE VERSION X

Mae'r dudalen hon wedi'i gadael yn wag yn fwriadol

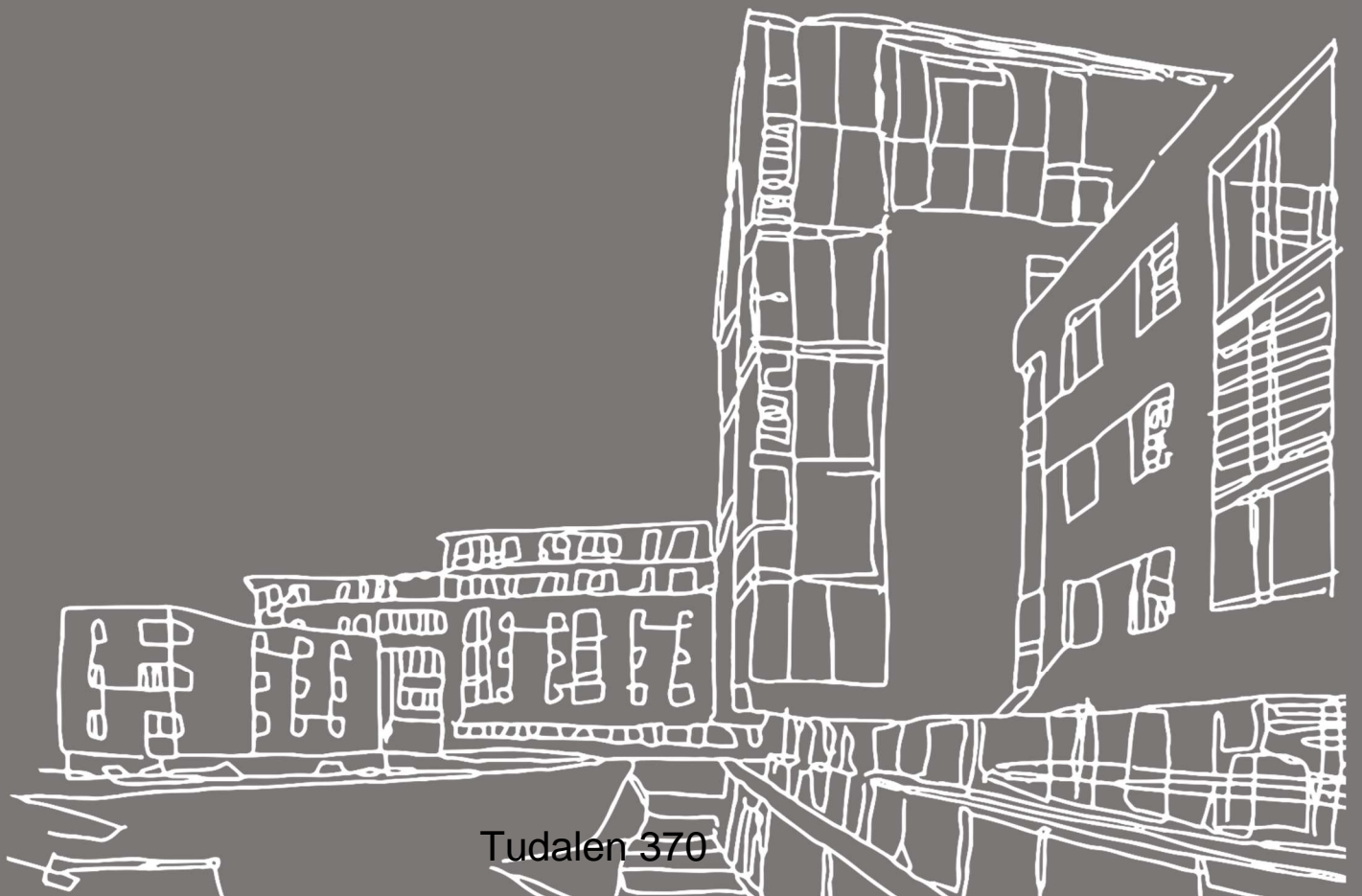
Programme Business Case:

Brecon Catchment

September 2020

Version 0.5





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0. Document Control

0.1 Version Control

Version	Status	Date	Author	Update
0.1	Draft	23/07	LD/MH	Baseline Document Created
0.2	Draft	13/08	MH	Updated Economic and Financial Cases
0.3	Draft	14/08	MH	Updated following client amendments
0.4	Draft	11/08	LD	Major redraft in line with client requirement for new options



0.5	Final	22/09/20	ME	Final amendments
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1 Executive Summary

1.1 Strategic Case

The purpose of this Strategic Outline Case (SOC) is to present the case for investment in the Brecon catchment, to include the following:

- A new 360 place English-medium primary school in Brecon, replacing the current schools at Mount Street Infant, Mount Street Junior and Cradoc Primary Schools, with a colocated pupil referral unit and a community swimming pool – to be built on site of old Brecon High School.
- A new 180 place dual-stream primary school in Sennybridge, replacing the current poor accommodation at Sennybridge CP School – to be built on the current site of Sennybridge CP School.

A school reorganisation process, including formal consultation, would be required to achieve the above which may possibly affect Mount Street Infant School, Mount Street Junior School and Cradoc CP School.

The combined cost of the two preferred options is estimated to be £24,223,710, excluding Optimism Bias and Risk.

The case for change in the Brecon catchment is based on the following significant issues:

- Infant and Junior Schools – issues with transition at key stages. Authority has been moving away from this model for some time.
- Poor condition of buildings, not DDA compliant
- Significant backlog maintenance costs (£3m)
- Sennybridge CP School over capacity
- Need permanent location for PRU
- PRU facilities too small to provide full curriculum
- Pool in Brecon – needs significant investment

The development in Brecon represents a once in a generation opportunity to reconfigure and join up community leisure and education services, creating a truly all year round campus that will provide lasting educational, health and economic benefits for the area.

On 14 April 2020 Council approved the new Strategy for Transforming Education in Powys 2020-30, replacing the legacy School Organisation Policy 2018. The new Strategy sought to address a number of significant concerns raised by Estyn on the progress of the Councils school reorganisation, acknowledging a historical lack of political decision making and a deep scepticism amongst the teaching profession regarding the Council's political commitment to schools and to the delivery of the improvements that are needed. In directly addressing these issues the new strategy outlines:

- a new vision for education in Powys;

- a summary of the challenges faced by the education sector in Powys;
- a final set of guiding principles;
- strategic aims and objectives;
- a programme of activity;
- the legislative process;
- new monitoring arrangements.

The Strategy is supported by a new Strategic Outline Programme (SOP) for capital funding for school building projects to be phased over a ten year period. The capital funding required to enable the strategy to be delivered has been estimated at £350m.

1.2 Economic Case

Following an initial assessment of the of the scope of work required, a long list of options was developed for each project within the remit of the scope:

1.2.1 Long-list of options

Option	Description
Option 1	Do minimum – backlog maintenance only
Option 2	Remodel all primary schools in current locations
Remodel and reconfigure schools	
Option 3A	Remodel Sennybridge, remodel and merge Mount St Infants, Mount St Juniors and close Cradoc
Option 3B	Remodel Cradoc, remodel and merge Mount St Infants, Mount St Juniors and close Sennybridge
New build and reconfigure schools	
Option 4A	New build Sennybridge, new build Brecon primary school, close Cradoc
Option 4B	New build Cradoc, new build Brecon primary school, close Sennybridge
Option 4C	New build Sennybridge, new build Brecon primary school, new build Cradoc
Option 4D	Close both Sennybridge and Cradoc, build new school on alternative site, new build Brecon primary school
New build and reconfigured schools and all-through options	
Option 5A	New build Sennybridge, establish new all-through school in Brecon with new build primary, close Cradoc
Option 5B	New build Cradoc, establish new all-through school in Brecon with new build primary, close Sennybridge
Option 5C	New build Sennybridge, establish new all-through school in Brecon with new build primary, new build Cradoc

1.2.2 Short-listed options

Each of the long-listed options were subjected to a review of advantages and disadvantages and an appraisal against the Investment Objectives and Critical Success Factors agreed by the Powys officer team.

As a result of this, the following options were short-listed for Economic and Financial appraisal:

The options carried forward to the short-list of options are:

- Option 1 – Do Minimum – Backlog maintenance only
- Option 4A – New build Sennybridge, New build Brecon primary school, close Cradoc.
- Option 5A – New build Sennybridge, establish new all-through school in Brecon with new build primary, close Cradoc.

During the appraisal, it was clear that Option 1 – Do Minimum – Backlog Maintenance Only - did not sufficiently meet the Investment Objectives or Critical Success Factors, but was carried forward as a baseline comparator, in line with the guidance in the HM Treasury Green Book.

Option 4A met all but one of the investment objectives and critical success factors, followed by Option 5A. All other options are discounted at this stage.

The preferred scope option of including a new PRU and new community swimming pool was included with these options for further evaluation.

The short-listed options were assessed over a 60 year period (20 years in the case of Option 1, Do Nothing), to understand the Net Present Cost (NPC) and Equivalent Annual Cost (EAC) of each option.

As the assessment periods were not uniform, the Equivalent Annual Cost is deemed the main point of comparison between the options. The Economic Appraisal resulted in the following outcomes:

1.2.3 Net Present Cost

Discounted Cash Flow (DCF) Summary Sheet		Inc. Optimism Bias		Excl. Optimism Bias	
		NPC (£m)	EAC (£m)	NPC (£m)	EAC (£m)
Option 1	Do minimum – backlog maintenance only	42.6	2.11	41.3	2.04
Option 4A	New build Sennybridge, new build Brecon Primary	160.8	6.13	152.6	5.81

	School, close Cradoc & new PRU				
Option 5A	New build Sennybridge, establish new all-through school in Brecon with primary build, a new PRU and community swimming pool.	152.1	5.8	143.8	5.48

DCF = Discounted Cash flow

NPC = Net Present Cost

EAC = Equivalent Annual Cost

Option 1 was appraised over 20 years, while options 4A and 5A were appraised over 60 years. This is because Option 1 is essentially 'Do Minimum' option, which does not have the levels of capital or revenue activity to require a 60 years appraisal.

On that basis, the key comparator from the Economic Appraisal table is the Equivalent Annual Cost (EAC), which calculates the average annual (economic) cost to the Council. On that basis, Option 1 appears to be the best option economically, but was only put forward as point of comparison and did not meet a critical mass of the Council's Investment Objectives and Critical Success Factors.

Under this form of evaluation, Option 5A is the best option economically, followed closely by Option 4A. However, whilst Option 4A is less ambitious than 5A, affecting a more limited number of pupils, the preferred model at this stage is for the council to develop a fully integrated learning campus with both school, PRU and community pool. This is in line with the findings of qualitative benefits assessment.

In differentiating between the primary and all-age developments, the development of an all-age governance mode of some kind in the Brecon cluster is not precluded at a later stage by the capital construction, which would be the same under either governance models. Consideration of the adoption of an all-age model will therefore be considered at a later date.

Option 4A is therefore the preferred option at this stage.

1.3 Commercial Case

The Council has good experience of working with contractor frameworks and has achieved positive outcomes using such frameworks. The Council has therefore concluded that the optimum procurement route will be to use the revised SEWSCAP framework that was re-launched in June 2019 (SEWSCAP 3).

1.4 Financial Case

Project Costs	Project A - Sennybridge	Project B- Brecon Primary School
Capital Cost	£4,284,298	£19,939,412
Optimism Bias	£1,028,232	£4,785,459
Risk	£377,018	£1,754,668
VAT (only to be included where non-recoverable by applicant)	N/A	N/A
Total Project Cost (inclusive of optimism bias and risk)	£5,689,548	£26,479,539
Welsh Government Contribution (both projects 65%)	£3,698,206	£17,211,700
PCC Contribution (35%)	£1,991,342	£9,267,839

A balance sheet asset addition of £ £4,284,298 is made for the new build school located at Sennybridge and £19,939,412 for the Community Campus at Brecon. Short term additional funding is required of the full £24,223,710 for years 0 through 3 (inclusive), excluding VAT, retained risks and optimism bias. Across the catchment the ongoing revenue costs of the schools will fall from £2,132,677 to £2,021,038, generating a saving of approximately £111,639 per annum (excluding transport and catering). There will be a further saving of £25,000 per annum in lease costs for the existing PRU facility, however there may be additional property related costs for the unit due to it being larger (and therefore fit for purpose), these potential additional costs are not ascertainable at this stage.

The Band B submission has been scrutinised and assessed by the Council's Section 151 Officer for affordability in light of the 65% programme intervention rate.

The Council's funding to support these projects will be considered as part of the overarching financial strategy for the delivery of the entire Council's Strategy for Transforming Education in Powys 2020-30.

1.5 Management Case

This scheme is a constituent of Powys County Council's Transforming Education Programme, and has been identified within that Programme as a priority. It will be managed in accordance with best practice in programme and project management principles – MSP and PRINCE2 to provide a systematic and effective delivery framework.

Outline Project Plan

Date	Actions (commencement)
2020-21	Consultation
07/2021	Cabinet decision following consultation
The following stages will only be taken forward if Cabinet approves the proposal following the consultation process.	
09/2021	SOC/OBCs approval
11/2021	Appoint contractor
08/2022	FBCs approval
08/2022	Construction commences
09/2024	New schools, PRU and community pool opens.

2 Strategic Case

2.1 Strategic Fit

2.1.1 National Strategies

The proposals contained within this business case contribute to the following national and international strategies and policies:

- United Nations Convention on the Rights of the Child;
- Wellbeing and Future Generations Act 2015;
- The Learning Country: Vision into Action 2008;
- Skills framework for 3-19 year olds in Wales 2008;
- One Wales: One planet, a new sustainable development scheme for Wales May 2009 or any successor strategy;
- Learner Travel Operational Guidance - April 2009;
- A Curriculum for all Learners 2010;
- Measuring the capacity of schools in Wales – Circular 021/2011;
- Welsh Government Welsh Medium Education Strategy 2010;
- Improving Schools National Implementation Plan 2012-15;
- A Living Language: A language for Living: Welsh Language Strategy 2012-17;
- Building a Brighter Future: Early Years and Childcare Plan 2013;
- The Curriculum for Wales;
- School Standards and Organisation (Wales) Act 2013;
- School Organisation Code 2013;
- School Organisation: Consultation with Children and Young People – Guidance Document 2013.

2.1.2 Local Strategies

- Vision 2025 sets out the Cabinet's priorities for the council up to 2025. 'Strengthening Learning and Skills' is one of the four priorities outlined within this vision;
- Strategy for Transforming Education in Powys, which sets out Powys' approach to developing school infrastructure and the planning of school places;
- Welsh in Education Strategic Plan 2017-20 sets out the council's priorities for developing Welsh-medium provision within Powys;
- Powys Community Focused Schools Strategy, which ensures that key services are sufficiently integrated and able to work collaboratively;

- Powys Carbon Reducing & Sustainability Strategies, which identifies that all new schools will be part of a new generation of energy efficient buildings;
- Powys Regenerations Strategy aims to deliver outcomes which will have a positive impact upon the physical, social, environmental, economic and cultural attributes of the county; and
- Powys ICT Strategy which aims at delivering learners' entitlement to use technology to support their learning and to enable schools to become more innovative and effective in their teaching and learning.

2.2 Case for Change

2.2.1 Investment Objectives

The Investment Objectives underlying the case for change for this project are:

1. Provide a stimulating teaching and learning environment in state of the art, 21st Century facilities that will impact positively on the self-esteem and well-being of all pupils and deliver the new curriculum for Wales.
2. Remove non DDA compliant poor condition buildings, reduce backlog maintenance and provide full accessibility to all pupils, staff and visitors.
3. Develop community-focused schools that are the central point for multi-agency services to support children, young people, families and the community.
4. Provide Early Years facilities that meet the needs of all children and enable the effective delivery of the Curriculum for Wales
5. Optimise the economic, financial and environmental sustainability of the schools, by having the right schools in the right place.
6. To provide an optimal safeguarding environment.
7. Ensure that all pupils with SEN/ALN are placed in a provision that meets their needs, with the appropriate specialist teaching, support and facilities that enables every learner to meet their potential.

2.2.2 Targets and measures

The following table identifies the measures and targets that will be utilised to ensure that the identified investment objectives are SMART.

Table 1 – Targets and Measures

IO	Target	Measure
1. Provide a stimulating teaching and learning environment in state of the art, 21st Century facilities that will impact positively on the self-esteem and well-being of all pupils and deliver the new curriculum for Wales.	Improved motivation, engagement, attendance & extracurricular involvement as evidenced by: <ol style="list-style-type: none"> School Self Evaluation School Improvement Plan Estyn inspection Local authority review 	<ul style="list-style-type: none"> All aspects of pupil wellbeing (as detailed in Estyn guidance) to be awarded a judgement of at least Good by September 2026 Council core visits report improved engagement, motivation and pupil wellbeing by September 2026 Attendance percentage rate to increase to 95% for the academic year 2025/2026
2. Remove non DDA compliant poor condition buildings, reduce backlog maintenance and provide full accessibility to all pupils, staff and visitors.	Reduced backlog maintenance and accessibility costs	<ul style="list-style-type: none"> Reduction in backlog maintenance and accessibility costs within Brecon catchment by £3.4m by September 2024
	School is DDA compliant	<ul style="list-style-type: none"> Both new schools are DDA compliant upon opening in September 2024.
3. Develop Community-focused schools that are the central point for multi-agency services to support children, young people, families and the community.	Increased usage of community facilities	<ul style="list-style-type: none"> Increased public swim usage by 5% per annum by 2027 Increased number of children's swimming lessons delivered the pool by 10% by 2027 Increased number of adult swimming lessons delivered at the pool by 10% by 2027
	Increased school usage of community facilities	<ul style="list-style-type: none"> Number of school swimming sessions at the new pool during the 2025/6 academic year;
4. Provide Early Years facilities that meet the needs of all children and enable the effective delivery of the Curriculum for Wales	Improve facilities (indoors/outdoors) for all children and staff	<ul style="list-style-type: none"> All children will benefit from facilities in the indoors and outdoors that meet the needs of 21st century learners Teaching and Learning – 'improved breadth, balance and appropriateness of the curriculum' (as detailed in Estyn guidance) to be awarded a judgement of at least Good by September 2026

IO	Target	Measure
		<ul style="list-style-type: none"> Achieved through design from opening of new schools
5. Optimise the economic, financial and environmental sustainability of the schools, by having the right schools in the right place.	Reduction in energy use and carbon emissions	<ul style="list-style-type: none"> Reduction in combined gas and electricity consumption by September 2025; Reduction in CO² emission to by September 2025
	Removal of surplus places across the catchment	<ul style="list-style-type: none"> To reduce the total number of pupils places across the catchment upon school opening in September 2024
6. To provide an optimal safeguarding environment.	Building design meets building bulletin requirements and has appropriately designed safeguarding arrangements	<ul style="list-style-type: none"> Achieved through design from opening of new schools
7. Ensure that all pupils with SEN/ALN are placed in a provision that meets their needs, with the appropriate specialist teaching, support and facilities that enables every learner to meet their potential.	Building design includes a range of facilities to support pupils with SEN/ALN including: <ul style="list-style-type: none"> Wellbeing room(s) Small group intervention rooms Facilities for input from educational psychologists, therapists Meeting rooms for annual reviews Changing facilities Facilities for wheelchair users 	<ul style="list-style-type: none"> The school building enables all pupils to participate fully in the curriculum and to achieve well in line with their needs All aspects of SEN/ALN (as detailed in Estyn guidance) to be awarded a judgement of at least Good by September 2026 Council core visits report improved support for learners with SEN/ALN by September 2026 Improved outcomes for pupils with SEN/ALN Improved retention of pupils with SEN/ALN in the sixth form

2.2.3 Existing Arrangements

There are eight schools in the Brecon catchment area:

- Brecon High School 11 – 18
- Ysgol y Bannau 4 – 11
- Sennybridge Community Primary School
- Priory Church in Wales School
- Mount Street Junior School
- Mount Street Infant School
- Llanfaes Primary School
- Cradoc Primary School

Figure 2: Brecon High School**Table 2 – Brecon High School Summary Information**

Language Category	English (With Significant Welsh)
Age range	11-18
Total number of place in school	700
Number of pupils ¹	473
Level of surplus places	227(32.4%)
Welsh Medium Pupils	28
ALN/SEN Pupils	13% (School Action)
Free School Meals	7.8%
Pupils from ethnic minorities	9.5%
Number of Teachers	30.8
Pupil Teacher Ratio	15.4%
National School Categorisation	Red

¹ PLASC 2020

Figure 3: Cradoc Primary School**Table 3 – Cradoc Primary Summary Information**

Language Category	English Medium
Age range	4-11
Total number of places in school	161
Number of pupils	97
Level of surplus places	52 (39.8%)
ALN/SEN Pupils	14.9% (School Action)
Free School Meals	3.8%
Pupils from ethnic minorities	6.5%
Number of Teachers	5.2
Pupil Teacher Ratio	22.3
National School Categorisation	Yellow

Figure 4: Mount Street Infants**Table 4 – Mount Street Infants Summary Information**

Language Category	English Medium
Age range	4-7
Total number of places in school	129
Number of pupils	119
Level of surplus places	11 (7.8%)
ALN/SEN Pupils	12.2% (School Action)
Free School Meals	11.6%
Pupils from ethnic minorities	15.3%
Number of Teachers	7.3
Pupil Teacher Ratio	21
National School Categorisation	Green

Figure 5: Mount Street Juniors**Table 5 – Mount Street Juniors Summary Information**

Language Category	English Medium
Age range	8-11
Total number of places in school	172
Number of pupils	151
Level of surplus places	22 (12.2%)
ALN/SEN Pupils	13.3% (School Action)
Free School Meals	11.7%
Pupils from ethnic minorities	21.1%
Number of Teachers	6.4
Pupil Teacher Ratio	22.4
National School Categorisation	Amber

Figure 6: Sennybridge Primary School**Table 6 – Sennybridge Primary Summary Information**

Language Category	Dual Stream
Age range	4-11
Total number of place in school	102
Number of pupils	126
Level of surplus places	-24 (-23.5%)
Welsh Medium Pupils	45
ALN/SEN Pupils	8.8% (School Action)
Free School Meals	13%
Pupils from ethnic minorities	0%
Number of Teachers	5.0
Pupil Teacher Ratio	26.3
National School Categorisation	Amber

Figure 7: Brecon Leisure Centre



Figure 8: Mid and South Powys Pupil Referral Unit



Table 7 – Present & forecast pupil numbers

School	Jan 2020	Jan 2021	Jan 2022	Jan 2023	Jan 2024
Brecon High School	473	459	467	460	471
Cradoc Primary	97	115	117	121	125
Mount Street Infants	119	105	108	111	112
Mount Street Junior	151	172	167	163	149
Sennybridge Primary	126	133	133	135	133

Table 8 – Latest condition assessments

School	Condition	Suitability	Backlog
Brecon High School	A	A	£0
Cradoc Primary	C	B/C	£628,452
Mount Street Infants	C	B/C	£712,314
Mount Street Junior	C	A/B	£1,036,794
Sennybridge Primary	C	B/C	£1,023,132
PRU	C	C	£681,561
Brecon Pool	C	C	£1,063,419

2.2.4 Problems with the status quo – Mount Street Infant and Junior Schools

School reorganisation in Powys has gradually moved to a model of ‘all-through’ provision in primary schools across the county. Mount Street Infant and Junior Schools represent the last remaining separate infant and junior schools within the County.

The advantages offered by single school provision for primary age pupils are well known and evidence-based. Due in part to an increased critical mass of learners, ‘all-through’ primary schools are usually able to offer both enhanced continuity of provision and a curriculum which is more broad and balanced in content delivered in a continuous and coherent way from the Foundation Phase through to the end of Key Stage 2.

While the physical distance between the two sites is small (3 minutes’ walk), a single site Primary School would also present benefits to parents who have children attending both schools at the same time, making the school journey both quicker and easier, alleviating barriers to work that can be presented from the need to drop children to different sites for education.

The physical condition of the two schools is somewhat poor with circa £1.7m in backlog maintenance outstanding across the two sites. Both school buildings have a condition grade of C.

Most pupils at the two schools achieve expected outcomes. However, the limitations of the buildings means preparation and delivery of the new curriculum is challenging. Ultimately this could have a negative impact on future outcomes.

2.2.5 Problems with the status quo – Cradoc

Cradoc County Primary school has a number of current issues:

- Pupil numbers have decreased significantly over the last five years. It has a capacity of 161 pupils with 92 on roll, according to PLASC 2020, although forecasting information suggests pupil numbers may increase.
- The condition of the school building is C, and the building is not fully compliant with DDA regulations (suitability condition B/C).
- The configuration of the school is problematic and creating safeguarding problems. The school also utilises three aging demountables, only one of which has toileting facilities, therefore children have to leave the classroom to enter the main building in order to use the toilets.
- There is currently backlog maintenance of £628k at the school.
- Most pupils achieve expected outcomes. However, the limitations of the building means preparation and delivery of the new curriculum is challenging. Ultimately this could have a negative impact on future outcomes.

2.2.6 Problems with the status quo – Sennybridge

Sennybridge County Primary School also has a number of current issues:

- It is currently over-subscribed in numbers (hosting 24 more pupils than its capacity)
- The building is in poor condition (condition C) and is not fully DDA compliant (suitability condition B/C).
- There is backlog maintenance required of over £1M.
- Most pupils achieve expected outcomes. However, the limitations of the building means preparation and delivery of the new curriculum is challenging. Ultimately this could have a negative impact on future outcomes.

2.2.7 Problems with the status quo – Mid and South Powys PRU

Brecon PRU currently occupies the former St Joseph's RC School building at Silver Street, Brecon under a five year lease agreement. The current lease runs from to 31/10/20. The cost of the lease is £25,000 per year. As leased facilities the current solution is not ideal from a financial position. The school also has considerable level of backlog maintenance liabilities (£681,561).

The current building is not fit for purpose in terms of available space. The whole building only has four classrooms. Currently KS2 can only attend one day a week because of the space limitations. The size of the facility also restricts the breath of vocational subjects that can be provided, and there is a lack of adequate space for core compulsory teaching such as science and the building has no facilities for D&T subjects.

There is a limitation on office and meeting room space. There are only two offices in the whole building with no meeting space. Multi-discipline meetings are often held in cramped and uncomfortable office spaces usually displacing those who should be working in them reducing productivity.

External space is also lacking and there is no grass space within the current premises to support the teaching of land and environment based education or forest schools.

There is no space to house or teach pupils who are medically exempt from school due to anxieties. The only option available to reintegrate these pupils is through the main very limited classes of the PRU which is less than ideal and often takes up valuable referral spaces.

To provide a sustainable, modern, fit for purpose accommodation solution, the PRU would need:

- A minimum of five large independent classroom (maximum 8 pupils per room) which do not require movement through one class space to access another, and can therefore be isolated.;
- A Science Lab with prep area;
- A D&T room with a storage space;

- A Large hall for internal sports and physical activity session during bad weather along with an outside space, again for physical activity;
- A kitchen to prepare food for the pupils and to teach from through THRIVE activities;
- A number of office spaces (staff room/Head Teacher);
- Meeting rooms;
- Spaces for quiet and calming areas;
- Secure external space for Primary & Secondary Informal Social and habitat areas;
- Staff & visitor parking.

Given that the PRU is to provide training and support to mainstream school then a large room to act as a training space would also be beneficial.

2.2.8 Problems with Brecon Leisure Centre – issues with the swimming pool

Brecon Leisure Centre has been subject to some substantial capital investment over recent years, however substantial issues remain with the pool which has not had any major investment.

The pool is housed in block B and was originally constructed in 1973, this block houses the swimming pool, changing and plant room which service the facilities across the leisure Centre. The building was constructed during a period where reinforced concrete was a popular design.

The most recent condition report for the pool prepared in 2019 identified that there are some significant defects to Block B which require immediate rectification, some of which require major and costly works. These include potential partial demolition of the building as the safety of the structural integrity cannot be justified. Structural engineers have advised that the smaller learner pool should be emptied and closed to the general public for use for the foreseeable future. This is based on a report undertaken in November 2016 by Structural Solution and the location of the defects they identified. There is significant corrosion to the reinforcing bars which indicated that there is a significant loss to the tensile strength in the slab and the columns viewed in the report.

There are several issues with the roof membrane on both the flat and pitched roofs. Recent inspection have revealed that the joints to the felt covering have failed with opening of the joints to the pitched roofs allowing water to ingress below the surface. On the flat roof section there is rutting and bubbling of the surface which again indicates that water has penetrated below the surface of the membrane that will deteriorate further over time.

The majority of the windows in Block B have failed, and to the rear elevation at high level there is a significant crack that extends through the glazing unit which has compromised the integrity of its strength and is a significant hazard should the glass detach completely.

Internally, there is evidence that water is percolating between cracks to tiles and at the intersecting joints of the walls and the floor. Sections of the floor tiles are loose and lifting due to the water ingress and the deterioration of the grouting and bedding layer.

Another significant issue is the temporary isolation of the residual asbestos in the pool side staff office, this appears to be loose and coming away from wall. The health and safety of the occupants cannot be guaranteed, and the temporary works should be rectified for a more permanent measure. Both the gas fired boilers were aged and one of them had failed, and is due for replacement.

2.3 Welsh Medium Education

There is a range of Welsh Medium education provision within the Brecon catchment area. Ysgol Y Bannau is a Welsh Medium Primary school located on the outskirts of Brecon Town serving both urban and rural communities. The school has a current population of 117 and has a total capacity of 162 places. The school was established in 1982 and consistent rises in pupil numbers necessitated a move to a new building which was opened in October of 1998. The build is currently assessed as having a condition and suitability rating of A and there are no outstanding backlog maintenance liabilities. The school offers a free breakfast club to every pupil and provides an aftercare service 'Y Gorlan', provided five days a week from 3:31 to 5:30pm.

Dual stream provision is on offer to catchment pupils at Sennybridge Community Primary. The School serves the village of Sennybridge and its surrounding areas, and is located approximately nine miles to the west of Brecon. There are presently 45 (35% of total) children on roll who receive education through the medium of Welsh. The school is currently oversubscribed and has a shortage of places (-24 or -23.5%). The Welsh stream consists of two classes, one Foundation Phase class and one KS2 class.

Welsh Medium education at secondary phase is provided at Brecon High School, which is a dual stream secondary school.

2.4 Childcare/Nursery Provision

The following childcare/nursery provision is available in the catchment:

Non-maintained:

- Cylch Meithrin Aberhonddu (Welsh-medium) located at Ysgol y Bannau
- Priory pre-school located at Priory CiW Primary School

Maintained:

- Camau Bach Llanfaes located at Llanfaes CP School
- 3@Cradoc, located at Cradoc CP School
- Sennybridge (Welsh-medium & English-medium), located at Sennybridge CP School
- Smarties, located at Mount Street Infants School

Powys County Council is committed to providing suitable infrastructure to enable providers to provide the 30-hour childcare scheme. Whether or not there is a need to incorporate nursery /early years provision will be a key consideration in respect of any construction project, particularly so where this includes primary provision. As this scheme proceeds, the Council will take a holistic approach based on community needs to determine whether early years provision, including nursery provision, is required as part of the scheme.

A community use strategy is also developed as part of all construction schemes, and consideration will be given in the design stages as to the need for provision such as after school, breakfast and holiday clubs.

2.5 Active Travel

It is the Council's view that active travel is essential to encourage staff, pupils and wider members of the community to walk and cycle to new facilities, meaning that more people can enjoy the benefits of active travel.

Any construction project taken forward based on this SOC will be developed in line with the Welsh Government Active Travel Wales Act (2013) and design guidance, with the aim of improving active travel links.

Active travel will be considered early on in site selection and feasibility stage.

2.6 Community/Sports Facilities

Community/Sports Facilities are currently provided at Brecon Leisure Centre, which is next to Brecon High School – there is a 25m swimming pool at the Centre. Brecon High School also has sports facilities which are available for community use. There is a small community gym in Sennybridge CP School.

The Council acknowledges the benefits of incorporating community and sports facilities in school construction projects. This is reflected in the Council's Strategy for Transforming Education in Powys, which includes a commitment to 'a major capital investment programme that will ensure that schools in Powys have inspiring, environmentally sustainable buildings that can provide opportunities for wider community activity, including where possible childcare services, early years, ALN, multi-agency support and community and leisure facilities'.

As the scheme moves forward, the Council will take a holistic approach based on community needs to determine what community facilities are included within each scheme. All developments will be in line with Building Bulletin and Sport Wales guidance.

2.7 Main Benefits

The main benefits associated with the strategic case are outlined below.

Table 9 – Main Benefits by Investment Objective

Investment Objectives	Benefit
<p>1. Provide a stimulating teaching and learning environment in state of the art, 21st Century facilities that will impact positively on the self-esteem and well-being of all pupils and deliver the new curriculum for Wales.</p>	<ul style="list-style-type: none"> • Improved motivation of students and teachers – less sickness absence and improved school attendance rates. • Improved pupil satisfaction and a reduction in the number of incidences of poor behaviour. • Opportunities for teachers to broaden their skill sets. • Delivery of the broadest curriculum. • Schools will be able to attract new teaching staff as a result of the breadth and depth of curriculum. • Improved reputation of the school. • Improved educational outcomes. • Increased numbers of learners who transfer into further and higher education. • Increased number of opportunities for young people to engage with technology.
<p>2. Remove non DDA compliant poor condition buildings, reduce backlog maintenance and provide full accessibility to all pupils, staff and visitors.</p>	<ul style="list-style-type: none"> • Reduced backlog maintenance and accessibility costs (£3.4M). • School campuses become DDA compliant.
<p>3. Develop Community-focused schools that are the central point for multi-agency services to support children, young people, families and the community.</p>	<ul style="list-style-type: none"> • Opportunities for lifelong learning • Improved leisure opportunities and usage • Improved financial viability of leisure offerings through increased take up and use of facilities. • Increased usage of community pool facilities. • Improved physical health and wellbeing for pupils gaining access to the pool • Improved mental health and wellbeing for pupils gaining access to the pool • Long-term assurance over the maintenance of local jobs supported by Pool
<p>4. Provide Early Years facilities that meet the needs of all children and enable the</p>	<ul style="list-style-type: none"> • Increased availability of early years places • Full and effective delivery of the Curriculum for Wales.

Investment Objectives	Benefit
effective delivery of the Curriculum for Wales	
5. Optimise the economic, financial and environmental sustainability of the schools, by having the right schools in the right place.	<ul style="list-style-type: none"> • Reduction in energy use and carbon emissions. • Removal of surplus places across the catchment. • Closure of poor condition schools and financially unviable schools. • Schools with the right space for learners (i.e. not over-crowded). • Improved environmental efficiency. • Reduced energy costs and usage.
6. To provide an optimal safeguarding environment.	<ul style="list-style-type: none"> • Reduction in the number of safeguarding incidents • Better environment (by design) to provide safe space for children in the new schools.
7. Ensure that all pupils with SEN/ALN are placed in a provision that meets their needs, with the appropriate specialist teaching, support and facilities that enables every learner to meet their potential.	<ul style="list-style-type: none"> • Bespoke provision for SEN/ALN pupils. • Increased provision of specialist teaching support. • Improved facilities for SEN/ALN learners.

2.8 Main Risks

The main risks associated with the strategic case are outlined below.

Table 10 – Strategic Risks and Countermeasures

Main Risk	Counter Measures
Business and Political Risks	
1. An unexpected reduction in the level/ availability of capital or revenue funding leads to delays and reduction in the scope of the project.	No contractual commitments will be made until firm assurances have been given regarding the affordability and availability of funding.

1. The project requires political endorsement	Consideration by Cabinet
2. Pupil numbers fall in the short term, making it more difficult to make the case	Detailed (long term) strategic planning about education in the Brecon catchment to underpin the business case.
Service Risks	
1. Legislative changes.	Plan flexibility into the options where possible.
2. WG policy changes	Plan flexibility into the options where possible.
External Environmental Risks	
1. Issues relating to planning permission or planning constraints	Early engagement with the Council Planning Department and the Brecon Beacons National Park Planning Authority to identify any issues relating to planning permission or planning constraints.
2. Covid 19	Early engagement with contractors to establish an appropriate risk response

2.9 Project Constraints

The project is subject to the following constraints:

- Availability of capital funding from Welsh Government and Powys County Council for any new build required;
- Any planning consent which may be required for any new build required'
- Requirement to meet BREEAM Excellent standard;
- Need to minimise negative impact on current pupils.

2.10 Project Dependencies

The project dependencies are as follows:

- Political support;
- Successful statutory consultation, if required;
- Stakeholder support – parents, governors, community, diocesan education authority;
- Capital funding from Welsh Government and Powys County Council;
- Internal officer capacity;
- Capacity of other service areas to provide support;
- Planning permission and any other statutory consents that may be required.

3 Economic Case

3.1 Critical Success Factors

CSF1: Strategic Fit

- The option must satisfy all 5 investment objectives and business needs
- The option must optimise the benefits as presented in the Main Benefits Criteria
- The option must be aligned with and promote the national, regional and local strategies

CSF2: Potential Value for Money (VFM)

- The option must optimise the resources available for the delivery of learning
- The option must provide value for money in the delivery of learning

CSF3: Potential Achievability

- The option must be politically acceptable within the Council;
- The option must be achievable within current legislation;
- The options must be operationally achievable/physically achievable.

CSF4: Supply side Capacity and Capability

- The option must secure sufficient appropriate resources and expertise to be deployed within Powys to achieve the investment objectives.

CSF5: Potential Affordability

- The extent to which the option is affordable within the forecasted revenue of participating organisations;
- The extent to which the option is affordable within the forecasted capital finding of participating organisations.

3.2 Long List Options

The long list of options was generated by a cross departmental group of stakeholders at a workshop held on Thursday 15th July 2020. The following individuals were present at this workshop:

- Marianne Evans – Senior Manager Education Services;
- Sarah Astley – Programme Manager;
- Eurig Towns – Senior Challenge Advisor;
- Glyn Whiteford – Challenge Advisor;
- Mari Thomas – Finance Manager;
- Sharon Hughes – Senior Foundation Phase Advisor.

3.3 Scope Appraisal

3.3.1 Options

- **Minimum Scope:** Primary provision in Brecon town
- **Intermediate 1 Scope:** Primary provision in Brecon catchment
- **Intermediate 2 Scope:** Primary and secondary provision in Brecon catchment
- **Maximum 1 Scope:** Primary, secondary, pupil referral unit in Brecon catchment
- **Maximum 2 Scope:** Primary, secondary, pupil referral unit and swimming pool in Brecon catchment

3.3.2 Advantages and Disadvantages

Table 11 – Scope advantages and disadvantages

Do Minimum: Primary provision in Brecon town	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Removes the last infant/junior school split in PCC; • Improved transition at key stages for infant and junior pupils; • Larger staffing structure at Mount Street enables improved succession planning and personal development opportunities for staff; • Re-organising the infant and junior school split enables some economies of scale in purchasing and ongoing management revenue savings. • Offers the potential for the disposal of at least one site for a capital receipt; 	<ul style="list-style-type: none"> • Does not address condition and capacity issues at other schools in the catchment; • Does not enable wider financial efficiencies possible through more substantial school re-organisation; • Limits the potential for a more significant capital disposal of surplus sites for alternative use;
Intermediate 1: Primary provision in Brecon catchment	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Removes the last infant/junior school split in PCC; • Improved transition at key stages for infant and junior pupils; • Larger staffing structure at Mount Street enables improved succession planning and personal development opportunities for staff; • Re-organising the infant and junior school split enables some economies of scale in purchasing and ongoing management revenue savings. • Offers the potential for the disposal of more sites for a capital receipt; 	<ul style="list-style-type: none"> • Increases level of change experienced within the catchment;

Intermediate 2: Primary and secondary provision in Brecon catchment	
Advantages	Disadvantages
<ul style="list-style-type: none"> • As above plus: • Enables best practice sharing opportunities across primary and secondary provision; • Has the potential to unlock further staffing efficiencies within the catchment. 	<ul style="list-style-type: none"> • As above plus: • Brecon High School is already a new build school
Maximum 1: Primary, secondary and pupil referral unit in Brecon catchment	
Advantages	Disadvantages
<ul style="list-style-type: none"> • As above plus: • Opportunity to improve facilities for vulnerable learners; • Opportunity to create a nurturing environment • Reduce cost of leasing the current PRU building; • Reduced backlog maintenance costs 	<ul style="list-style-type: none"> • As above plus: • Increased capital costs required to deliver the scheme.
Maximum 2: Primary, secondary, pupil referral unit and leisure provision in Brecon town	
Advantages	Disadvantages
<p>As above plus:</p> <ul style="list-style-type: none"> • Increases opportunities for learners to access modern, fit for purpose leisure facilities; • Presents opportunities for expanding pupil access to leisure facilities; • Will enable the Brecon campus to become a year round community focus for the residents and pupil attending the schools in Brecon; • Maintains the sustainability of leisure facilities within the community for the long term; • Safeguards jobs within the community; • Maintains gross value add benefits achieved through the leisure centre provision to the local economy; • Removes an additional £xm in backlog maintenance liabilities for PCC 	<p>As above plus:</p> <ul style="list-style-type: none"> • Requires negotiation with third party (Freedom Leisure);

3.3.3 Conclusion

Table 12 – Scope appraisal summary

Reference to:	Do Nothing	Min	Int 1	Int 2	Max 1	Max 2
Provide a stimulating teaching and learning environment in state of the art, 21st Century facilities that will impact positively on the self-esteem and well-being of all pupils and deliver the new curriculum for Wales.	?	✓	✓	✓	✓	✓
Remove non DDA compliant poor condition buildings, reduce backlog maintenance and provide full accessibility to all pupils, staff and visitors.	x	✓	✓	✓	✓	✓
Develop Community-focused schools that are the central point for multi-agency services to support children, young people, families and the community.	x	?	✓	✓	✓	✓
Provide Early Years facilities that meet the needs of all children and enable the effective delivery of the Curriculum for Wales	x	✓	✓	✓	✓	✓
Optimise the economic, financial and environmental sustainability of the schools, by having the right schools in the right place.	x	✓	✓	✓	✓	✓
To provide an optimal safeguarding environment.	✓	✓	✓	✓	✓	✓
Ensure that all pupils with SEN/ALN are placed in a provision that meets their needs, with the appropriate specialist teaching, support and facilities that enables every learner to meet their potential.	x	✓	✓	✓	✓	✓
Critical Success Factors						
Business Need	x	✓	✓	?	✓	✓
Strategic Fit	x	✓	✓	✓	✓	✓
Potential VFM	x	x	✓	?	✓	✓
Benefits optimisation	x	x	✓	?	✓	✓
Potential achievability	✓	✓	✓	✓	✓	✓
Supply side capability	✓	✓	✓	✓	✓	✓
Affordability	x	x	✓	✓	✓	✓
Summary	Carry Forward	Discounted	Possible	Possible	Possible	Preferred

3.4 Service Solution Appraisal

3.4.1 Within the preferred scope, these are the long-list of options

Option	Description
Option 1	Do minimum – backlog maintenance only
Option 2	Remodel all primary schools in current locations
Remodel and reconfigure schools	
Option 3A	Remodel Sennybridge, remodel and merge Mount St Infants, Mount St Juniors and close Cradoc
Option 3B	Remodel Cradoc, remodel and merge Mount St Infants, Mount St Juniors and close Sennybridge
New build and reconfigure schools	
Option 4A	New build Sennybridge, new build Brecon primary school, close Cradoc
Option 4B	New build Cradoc, new build Brecon primary school, close Sennybridge
Option 4C	New build Sennybridge, new build Brecon primary school, new build Cradoc
Option 4D	Close both Sennybridge and Cradoc, build new school on alternative site, new build Brecon primary school
New build and reconfigured schools and all-through options	
Option 5A	New build Sennybridge, establish new all-through school in Brecon with new build primary, close Cradoc
Option 5B	New build Cradoc, establish new all-through school in Brecon with new build primary, close Sennybridge
Option 5C	New build Sennybridge, establish new all-through school in Brecon with new build primary, new build Cradoc

Table 13 Service solution advantages and disadvantages

Option 1 Do Minimum – backlog maintenance only	
Advantages	Disadvantages
<ul style="list-style-type: none"> Minimal capital spend required immediately; Enables alternative use of capital funding within the programme envelope; Addresses current backlog maintenance issues of circa £1.6m; Retains provision in all current locations; 	<ul style="list-style-type: none"> Would not attract 21st Century Schools funding Inadequate school buildings that are in poor condition will continue in use; Would not generate any lifecycle efficiencies; Would not generate any property revenue efficiencies; No new potential for additional revenue income streams;

	<ul style="list-style-type: none"> • Does not address safeguarding and access issues; • Current layouts are inappropriate; • Would not optimise the learning skills measure; • Would result in significant investment required in medium term; • Would not in result in a 21st Century standard school. • Does not release surplus sites for the generation of capital receipts; • Does not address surplus places in some schools and shortages of spaces in others
Option 2 Remodel all primary schools in current locations	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Improved building condition at all schools • Extends the life of all schools • Moderate capital investment required means less immediate drain on Council's capital resources • Addresses current backlog maintenance issues of circa £1.6m; • Likely to enable some energy efficiencies reducing the buildings carbon footprint and ongoing running costs; • Retains provision in all current locations 	<ul style="list-style-type: none"> • Inadequate school buildings that are in poor condition will continue in use; • No new potential for additional revenue income streams; • Does not address safeguarding and access issues; • Current layouts are inappropriate; • Would not optimise the learning skills measure; • Would result in significant investment required in medium term; • Would not in result in a 21st Century standard school. • Does not release surplus sites for the generation of capital receipts; • Does not address surplus places in some schools and shortages of spaces in others
Option 3A Remodel Sennybridge, remodel and merge Mount St Infants, Mount St Juniors and close Cradoc	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Improved building condition at three schools • Extends the life of three schools • Moderate capital investment required means less immediate drain on Council's capital resources; • Addresses current shortage of school places at Sennybridge Primary School; • Removes backlog maintenance of circa £1.65m; • Likely to enable some energy efficiencies reducing the buildings carbon footprint and ongoing running costs; • Potential for a capital receipt 	<ul style="list-style-type: none"> • Substantial disruption to the three schools during building work; • Additional costs of decanting children during building, especially at Mount St schools due to their constrained location.; • Unlikely to generate significant property revenue efficiencies; • Remodelling existing building introduces substantial complexities within design – would be simpler to demolish and rebuild as new; • Loss of primary school in the Cradoc community • Additional travel for some Cradoc pupils, depending on their home location

	<ul style="list-style-type: none"> • Additional transport costs for the Council • Impact on early years provision at Cradoc
Option 3B Remodel Cradoc, remodel and merge Mount St Infants, Mount St Juniors and close Sennybridge	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Improved building condition at three schools • Extends the life of three schools • Moderate capital investment required means less immediate drain on Council's capital resources; • Addresses current shortage of school places at Sennybridge Primary School; • Removes backlog maintenance of circa £1.65m; • Likely to enable some energy efficiencies reducing the buildings carbon footprint and ongoing running costs; • Potential for a capital receipt 	<ul style="list-style-type: none"> • Substantial disruption to the three schools during building work; • Additional costs of decanting children during building, especially at Mount St schools due to their constrained location; • Unlikely to generate significant property revenue efficiencies; • Remodelling existing building introduces substantial complexities within design – would be simpler to demolish and rebuild as new; • Loss of primary provision in the Sennybridge community not acceptable to local community • Significant additional travel for Sennybridge pupils, • Additional transport costs for the Council • Reduces access to early years provision in the locality of Sennybridge • Reduces access to Welsh-medium education – pupils would need to travel further to access Welsh-medium education • Impact on Welsh-medium early years provision in Sennybridge – parents may not choose to place their children in Welsh-medium education if it is not available locally • Does not meet the Council's Strategy to improve access to Welsh-medium provision
Option 4A New build Sennybridge, new build Brecon primary school, close Cradoc	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Improves learner entitlement and experience by pupils being in brand new facilities in two schools • Establishing a new primary school in Brecon would create a larger school which enables economies of scale • Removes backlog maintenance of circa £1.65m • Would enable energy efficiencies reducing the buildings carbon footprint and ongoing running costs; 	<ul style="list-style-type: none"> • Disruption to Sennybridge Primary School during construction • Possible additional cost of decanting children during construction • Loss of primary provision in the Cradoc community not acceptable to local community • Additional travel for some Cradoc pupils, depending on their home location

<ul style="list-style-type: none"> • New primary school in Brecon would create efficiencies in school staffing structure; • A significant capital receipt by releasing three school sites • Possibilities for additional community facilities that have the potential to offer additional income streams for the new school. 	<ul style="list-style-type: none"> • Additional transport costs for the Council • Impact on early years provision at Cradoc • Location of new Brecon primary school on the old Brecon High School site moves provision further away from the centre of town which may not be attractive to some parents • Impact on staff as management of change process would need to take place to allocate posts in the new Brecon primary school
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Option 4B New build Cradoc, new build Brecon primary school, close Sennybridge

Advantages	Disadvantages
<ul style="list-style-type: none"> • Improves learner entitlement and experience by pupils being in brand new facilities in two schools • Establishing a new primary school in Brecon would create a larger school which enables economies of scale • Removes backlog maintenance of circa £1.65m • Would enable energy efficiencies reducing the buildings carbon footprint and ongoing running costs; • New primary school in Brecon would create efficiencies in school staffing structure; • A significant capital receipt by releasing three school sites • Possibilities for additional community facilities that have the potential to offer additional income streams for the new school. 	<ul style="list-style-type: none"> • Substantial disruption to Cradoc Primary School during construction • Possible additional costs of decanting children during construction • Loss of primary provision in the Sennybridge community not acceptable to local community • Significant additional travel for Sennybridge pupils, • Additional transport costs for the Council • Reduces access to early years provision in the locality of Sennybridge • Reduces access to Welsh-medium education – pupils would need to travel further to access Welsh-medium education • Impact on Welsh-medium early years provision in Sennybridge – parents may not choose to place their children in Welsh-medium education if it is not available locally • Does not meet the Council's Strategy to improve access to Welsh-medium provision • Location of new Brecon primary school on the old Brecon High School site moves provision further away from the centre of town which may not be attractive to some parents • Impact on staff as management of change process would need to take place to allocate posts in the new Brecon primary school

Option 4C Close both Sennybridge and Cradoc, build new school on alternative site, new build Brecon primary school

Advantages	Disadvantages
<ul style="list-style-type: none"> • Improves learner entitlement and experience by pupils being in brand new facilities in two schools • Establishing two new primary schools would create a larger school which enables economies of scale • Removes backlog maintenance of circa £1.65m • Would enable energy efficiencies reducing the buildings carbon footprint and ongoing running costs; • New primary schools would create efficiencies in school staffing structure; • A significant capital receipt by releasing four school sites • Possibilities for additional community facilities that have the potential to offer additional income streams for the new school. • Merging an infant and junior school enables the educational advantages afforded through improved transition between key stages; 	<ul style="list-style-type: none"> • Larger capital investment required; • Potential alternative site for one site has not yet been identified and there may be a cost of land purchase • Depending on the location of the site delivery may have substantial implications on the cost of school transport. • Loss of primary provision in both Sennybridge and Cradoc communities not acceptable to either communities • Additional travel for some pupils, depending on their home location • Additional transport costs for the Council • Reduces access to early years provision in the locality of Sennybridge and Cradoc • Location of new Brecon primary school on the old Brecon High School site moves provision further away from the centre of town which may not be attractive to some parents • Impact on staff as management of change process would need to take place to allocate posts in the two new schools

Option 5A New build Sennybridge, establish new all-through school in Brecon with new build primary, close Cradoc

Advantages	Disadvantages
<ul style="list-style-type: none"> • Improves learner entitlement and experience by pupils being in brand new facilities in two schools • Establishing a new primary school in Brecon would create a larger school which enables economies of scale • Removes backlog maintenance of circa £1.65m • Would enable energy efficiencies reducing the buildings carbon footprint and ongoing running costs; • New primary school in Brecon would create efficiencies in school staffing structure; • A significant capital receipt by releasing three school sites • Possibilities for additional community facilities that have the potential to offer additional income streams for the new school. <p>Advantages of all-through provision</p>	<ul style="list-style-type: none"> • Disruption to Sennybridge • Possible additional costs of decanting children during construction • Loss of primary provision in the Cradoc community not acceptable to local community • Additional travel for some Cradoc pupils, depending on their home location • Additional transport costs for the Council • Impact on early years provision at Cradoc • Location of new Brecon primary school on the old Brecon High School site moves provision further away from the centre of town which may not be attractive to some parents <p>Disadvantages of all-through provision</p>

<ul style="list-style-type: none"> • Would enable staff expertise and good practice to be shared across all key stages • Would improve transition between each key stage • Minimal disruption for pupils and parents • Would improve the ability to provide an appropriate curriculum to all pupils • Would enable the school to run more efficiently through shared staffing, shared resources etc. • One governing body which would have strategic overview over the provision for pupils/learners in all key stages • One leadership team which would have strategic overview over the provision for pupils/learners in all key stages 	<ul style="list-style-type: none"> • Brecon High School is in Estyn category – establishing an all-through school at this point in time may disrupt the school’s ability to make improvements to teaching and learning • Parents may be unfamiliar with the concept of an ‘all-age’ school and may have concerns about the model • Other primary feeder schools in the catchment would not benefit from the opportunities of an all-through provision • Impact on staff as management of change process would need to take place to allocate posts in the new school
<p>Option 5B New build Cradoc, establish new all-through school in Brecon with new build primary, close Sennybridge</p>	
<p>Advantages</p>	<p>Disadvantages</p>
<ul style="list-style-type: none"> • Improves learner entitlement and experience by pupils being in brand new facilities in two schools • Establishing a new primary school in Brecon would create a larger school which enables economies of scale • Removes backlog maintenance of circa £1.65m • Would enable energy efficiencies reducing the buildings carbon footprint and ongoing running costs; • New primary school in Brecon would create efficiencies in school staffing structure; • A significant capital receipt by releasing three school sites • Possibilities for additional community facilities that have the potential to offer additional income streams for the new school. <p>Advantages of all-through provision</p> <ul style="list-style-type: none"> • Would enable staff expertise and good practice to be shared across all key stages • Would improve transition between each key stage • Minimal disruption for pupils and parents • Would improve the ability to provide an appropriate curriculum to all pupils • Would enable the school to run more efficiently through shared staffing, shared resources etc. • One governing body which would have strategic overview over the provision for pupils/learners in all key stages • One leadership team which would have strategic overview over the provision for pupils/learners in all key stages 	<ul style="list-style-type: none"> • Disruption to Cradoc Primary School during construction • Possible additional costs of decanting children during construction • Loss of primary provision in the Sennybridge community not acceptable to local community • Significant additional travel for Sennybridge pupils, • Additional transport costs for the Council • Reduces access to early years provision in the locality of Sennybridge • Reduces access to Welsh-medium education – pupils would need to travel further to access Welsh-medium education • Impact on Welsh-medium early years provision in Sennybridge – parents may not choose to place their children in Welsh-medium education if it is not available locally • Does not meet the Council’s Strategy to improve access to Welsh-medium provision • Location of new Brecon primary school on the old Brecon High School site moves provision further away from the centre of town which may not be attractive to some parents <p>Disadvantages of all-through provision</p> <ul style="list-style-type: none"> • Brecon High School is in Estyn category – establishing an all-through school at this point in time may disrupt the school’s ability

	<p>to make improvements to teaching and learning</p> <ul style="list-style-type: none"> • Parents may be unfamiliar with the concept of an 'all-age' school and may have concerns about the model • Other primary feeder schools in the catchment would not benefit from the opportunities of an all-through provision • Impact on staff as management of change process would need to take place to allocate posts in the new all-through school
Option 5C New build Sennybridge, establish new all-through school in Brecon with new build primary, new build Cradoc	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Improves learner entitlement and experience by pupils being in brand new facilities in three new schools • Establishing a new primary school in Brecon would create a larger school which enables economies of scale • Removes backlog maintenance of circa £1.65m • Would enable energy efficiencies reducing the buildings carbon footprint and ongoing running costs; • New primary school in Brecon would create efficiencies in school staffing structure; • A capital receipt by releasing two school sites • Possibilities for additional community facilities that have the potential to offer additional income streams for the new school. • More acceptable to all communities • Access to early years provision in all three schools <p>Advantages of all-through provision</p> <ul style="list-style-type: none"> • Would enable staff expertise and good practice to be shared across all key stages • Would improve transition between each key stage • Minimal disruption for pupils and parents • Would improve the ability to provide an appropriate curriculum to all pupils • Would enable the school to run more efficiently through shared staffing, shared resources etc. • One governing body which would have strategic overview over the provision for pupils/learners in all key stages • One leadership team which would have strategic overview over the provision for pupils/learners in all key stages 	<ul style="list-style-type: none"> • Largest capital requirement of all options • Does not reduce revenue costs • Location of new Brecon primary school on the old Brecon High School site moves provision further away from the centre of town which may not be attractive to some parents <p>Disadvantages of all-through provision</p> <ul style="list-style-type: none"> • Brecon High School is in Estyn category – establishing an all-through school at this point in time may disrupt the school's ability to make improvements to teaching and learning • Parents may be unfamiliar with the concept of an 'all-age' school and may have concerns about the model • Other primary feeder schools in the catchment would not benefit from the opportunities of an all-through provision • Impact on staff as management of change process would need to take place to allocate posts in the new all-through school

Table 14 – Service Solution appraisal summary

Reference to:	1	2	3A	3B	4A	4B	4C	4D	5A	5B	5C
Provide a stimulating teaching and learning environment in state of the art, 21st Century facilities that will impact positively on the self-esteem and well-being of all pupils and deliver the new curriculum for Wales.	x	x	?	?	✓	✓	✓	✓	✓	✓	✓
Remove non DDA compliant poor condition buildings, reduce backlog maintenance and provide full accessibility to all pupils, staff and visitors.	x	?	?	?	✓	✓	✓	✓	✓	✓	✓
Develop Community-focused schools that are the central point for multi-agency services to support children, young people, families and the community.	x	X	?	?	✓	✓	✓	✓	✓	✓	✓
Provide Early Years facilities that meet the needs of all children and enable the effective delivery of the Curriculum for Wales	x	?	?	?	?	?	✓	?	?	?	✓
Optimise the economic, financial and environmental sustainability of the schools, by having the right schools in the right place.	x	x	✓	x	✓	x	x	?	✓	x	x
To provide an optimal safeguarding environment.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Ensure that all pupils with SEN/ALN are placed in a provision that meets their needs, with the appropriate specialist teaching, support and facilities that enables every learner to meet their potential.	x	x	x	x	✓	✓	✓	✓	✓	✓	✓
Critical Success Factors											
Business Need	x	x	?	?	✓	x	x	?	✓	x	x
Strategic Fit	x	x	x	x	✓	x	x	?	✓	x	x

Potential VFM	x	x	x	x	✓	✓	x	?	✓	✓	x
Benefits optimisation	x	x	x	x	✓	x	✓	✓	?	x	x
Potential achievability	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Supply side capability	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Affordability	x	x	x	x	✓	✓	x	?	✓	✓	x
Summary	Carry Forward	Discounted	Discounted	Discounted	Preferred	Discounted	Discounted	Discounted	Possible	Discounted	Discounted

3.4.2 Conclusion

The options carried forward to the short-list of options are:

- Option 1 – Do Minimum – Backlog maintenance only
- Option 4A – New build Sennybridge, New build Brecon primary school, close Cradoc.
- Option 5A – New build Sennybridge, establish new all-through school in Brecon with new build primary, close Cradoc.

Option 1 is carried forward for comparison purposes. Option 4A met all but one of the investment objectives and critical success factors, followed by Option 5A. All other options are discounted at this stage.

The preferred scope option of including a new PRU and new community will now be included with these options for an economic evaluation.

3.5 Service Delivery Appraisal

3.5.1 Options

- Minimum – Council delivery;
- Intermediate – Council and Private Sector partner arrangements;
- Maximum – Private Sector partnership (PPP);

3.5.2 Advantages and Disadvantages

Table 15 – Service delivery advantages and disadvantages

Minimum: Council	
Advantages	Disadvantages
<ul style="list-style-type: none"> • All requisite delivery structures are already in place; • Council has extensive experience in delivering this service delivery model; • Cost effective model; • Strategic link to Council's School Transformation Programme; • Most expedient model for delivery; • Politically acceptable; • Limited risk due to specialist support within LA 	<ul style="list-style-type: none"> • May stifle innovation.
Intermediate: Council and Private Sector Partner arrangements	
Advantages	Disadvantages
<ul style="list-style-type: none"> • All requisite delivery structures in place; • Council has extensive experience in delivering this service delivery model; • Cost effective model; • Strategic link to Council's School Transformation Programme • Most expedient model for delivery; • Politically acceptable; • Limited risk due to specialist support within LA 	<ul style="list-style-type: none"> • Will prove more expensive for the Council • Contractor may not be au fait with the workings and culture of Council
Maximum: Private Sector partnership (PPP)	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Private sector suppliers will provide specialisms and capacity that the Council alone cannot provide • Services can be delivered relatively quickly 	<ul style="list-style-type: none"> • Private contractor is an unknown quantity • Contractor may not be au fait with the workings and culture of Council • Any private sector partnership will be unlikely to include local contractors; • Profit element of partnership may impact on funds available for development

3.5.3 Conclusion

Table 16 – Service Delivery appraisal summary

Reference to:	LA	LA & PSP	PPP
1. To deliver a fit for purpose building solution that delivers an improved learning environment for pupils with significant additional learning needs – minimum condition B and meeting BREEAM requirements	✓	✓	✓
2. To improve the building's efficiency / running costs	✓	✓	✓
3. To provide facilities that will accommodate a greater proportion of pupils with significant additional learning needs that are currently accessing provision out of Powys	✓	✓	✓
4. To provide improved opportunities for pupils with significant additional learning needs	✓	✓	✓
5. To provide holistic support for Powys children with significant additional needs, incorporating reliable specialised equipment and facilities	✓	✓	✓
6. Increase the capacity of teaching staff to deliver a 21st century curriculum that meets the needs of learners with significant additional learning needs.	✓	✓	✓
Critical Success Factors			
Strategic Fit	✗	✓	✗
Potential VFM	?	✓	✗
Potential achievability	✗	✓	✓
Supply side capability	✗	✓	✓
Affordability	✗	✓	✗
Summary	Discounted	Preferred	Discounted

3.6 Implementation Appraisal

3.6.1 Options

- Minimum – New Schools open September 2024;
- Intermediate – New Schools opens Spring Term 2024;
- Maximum – New Schools opens September 2023;

3.6.2 Advantages and Disadvantages

Table 17 – Implementation advantages and disadvantages

Minimum: New School opens September 2024	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Lack of disruption to education in the short term 	<ul style="list-style-type: none"> • Local community disruption due to extended period of works; • Delayed to accrual of scheme benefits • Immediate cohorts of learners miss out unnecessarily on 21st Century school facilities
Intermediate: New School opens Spring Term 2024	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Immediate cohorts of learners enjoy 21st Century school facilities within a reasonable period of time • Minimises disruption to learners once school becomes operational; • Ensures Council funding allocation is spent within Welsh Government timescales • Allows time for innovation in design but ensures completion within a reasonable timescale; • Minimises local community disruption. 	<ul style="list-style-type: none"> • Partial delay to accrual of scheme benefits
Maximum: New School opens September 2023	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Immediate cohorts of learners enjoy 21st Century school facilities within a reasonable period of time • Minimises disruption to learners once school becomes operational; • Ensures Council funding allocation is spent within Welsh Government timescales • Ensures completion in a timely manner; • Minimises local community disruption. 	<ul style="list-style-type: none"> • Potential for rushed design (lack of innovation); • Timescales may be unrealistic due to lead in time for sourcing materials • Requires additional bespoke resource for project in order to deliver upon demanding timescale.

3.6.3 Conclusion

Table 18 – Implementation appraisal summary

Reference to:	Sept 24	Spring 24	Sept 23
1. To deliver a fit for purpose building solution that delivers an improved learning environment for pupils with significant additional learning needs – minimum condition B and meeting BREEAM requirements	✓	✓	✓
2. To improve the building's efficiency / running costs	✓	✓	✓
3. To provide facilities that will accommodate a greater proportion of pupils with significant additional learning needs that are currently accessing provision out of Powys	✓	✓	✓
4. To provide improved opportunities for pupils with significant additional learning needs	✓	✓	✓
5. To provide holistic support for Powys children with significant additional needs, incorporating reliable specialised equipment and facilities	✓	✓	✓
6. Increase the capacity of teaching staff to deliver a 21st century curriculum that meets the needs of learners with significant additional learning needs.	✓	✓	✓
Critical Success Factors			
Strategic Fit	✓	✓	?
Potential VFM	x	✓	✓
Potential achievability	✓	✓	?
Supply side capability	✓	✓	✓
Affordability	✓	✓	✓
Summary	Discounted	Preferred	Discounted

3.7 Funding Appraisal

3.7.1 Options

- Minimum – Wholly Council funded from capital programme;
- Intermediate – Mix of Council borrowing and Welsh Government funding;
- Maximum – Wholly Welsh Government grant funded.
- Alternative – Mutual Investment Fund (MIM).

3.7.2 Advantages and Disadvantages

Table 19 – Funding advantages and disadvantages

Minimum: Wholly Council funded from capital programme.	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Wouldn't require any additional Council borrowing; • Maximum control over scale and timescale of scheme. 	<ul style="list-style-type: none"> • Diverts capital from other community priorities such as Social Care and highways; • Cost prohibitive. • Affordability
Intermediate: Mix of Council borrowing and Welsh Government funding.	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Ensures affordability of scheme; • Provides certainty to Welsh Government i.e. the scheme fits strategically; • Allows for the direction of capital monies to other community priorities. 	<ul style="list-style-type: none"> • Repayment costs for Council may impact on revenue budgets; • Welsh Government grant funding requirements may be onerous; • Application process may delay delivery.
Maximum: Wholly Welsh Government grant funded.	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Enables major capital investment in other community priorities. 	<ul style="list-style-type: none"> • Welsh Government grant funding requirements may be prohibitive; • Application process may delay delivery. • May stifle innovation.
Alternative: Mutual Investment Model	
Advantages	Disadvantages
<ul style="list-style-type: none"> • No capital funding required up front; • Sponsorship from Welsh Government; • Cost certainty (capital and revenue); • Welsh Governments preferred model. 	<ul style="list-style-type: none"> • Development partners may not be interested; • Complex ownership and governance model; • Multifaceted governance may stifle innovation.

3.7.3 Conclusion

Table 20 – Funding appraisal summary

Reference to:	WG 100%	Mix	LA 100%	MIM
1. To deliver a fit for purpose building solution that delivers an improved learning environment for pupils with significant additional learning needs – minimum condition B and meeting BREEAM requirements	✓	✓	✓	✓
2. To improve the building's efficiency / running costs	✓	✓	✓	✓
3. To provide facilities that will accommodate a greater proportion of pupils with significant additional learning needs that are currently accessing provision out of Powys	✓	✓	✓	✓
4. To provide improved opportunities for pupils with significant additional learning needs	✓	✓	✓	✓
5. To provide holistic support for Powys children with significant additional needs, incorporating reliable specialised equipment and facilities	✓	✓	✓	✓
6. Increase the capacity of teaching staff to deliver a 21st century curriculum that meets the needs of learners with significant additional learning needs.	✓	✓	✓	✓
Critical Success Factors				
Strategic Fit	✗	✓	✓	?
Potential VFM	✓	✓	✓	✓
Potential achievability	✓	✓	?	?
Supply side capability	?	✓	?	?
Affordability	✗	✓	✓	✓
Summary	Discounted	Preferred	Discounted	Possible

3.8 Summary of appraisals

Table 21 – Long List Summary

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Scope appraisal	Do Minimum – Primary provision in Brecon town		Intermediate 1 – Primary provision in Brecon catchment		Intermediate 2 – Primary and secondary provision in Brecon catchment		Maximum 1 – Primary, secondary, PRU in Brecon catchment		Maximum 2 – Primary, secondary, PRU and leisure in Brecon catchment		
Service solution (Project A)	Option 1: Do minimum – backlog maintenance only	Option 2 Remodel all primary schools	Option 3A Remodel Sennybridge, remodel and merge MSI and MSJ, close Cradoc	Option 3B Remodel Cradoc, remodel and merge MSI and MSJ, close Sennybridge	Option 4A New build Sennybridge, new build Brecon primary, close Cradoc	Option 4B New build Cradoc, new build Brecon primary, close Sennybridge	Option 4C New build Sennybridge, New build Brecon primary, new build Cradoc	Option 4D Close Sennybridge and Cradoc, new school on alternative site, new build Brecon primary school	Option 5A New build Sennybridge, establish new all-through school with new primary in Brecon, close Cradoc	Option 5B New build Cradoc, establish new all-through school with new primary in Brecon, close Sennybridge	Option 5C New build Sennybridge, establish new all-through school with new primary in Brecon, new build Cradoc
Service Delivery	Minimum: LA Delivery				Intermediate: LA and Private Sector Delivery			Maximum: Private Sector partnership (PPP)			
Implementation	Minimum: New School opens September 2023				Intermediate: New School opens Spring Term 2022			Maximum: New School opens September 2022			



Funding	Minimum: Wholly LA Funded	Intermediate: Mixed LA & WG Funded	Maximum: Wholly WG Funded	Alternative: Mutual Investment Fund
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3.9 Economic Appraisal

The following tables summarise key results of the economic appraisals for each option. Values used for the economic analysis are expressed in base year terms. Options have been risk-adjusted to account for the 'risk retained' (in £s) by the organisation under each option.

3.9.1 Net Present Cost

Table 22 – Economic Appraisal:

Discounted Cash Flow (DCF) Summary Sheet		Inc. Optimism Bias		Excl. Optimism Bias	
		NPC (£m)	EAC (£m)	NPC (£m)	EAC (£m)
Option 1	Do minimum – backlog maintenance only	42.6	2.11	41.3	2.04
Option 4A	New build Sennybridge, new build Brecon Primary School, close Cradoc & new PRU	160.8	6.13	152.6	5.81
Option 5A	New build Sennybridge, establish new all-through school in Brecon with primary build, a new PRU and community swimming pool.	152.1	5.8	143.8	5.48

DCF = Discounted Cash flow

NPC = Net Present Cost

EAC = Equivalent Annual Cost

3.9.2 Summary

Option 1 was appraised over 20 years, while options 4A and 5A were appraised over 60 years. This is because Option 1 is essentially 'Do Minimum' option, which does not have the levels of capital or revenue activity to require a 60 years appraisal.

On that basis, the key comparator from the Economic Appraisal table is the Equivalent Annual Cost (EAC), which calculates the average annual (economic) cost to the Council. On that basis, Option 1 appears to be the best option economically, but was only put forward as point of comparison and did not meet a critical mass of the Council's Investment Objectives and Critical Success Factors.

Under this form of evaluation, Option 5A is the best option economically, followed closely by Option 4A. However, whilst Option 4A is less ambitious than 5A, affecting a more limited number of pupils, the preferred model at this stage is for the council to develop a fully integrated learning campus with both school, PRU and community pool. This is in line with the findings of qualitative benefits assessment.

In differentiating between the primary and all-age developments, the development of an all-age governance mode of some kind in the Brecon cluster is not precluded at a later stage by the capital construction, which would be the same under either governance models. Consideration of the adoption of an all-age model will therefore be considered at a later date. **Option 4A is therefore the preferred option at this stage.**

3.10 Qualitative Benefits Appraisal

All of the benefits from the SOC were grouped into four categories, and the benefit groups were then weighted by the project team in order to provide an assessment against the five options.

Table 23 – Benefit Group examples

Benefit Groups	Example of Benefits (info in brackets = how achieved)	Weight
Standards and Breadth of Education	<ul style="list-style-type: none"> • More pupils with higher qualifications that can provide greater opportunities for future employment, training and education (maximise opportunities for teaching the curriculum through a mixture of indoor and outdoor space). • More opportunities for teachers' professional and personal development (e.g. through access to a wider range of teaching materials [state of the art ICT and emerging technologies] and accessing and sharing sector leading practice via Professional Learning Communities). • Employers will have young people with a greater range of employability skills (access to better technologies and modern classroom design). 	10%

Benefit Groups	Example of Benefits (info in brackets = how achieved)	Weight
Standards of Facilities and Estate	<ul style="list-style-type: none"> • Securing positive learning experiences (modern facilities and technologies). • Increased efficiency through school reorganisation and rationalisation (management structure and property costs). • Facilities which maximise the potential of both teachers and pupils (through design). 	40%
Welfare of Children	<ul style="list-style-type: none"> • Improved safeguarding of children (through design). • Less opportunities for children to be injured/hurt during their school lives (improved safeguarding and health and safety). 	30%
Equality of opportunity	<ul style="list-style-type: none"> • Improved access to specialist ALN/SEN provision with the schools (through facilities). • Improved opportunities for excluded pupils (through facilities) • Improved access and sustainable access to modern fit for purpose sports and leisure facilities 	20%

Each of the benefit groups were scored on a range of 0-10 for each option. These scores were agreed by the workshop participants to confirm that the scores were fair and reasonable.

Table 24 – Benefits Appraisal

Benefits Group	Weight	Maximum score	Do Minimum – Backlog maintenance only	Option 4A – New build Sennybridge, new build Brecon primary school, close Cradoc	Option 5A – New build Sennybridge, establish new all-age school with new build primary, Brecon primary school, close Cradoc. Co-located PRU and swimming pool.

Standard of education	10	10	7	9	8
Facilities and Estate	40	10	3	10	10
Welfare of Children	30	10	3	9	9
Equality of opportunity	20	10	3	9	9
Total	100	10	16	38	37
Rank	10	10	3	1	2

3.11 Summary of Appraisals

Table 25 – Summary of Appraisals

Evaluation Results	Option 1	Option 4A	Option 5A
Economic appraisals (Equivalent Annual Cost)	3	2	1
Qualitative Benefits appraisal	3	1	2
Risk appraisal	N/A	N/A	N/A
Total	6	3	3
Overall Ranking	3	=1	=1

Taking into account the combined appraisals, Options 4A and 5A rank equally. Further assessment of both will be undertaken at OBC stage – however, as there is no difference in the capital required between both options, the preferred way forward at this stage is **Option 4A**.

Risk has not be appraised for the project at this stage, but a full appraisal will be completed at OBC.

4 Commercial Case

4.1 Procurement Method

4.1.1 Procurement Strategy

Three procurement strategy routes were considered in Powys County Council's 21st Century Schools Strategic Outline Programme Commercial Case. Considerations included the following:

- Public/Private partnerships (including via the Mutual Investment Model);
- Joint venture with the private sector;
- Conventional procurement routes utilising framework contractors.

Consideration of these procurement routes concluded that a Joint Venture with the private sector and the Public/Private Partnerships route were unfeasible in this instance of the following reasons:

- i. There was no commitment to further commercial opportunities of significant scale that could be offered to a separate private entity. This would reduce the commercial appeal of entering into a formal partnership or joint venture with Powys County Council.
- ii. Both Private/Public Partnerships and Joint Ventures are more complex and time consuming to set up and manage. Powys only has limited major construction projects to offer, therefore it is less likely that the fixed costs involved in setting up the partnerships would be recovered through down the line savings or savings achieved through quantities of scale.
- iii. Given the scale of development required within the Council's Band A and B 21st Century Schools Programme, it is felt that the additional costs incurred by the complexities of Public/Private partnerships or a Joint Venture with the private sector will not be justified by the potential benefits from entering into these arrangements.

The Council has good experience of working with contractor frameworks and has achieved positive outcomes using such frameworks. The Council has therefore concluded that the optimum procurement route will be to use the revised SEWSCAP framework that was re-launched in June 2019 (SEWSCAP 3). The benefits of utilising contractors from this existing Contractor Frameworks list are as follows:

1. Consultation and design development can be carried out by the Heart of Wales Property Services Ltd (HoWPS) , which is a 50:50 joint venture partnership between PCC and Kier. The design team will then remain actively involved throughout the duration of the project, fulfilling the intelligent client role once the project is passed over to the successful contractor, thus ensuring continuity of professional staff representing PCC during all stages of the project programme.
2. Compliant with EU procurement directives and the Public Contract Regulations (2014), offering a swift route to market and opportunities for early contractor involvement;

3. The framework is free to use, offering a variety of contracts, pricing models and the potential for further savings achieved via mini-competition;
4. The new SEWSCAP Property Construction Framework is divided into the following lots:
 - Lot 1: Provision of Construction services to include new build, extensions and refurbishment under traditional or design and build with all associated works – (£250,000 to £1,500,000) - Powys County Council and other Potential Employers based or operating in Powys or operating nearby;
 - Lot 2: Provision of Construction services to include new build, extensions and refurbishment under traditional or design and build with all associated works – (£250,000 to £1,500,000) - Torfaen County Borough Council, Blaenau Gwent County Borough Council, Monmouthshire County Council, Caerphilly County Borough Council or other Potential Employers based or operating near those areas;
 - Lot 3: Provision of Construction services to include new build, extensions and refurbishment under traditional or design and build with all associated works – (£250,000 to £1,500,000) - Rhondda Cynon Taf County Borough Council, Merthyr Tydfil County Borough Council and Bridgend County Borough Council and any Participating Authorities based or operating near those areas
 - Lot 4: Provision of Construction services to include new build, extensions and refurbishment under traditional or design and build with all associated works – (£250,000 to £1,500,000) - Vale of Glamorgan Council, The County Council of the City of Cardiff Council, Newport City Council or other Potential Employers based or operating near those areas;
 - Lot 5: Provision of Construction services, extensions and refurbishment under traditional or design and build with all associated works – (£1,500,001 to £3,000,000) - Powys County Council and other Potential Employers based or operating in Powys or operating nearby to include new build
 - Lot 6: Provision of Construction services to include new build, extensions and refurbishment under traditional or design and build with all associated works – (£1,500,001 to £3,000,000) - All Potential Employers
 - Lot 7: Provision of Construction services to include new build, extensions and refurbishment under traditional or design and build with all associated works – (£3,000,001 to £5,000,000) - All Potential Employers
 - Lot 8: Provision of Construction services to include new build, extensions and refurbishment under traditional or design and build with all associated works – (£5,000,001 to £10,000,000) - All Potential Employers
 - Lot 9: Provision of Construction services to include new build, extensions and refurbishment under traditional or design and build with all associated works – (£10,000,001 to £25,000,000) - All Potential Employers
 - Lot 10: Provision of Construction services to include new build, extensions and refurbishment under traditional or design and build with all associated works – (£25,000,001 to £100,000,000) – All Potential Employers

In this instance the Council propose to use either Lot 8 (£5M - £10M) or Lot 9 (£10M - £25M), in the event that the individual projects will be procured jointly. This will be dependent upon the merging programmes of the individual projects, and will be decided by OBC stage.

The Core principles of the framework are the over-riding objectives guiding the Authority and the Contractor in the operation of this Framework Agreement, and in entering into and performing Call-Off Contracts. The Authority and the Contractor hereby agree:

- To work together and with the Potential Employers, Employers and their advisers in good faith and in a spirit of mutual trust and co-operation;
- To act in a co-operative and collaborative manner so as to achieve and advance the relevant Construction Project;
- To share information honestly and openly; and
- To highlight any difficulties at the earliest possible opportunity.

The Authority and the Contractor agree to work together in accordance with the terms of this Framework Agreement and in co-operation and collaboration with the Potential Employers, Employers and their advisers, to achieve the successful delivery of a series of Construction Projects and in particular, the Core Principles.

4.1.2 Award methodology

Within this framework two methods may be used by Participating Authorities to award contracts under the framework, as summarised below (Direct award applies to Lots 1-7 and 11 only):

1. Mini-tender – Contractors in the relevant Lots will be invited to tender against a range of quality and pricing criteria. This method will apply to all Lots;
2. Early Contractor Involvement mini-tender - Early Contractor Involvement allows the Employer to engage with a Contractor via a contract to carry out services such as initial design, feasibility and assisting in planning and business cases etc. This process known as a 2 stage design and build requires bidders to submit an overall price for the whole of the works including the design. This will form the basis for the ECI appointment and will be discussed and refined during ECI with the aim of agreeing prices or a contract sum within the price envelope prior to the start of the construction stage.

Under this mini tendering process, the framework contractors will be asked to price scheme specific Preliminaries and Design Costs including an approximate Target Cost as a guide. All other costs would be in accordance with their (already tendered) framework submission. Under NEC3 Option C, the interim valuations will be paid on actual invoiced costs for labour, plant, materials and sub-contractors plus overheads and profit with a gain/pain percentage share on completion.

4.2 Required Services

4.2.1 The required service streams:

The required service streams for this programme business case include:

- A new 4-11 dual stream Primary school (180 capacity) in Sennybridge.
- A new 4-11 English medium Primary school (360 capacity) in Brecon, a Pupil Referral Unit and Community Leisure Pool, all to be co-located with the existing Brecon High school.

4.2.2 The specification of required outputs:

- CO2 or energy arising from site activities as deemed required by the contractor to achieve BREEAM Excellent;
- CO2 or energy arising from transport to and from site as deemed required by the contractor to achieve BREEAM Excellent;
- Water consumption arising from site activities as deemed required by the contractor to achieve BREEAM Excellent;
- Air (dust) pollution arising from the site as deemed required by the contractor to achieve BREEAM Excellent;
- Water (ground and surface) pollution occurring on the site as deemed required by the contractor to achieve BREEAM Excellent;
- 80% of site timber is responsibly sourced and 100% is legally sourced.

4.3 Potential for Risk Transfer.

Table 26 – Risk category

Risk Category	Potential allocation		
	Public	Private	Shared
Design risk			✓
Construction and development risk		✓	
Transition and implementation risk			✓
Availability and performance risk		✓	
Operating risk	✓		
Variability of revenue risks	✓		
Termination risks		✓	
Technology and obsolescence risks	✓		
Control risks	✓		
Residual value risks	✓		

Risk Category	Potential allocation		
	Public	Private	Shared
Financing risks	✓		
Legislative risks			✓
Other project risks			✓

4.4 Project Bank Accounts (PBAs)

Details around the approach to PBAs will be developed as this proposal moves through the various approval gates. This will include details of:

- Who will approve the PBA documentation and how? For example, who will approve and sign the Deeds of Trust, Deeds of Adherence / Joining Deed, Bank Mandate.
- Who will agree payments due to the lead contractor and each of their named suppliers and how?
- Who will be responsible for paying money into the PBA and authorising payments out?
- Who will agree why certain supply chain members may not be paid directly from the PBA and the criteria this will be based upon?

It is important that the benefits of PBAs are understood and prospective tenderers understand that they should communicate these benefits down the supply chain, to maximise sub-contractor sign up to the PBA. To support this, a briefing pack and information sheet will be provided to tenderers outlining these benefits and requirements.

4.5 Community Benefits

4.5.1 Agreed schedule

The inclusion of community benefits/social requirements within contracts will ensure that wider social and economic issues are taken into account when tendering construction and development work. The Council particularly considers that the works afford an ideal opportunity to the contractor to enhance employment prospects and skills through the recruitment, training and retention of economically inactive people at a disadvantage in the labour market.

4.5.2 Delivery of agreed targets

Based on previous experience, for a project of this value, we anticipate that the successful contractor would:

- Deliver a Meet the Buyer Event to raise awareness of project to local supply chain;
- Use Sell2Wales to advertise opportunities;
- Complete 100% payments to sub-contractors within 23 days of receipt of invoice;
- Utilise and complete the Value Wales Measurement Tool;

- Provide weeks of employment (to be decided); training and/or work experience opportunities for unemployed people, those leaving and educational establishment or training provider; trainee's or apprentices;
- Employee apprentices on the project (numbers to be decided as the scheme develops);
- Conduct a number of pupil interactions;
- Spend a % of contract spend in Wales;
- Divert a % of waste from landfill; and
- Conduct a number of community initiatives throughout the duration of the project.

5 Financial Case

5.1 Project Summary Costs

Table 27 – Key metrics

	Project A Sennybridge	Project B Brecon
Project Title and Location	New build primary school in Sennybridge	New build primary school in Brecon, new PRU and community swimming pool
New Build % (Area)	100%	100%
Description of work & any unusual constraints	N/A	N/A
# Pupil Places	180	360 (Primary) Pupil numbers in the PRU fluctuate according to need
# SEN Places	Included in totals	Included in totals
Total # Places	180	360
Potential site	Current Sennybridge Primary School	Site of old Brecon High School, Penlan, Brecon
# Storeys (including basement)	Not yet known	Not yet known
Delivered through Regional Framework?	Yes	Yes
Contract period in weeks	27 months	27 months
Anticipated Community Benefits	Subject to the outcome of procurement	Subject to the outcome of procurement
# Trainee and apprenticeship opportunities	Subject to the outcome of procurement	Subject to the outcome of procurement
Use of local subcontractors as a % of total cost	Not yet known	Not yet known

5.2 Breakdown of Capital Costs

Table 28 – Breakdown of capital costs

Project Costs	Project A Sennybridge	Project B Brecon
Capital Cost	£4,284,298	£19,939,412
Optimism Bias	£1,028,232	£4,785,459
Risk	£377,018	£1,754,668
VAT (only to be included where non-recoverable by applicant)	N/A	N/A
Total Project Cost (inclusive of optimism bias and risk)	£5,689,548	£26,479,539
Total (It is assumed that optimism bias and risk will be fully mitigated and that the capital build cost is the actual cost upon which the intervention rate will apply.		
Funding Body Contribution (both projects 65%)	£3,698,206	£12,960,617

5.3 Impact on the Organisation's income and expenditure account

Table 29 – Impact on the organisation's income and expenditure account (Combined Project A and Project B)

£s	Total Cost	Years (years 8-60 same as year 7, with the exception of Lifecycle costs, which are shown from year 8, at 5-year periods)								
		0	1	2	3	4	5	6	7	8
		2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Preferred way forward:										
New Build Capital	£24.224	£1.324	£6.971	£9.862	£6.067					
Revenue Cost	£295.061	£4.985	£4.985	£4.985	£4.985	£4.942	£4.912	£4.912	£4.912	£4.912
Lease Cost	£0.110	£0.025	£0.025	£0.025	£0.025	£0.010	£0.000	£0.000	£0.000	£0.000
Total	£319.395	£6.333	£11.980	£14.872	£11.077	£4.953	£4.912	£4.912	£4.912	£4.912
Funded by:	£0.000									
Existing Revenue	£299.182	£5.010	£5.010	£5.010	£5.010	£4.995	£4.985	£4.985	£4.985	£4.985
Additional Funding Req.	£20.212	£1.324	£6.971	£9.862	£6.067	-£0.042	-£0.072	-£0.072	-£0.072	-£0.072
Cumulative Funding		£1.324	£8.295	£18.157	£24.224	£24.182	£24.109	£24.037	£23.965	£23.893

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5.4 Overall Affordability and Balance Sheet Impact

A balance sheet asset addition of £ £4,284,298 is made for the new build school located at Sennybridge and £19,939,412 for the Community Campus at Brecon. Short term additional funding is required of the full £24,223,710 for years 0 through 3 (inclusive), excluding VAT, retained risks and optimism bias. Across the catchment the ongoing revenue costs of the Primary schools will fall from £2,132,677 to £2,021,038, generating a saving of approximately £111,639 per annum (excluding transport and catering). There will be a further saving of £25,000 per annum in lease costs for the existing PRU facility, however there may be additional property related costs for the unit due to it being larger (and therefore fit for purpose), these potential additional costs are not ascertainable at this (SOC) stage.

The Band B submission has been scrutinised and assessed by the Council's Section 151 Officer for affordability in light of the 65% programme intervention rate.

The Council's funding to support these projects will be considered as part of the overarching financial strategy for the delivery of the entire Council's Strategy for Transforming Education in Powys 2020-30.

6 Management Case

6.1 Programme Management Arrangements

This scheme is a constituent of Powys County Council's Transforming Education Programme, and has been identified within that Programme as a priority. It will be managed in accordance with best practice in programme and project management principles – MSP and PRINCE2 to provide a systematic and effective delivery framework.

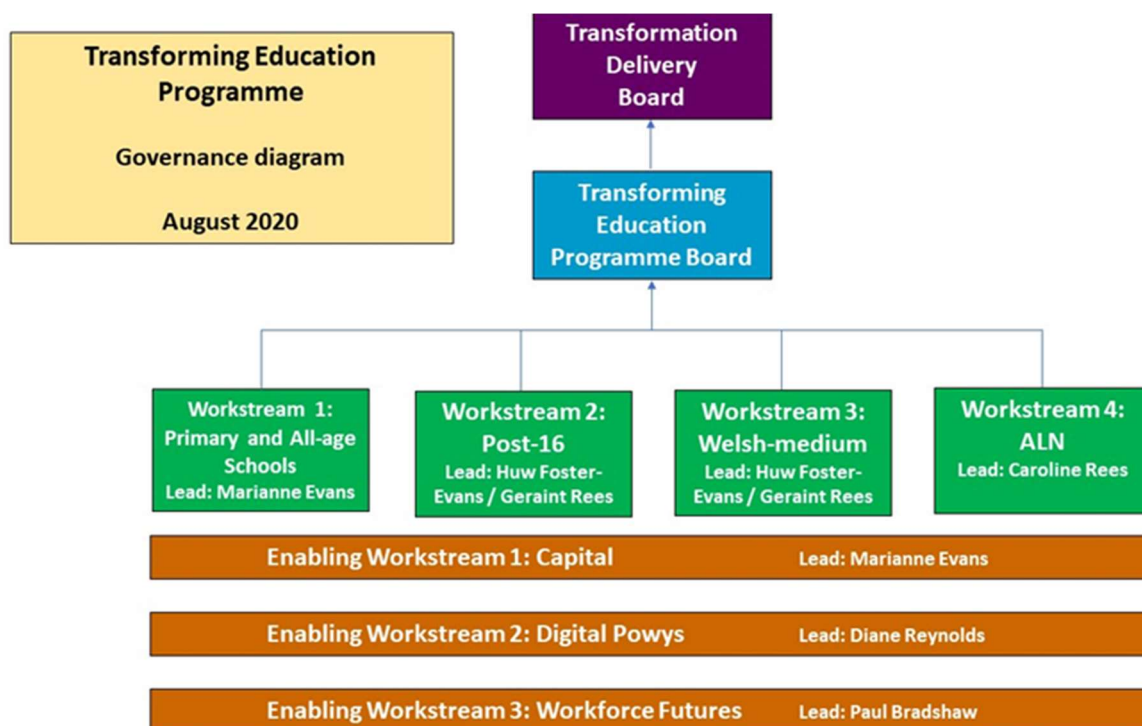
Overall corporate governance for the Transforming Education Programme (formerly known as the 21st Century Schools Transformation Programme) is in accordance with the governance arrangements for the Council's Transformation Programmes, as outlined in the following diagram:

Figure 9: Powys Strategic Programme Alignment



Governance arrangements for the Transforming Education Programme are set out in the diagram below:

Figure 10: Programme Governance



6.2 Project Management Arrangements

6.2.1 Project Structure

The project will report to Enabling Workstream 1: Capital, as outlined in the diagram above, and will be managed in accordance with the general principles of PRINCE2 methodology.

6.2.2 Outline Project Plan

The plan below assumes that all projects within this PBC are carried out together – however, the plan may change if there is a separate business case process for each project. This will be dependent on achievability and funding.

Table 30 – Outline project plan

Date	Actions (commencement)
2020-21	Consultation
07/2021	Cabinet decision following consultation
The following stages will only be taken forward if Cabinet approves the proposal following the consultation process.	

Date	Actions (commencement)
09/2021	SOC/OBCs approval
11/2021	Appoint contractor
08/2022	FBCs approval
08/2022	Construction commences
09/2024	New schools, PRU and community pool opens.

6.2.3 Benefits Realisation

The strategy, framework and plan for dealing with the management and delivery of benefits will be developed at OBC stage, but it is understood that benefits that will be realised may be either financial or qualitative (for example improvement in educational standards). A strategy and supporting plan for benefits will clearly show what will happen, where and when the benefits will occur. A full benefit realisation plan will be developed for the preferred option at Full Business Case.

6.3 Risk Management

6.3.1 Risk Workshop

All projects have an element of risk and there must be a proactive approach to risk management to balance risks against the potential rewards and plan to minimise or avoid them. It is also acknowledged that taking some amount of risk will be inevitable to the success of the project. The strategy, framework and plan for dealing with the management of risk for the preferred option follows a PRINCE2 methodology.

The register will be a 'living document' and reviewed and amended (where required) during workshops where a risk manager will be appointed to manage the identification, monitoring, updating, control and mitigation of project risks. The framework and plan of the risk register will involve a rated table format. The risk will be described and the date of its identification noted. An initial risk rating will be made and the probability and impact of the risk evaluated, followed by a residual risk rating column. The effects and impact of risk can involve elements such as environment, time, quality, cost, resource, function or safety and regular meetings will be held to review all aspects. Within the format there will also be the facility for proposals to mitigate and manage, identifying the control strategy, risk owner and the current risk status.

The risks and issues identified within this project will be cross referenced with the risks/issues held by the Programme Board so that cross cutting issues can be mitigated safely.

6.3.2 Risk Identification

Risk identification can occur at all levels of the project, whether from the project teams or the project manager regarding the sub-elements of the project or from the Programme Board (where external risks are identified). Initial risks will be identified through structured workshops attended by the relevant experts and these risks will be captured in a formal project risk register document.

When a risk is identified, the project manager will be responsible for evaluating each risk in terms of the likelihood and impact. The project manager will also enter this information onto the risk register and assign a risk owner who will update the project manager on the status of the risk including the results of mitigating actions.

Risk management will be fundamental to the management of the project and as such, the project risk register will be reviewed on a weekly basis by the project manager. All risks arising from the project teams will be sent to the project manager for evaluation. The total risk score for each risk will be calculated by multiplying the probability score (between 1-4 with 4 being certain) and impact score (between 1-4 with 4 being project failure) and all risks scoring 8 and above will be referred to the Project Board for decision. The risk tolerance line for the project is illustrated in the following table.

Figure 11: Risk Tolerance Profile

Probability	4	4	8	12	16
	3	3	6	9	12
	2	2	4	6	8
	1	1	2	3	4
		1	2	3	4
		Impact			

The risk register will include details of the responsible owner and the required mitigation action for the risk.

6.4 Change and Contract Management

The main aim here is to manage proposed changes to the culture, systems, processes and people working to establish the best option for the council. Change management is not about the provision of the best option but instead focuses on those actions that are necessary to make the best option a working success.

Managers responsible for the key areas will adopt appropriate project management disciplines to meet specific responsibilities. The individual activities may be projects in their own right or be work streams within the overall project.

Planning has been developed for all activities within this change management process through the identification of key outcomes and actions required to ensure successful delivery. Timescales for carrying out such actions, the resources required, and where required, the need for additional resources, have also been determined.

6.5 Gateway Reviews

The Council confirm that it is prepared to complete a Gateway review of the programme at Welsh Government convenience. Further Gateway reviews may then be undertaken during the remaining life of the programme.

6.6 Post Project Evaluation

The outline arrangements for Post Implementation Review (PIR) and Project Evaluation Review (PER) have been established in accordance with best practice and are as follows.

6.6.1 Post Implementation Review (PIR)

These reviews ascertain whether the anticipated benefits have been delivered and are timed to take place a year post construction, i.e. September 2025.

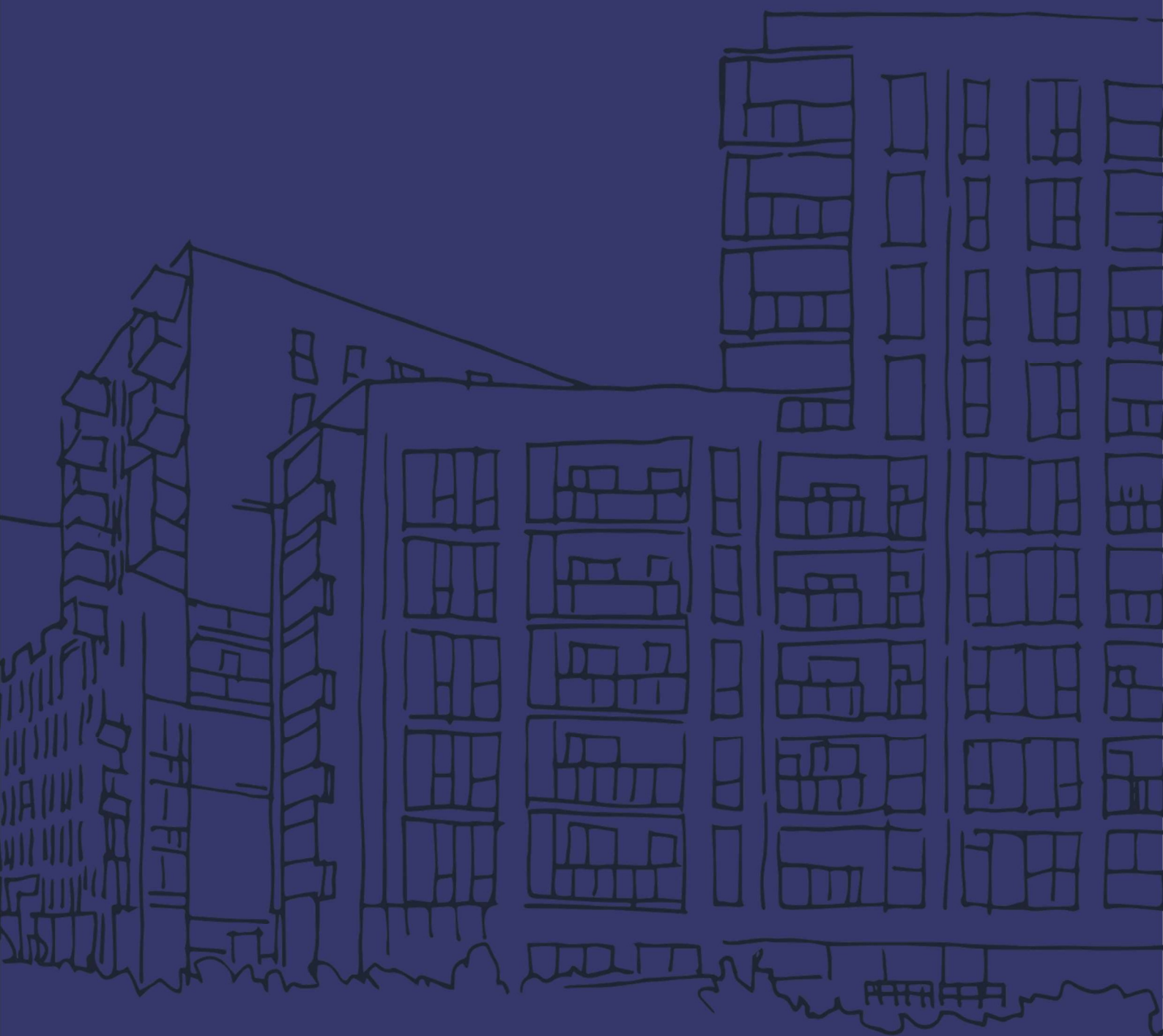
6.6.2 Project Evaluation Reviews (PERs)

PERs appraise how well the project was managed and delivered compared with expectations and are timed to take place one-year post construction, i.e. September 2025.

6.7 Contingency Plans

In the event of project failure, the existing schools will continue to operate until such time that the project can be righted.

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Please read the accompanying guidance before completing the form.

This **Impact Assessment (IA)** toolkit, incorporates a range of legislative requirements that support effective decision making and ensure compliance with all relevant legislation. **Draft versions of the assessment should be watermarked as “Draft” and retained for completeness. However, only the final version will be made publicly available. Draft versions may be provided to regulators if appropriate. In line with Council policy IAs should be retained for 7 years.**

Service Area	Schools Service	Head of Service	Lynette Lovell / Emma Palmer	Portfolio Holder	Clr Phyl Davies
Proposal	Brecon catchment Programme Business Case				
Outline Summary / Description of Proposal					
The Council has developed a Programme Business Case (PBC) in respect of the Brecon catchment, which considers Mount Street Infants School, Mount Street Junior School, Cradoc CP School, Sennybridge CP School, the pupil referral unit (PRU) and a community swimming pool.					
The PBC identified the following preferred way forward:					
<ul style="list-style-type: none"> - A new 360 place English-medium primary school in Brecon, replacing the current schools at Mount Street Infant, Mount Street Junior and Cradoc Primary School, with a collocated pupil referral unit and a community swimming pool – to be built on the old Brecon High School site - A new 180 place dual-stream primary school in Sennybridge, replacing the current poor accommodation at Sennybridge CP School – to be built on the current Sennybridge CP School site. 					
The Council’s Cabinet will consider the PBC on the 29 th September, and will be asked to approve the following:					
<ul style="list-style-type: none"> - To submit a Programme Business Case to Welsh Government’s 21st Century Schools Programme for capital investment in the Brecon catchment area - To bring back a further report to Cabinet by December 2020 outlining the school reorganisation proposals required. Full consultation will be undertaken before any final decisions are made. 					
This initial impact assessment considers the potential impact of implementation of the preferred way forward as outlined above. Should the Council proceed with implementation of the preferred way forward, the impact assessment will be updated at each stage of the process.					

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1. Version Control (services should consider the impact assessment early in the development process and continually evaluate)

Version	Author	Job Title	Date
1	Sarah Astley	Strategic Programme Manager – Schools Transformation	September 2020

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2. Profile of savings delivery (if applicable)

2018-19	2019-20	2020-21	2021-22	2022-23	TOTAL
£	£	£	£	£	£

3. Consultation requirements

Consultation Requirement	Consultation deadline/or justification for no consultation
Public consultation required	<p>Consultation in accordance with the School Organisation Code would be required in order to achieve the preferred way forward as outlined in the PBC.</p> <p>Should Cabinet approve the PBC, the intention is to bring back a further report to Cabinet by December 2020 outlining the school reorganisation proposals required. Full consultation will be undertaken before any final decisions are made.</p>

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4. Impact on Other Service Areas

**Does the proposal have potential to impact on another service area? (Have you considered the implications on Health & Safety and Corporate Parenting?)
PLEASE ENSURE YOU INFORM / ENGAGE ANY AFFECTED SERVICE AREAS AT THE EARLIEST OPPORTUNITY**

Adult Services	<input type="checkbox"/>	Education	<input checked="" type="checkbox"/>	Legal and Democratic Services	<input checked="" type="checkbox"/>
Children's Services	<input checked="" type="checkbox"/>	Finance	<input checked="" type="checkbox"/>	Property, Planning and Public Protection	<input checked="" type="checkbox"/>
Commissioning	<input type="checkbox"/>	Highways, Transportation and Recycling	<input type="checkbox"/>	Transformation and Communications	<input checked="" type="checkbox"/>
Digital Services	<input checked="" type="checkbox"/>	Housing and Community Development	<input type="checkbox"/>	Workforce and OD	<input checked="" type="checkbox"/>

Data Protection Impact Assessment

Will the proposal involve processing the personal details of individuals? Yes No
 Not currently, however should the Council proceed with statutory processes to change the provision in Brecon, this would involve processing the personal details of individuals
 Is Powys County Council the data controller? Yes No N/A currently

If you have answered yes to either of the above you will be required to complete, as a minimum, the screening questions on the data protection impact assessment.
 For further advice please contact the Data Compliance Team.

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Geographical Locations

What geographical area(s) will be impacted by the proposal? (Chose all those applicable)

Powys	<input type="checkbox"/>	Brecon	<input checked="" type="checkbox"/>	Llandrindod and Rhayader	<input type="checkbox"/>	Machynlleth	<input type="checkbox"/>
		Builth and Llanwrtyd	<input type="checkbox"/>	Llanfair Caereinion	<input type="checkbox"/>	Newtown	<input type="checkbox"/>
North	<input type="checkbox"/>	Crickhowell	<input type="checkbox"/>	Llanfyllin	<input type="checkbox"/>	Welshpool and Montgomery	<input type="checkbox"/>
Mid	<input type="checkbox"/>	Hay and Talgarth	<input type="checkbox"/>	Llanidloes	<input type="checkbox"/>	Ystradgynlais	<input type="checkbox"/>
South	<input type="checkbox"/>	Knighton and Presteigne	<input type="checkbox"/>				

5. How does your proposal impact on Vision 2025?

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Tudalen 448

Council's Well-being Objective	How does the proposal impact on this Well-being Objective?	IMPACT Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	IMPACT AFTER MITIGATION Please select from drop down box below
The Economy We will develop a vibrant economy	<p>Implementation of the preferred way forward would result in significant capital investment in the area, consisting of two new build primary schools, one in Brecon and one in Sennybridge.</p> <p>The preferred way forward would result in the closure of Cradoc, Mount Street Infants and Mount Street Junior Schools to establish a new primary school in Brecon. This could have an impact on employment opportunities, in Cradoc in particular as there would no longer be a school in Cradoc.</p>	Neutral	Potential impact on staff at all schools to be considered when identifying the steps to be taken to achieve the preferred way forward to ensure equal opportunity for all staff.	Good
Health and Care We will lead the way in providing effective, integrated health and care in a rural environment	No impact	Neutral		Choose an item.
Learning and skills We will strengthen learning and skills	<p>There are no concerns about quality of education in the schools affected by the preferred way forward.</p> <p>However, implementation would provide two new build primary schools to replace the schools' existing poor quality buildings. This would further improve the educational experience provided to learners, ensuring that the schools can provide education which fully meets the requirements of the new curriculum.</p>	Good		Choose an item.

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Tudalen 449

Council's Well-being Objective	How does the proposal impact on this Well-being Objective?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<p>Residents and Communities We will support our residents and communities</p>	<p>The proposal would have a positive impact on residents in the areas served by the affected schools by providing access to new build, 21st Century Schools facilities, as well as access to community facilities such as a new swimming pool in Brecon.</p> <p>Implementation of the preferred way forward would mean that there would eventually be no provision in Cradoc, therefore there would be a greater impact on residents living in Cradoc due to there being no school in the village.</p> <p>Whilst home to school transport would be provided to eligible pupils living in Cradoc to their nearest alternative school, it is acknowledged that there would be an impact on pupils' ability to access after school activities, and there would also be an impact on families in terms of attending school activities. However, pupils traveling from Cradoc would be accessing a brand new building, which would be vastly improved from the current building at Cradoc.</p>	<p>Neutral</p>		<p>Choose an item.</p>

Source of Outline Evidence to support judgements

6. How does your proposal impact on the Welsh Government's well-being goals?

Well-being Goal	How does proposal contribute to this goal?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<p>A prosperous Wales: An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work.</p>	<p>The preferred way forward would result in two new build primary schools in the Brecon catchment, as well as a new build PRU and a new swimming pool.</p> <p>Community benefits to include opportunities for traineeships / apprenticeships are a key requirement of 21st Century Schools projects, therefore it is anticipated that these opportunities would be available as part of implementing the preferred way forward.</p>	<p>Good</p>		<p>Choose an item.</p>

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Well-being Goal	How does proposal contribute to this goal?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<p>A resilient Wales: A nation which maintains and enhances a biodiverse natural environment with healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for example climate change).</p>	<p>Implementation of the preferred way forward would result in two new build primary schools in the Brecon catchment, as well as a new build PRU and anew swimming pool. This would result in more environmentally friendly buildings, which would be more energy efficient than the current buildings.</p> <p>Implementation of the preferred way forward would also require additional travel for pupils currently attending Cradoc School. This would have a negative environmental impact as more home to school transport would need to be provided to transport pupils to their nearest school. However, the number of pupils requiring additional transport would be relatively small as a proportion of the affected pupils.</p>	<p>Good</p>		<p>Choose an item.</p>
<p>A healthier Wales: A society in which people’s physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood.</p> <p>Public Health (Wales) Act, 2017: Part 6 of the Act requires for public bodies to undertake a health impact assessment to assess the likely effect of a proposed action or decision on the physical or mental health of the people of Wales.</p>	<p>Implementation of the preferred way forward would result in two new build primary schools in the Brecon catchment, as well as a new build PRU and a new swimming pool. This would have a positive impact on the well-being and morale of both pupils and staff.</p> <p>The preferred way forward includes providing a new swimming pool in Brecon, which would improve the facilities available to the community in Brecon, therefore having a positive impact on their physical health.</p>	<p>Good</p>		<p>Choose an item.</p>

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Well-being Goal	How does proposal contribute to this goal?	IMPACT Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	IMPACT AFTER MITIGATION Please select from drop down box below
<p>A Wales of cohesive communities: Attractive, viable, safe and well-connected Communities.</p>	<p>Implementation of the preferred way forward would result in two new build primaries in the Brecon area, as well as new build PRU and a new swimming pool. Providing community facilities is a key consideration as part of all new build projects, therefore it is likely that community facilities would be provided as part of implementing the preferred way forward.</p>	<p>Good</p>		<p>Choose an item.</p>
<p>A globally responsible Wales: A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being.</p> <p>Human Rights - is about being proactive (see guidance)</p> <p>UN Convention on the Rights of the Child: The Convention gives rights to everyone under the age of 18, which include the right to be treated fairly and to be protected from discrimination; that organisations act for the best interest of the child; the right to life, survival and development; and the right to be heard.</p>	<p>The aim of implementing the preferred way forward is to provide the best possible opportunities to learners, enabling them to reach their full potential.</p> <p>Should the Council proceed with plans to implement the preferred way option, a consultation exercise would be required, which would include consultation with all pupils affected by the proposal, ensuring that all affected by the plans have the opportunity to give their views.</p>	<p>Good</p>		<p>Choose an item.</p>
<p>A Wales of vibrant culture and thriving Welsh language: A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation. <i>Incorporating requirements under the Welsh Language (Wales) Measure 2011 and the Welsh Language Standards</i></p>				
<p>Opportunities for persons to use the Welsh language, and treating the Welsh language no less favourable than the English language</p>	<p>The preferred way forward would see the retention of a dual stream school in Sennybridge, which would continue to provide opportunities for pupils in Sennybridge to access Welsh-medium education.</p>	<p>Neutral</p>		<p>Choose an item.</p>

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Tudalen 453

Well-being Goal	How does proposal contribute to this goal?	IMPACT Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	IMPACT AFTER MITIGATION Please select from drop down box below
Opportunities to promote the Welsh language	The preferred way forward would result in a new dual stream school to replace the current Sennybridge building, which is in poor condition. This would continue to provide opportunities for pupils in Sennybridge to access Welsh-medium education, and would provide further opportunities to promote the school and the opportunity to study through the medium of Welsh.	Neutral		Choose an item.
People are encouraged to do sport, art and recreation.	The preferred way forward would provide two new build primary schools, which would provide enhanced facilities for pupils, enabling them to take part in sports and other extra-curricular activities. In addition, the preferred way forward would provide a new swimming pool, which would provide improved facilities in Brecon, providing improved opportunities for residents to take part in sports activities.	Good		Choose an item.
A more equal Wales: A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances). Incorporating requirements under the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011 and the Social Economic duty (2020).				
Age	The aim of the proposal is to provide improved educational opportunities for primary aged pupils in the schools affected by the preferred way forward, and learners that attend the PRU, regardless of their age.	Good		Choose an item.

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Tudalen 454

Well-being Goal	How does proposal contribute to this goal?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<i>Disability</i>	The aim of the proposal is to provide improved educational opportunities for primary aged pupils in the schools affected by the preferred way forward, and learners that attend the PRU, regardless of their age. Implementation of the preferred way forward would include two new build primary schools in the Brecon catchment, a new build PRU and a new swimming pool. This would significantly improve the accommodation for these learners, and would ensure full access for disabled pupils in accordance with the requirements of the Equality Act 2010.	Very Good		Choose an item.
<i>Gender reassignment</i>	No impact.	Neutral		Choose an item.
<i>Marriage or civil partnership</i>	No impact.	Neutral		Choose an item.
<i>Race</i>	The aim of the proposal is to provide improved educational opportunities for primary aged pupils in the schools affected by the preferred way forward, and learners that attend the PRU, regardless of their race.	Good		Choose an item.
<i>Religion or belief</i>	The aim of the proposal is to provide improved educational opportunities for primary aged pupils in the schools affected by the preferred way forward, and learners that attend the PRU, regardless of their religious belief.	Good		Choose an item.

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Tudalen 455

Well-being Goal	How does proposal contribute to this goal?	IMPACT Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	IMPACT AFTER MITIGATION Please select from drop down box below
<i>Sex</i>	The aim of the proposal is to provide improved educational opportunities for primary aged pupils in the schools affected by the preferred way forward, and learners that attend the PRU, regardless of their sex.	Good		Choose an item.
<i>Sexual Orientation</i>	The aim of the proposal is to provide improved educational opportunities for primary aged pupils in the schools affected by the preferred way forward, and learners that attend the PRU, regardless of their sexual orientation.	Good		Choose an item.
<i>Pregnancy and Maternity</i>	No impact.	Neutral		Choose an item.
<i>Socio-economic duty</i>	<p>The aim of the proposal is to provide improved educational opportunities for all for primary aged pupils in the schools affected by the preferred way forward, and learners that attend the PRU, including any eligible for Free School Meals.</p> <p>Should the preferred way forward be implemented, there would be no school in Cradoc. This would mean that pupils currently attending Cradoc School would need to travel to their nearest alternative provision. Whilst home to school transport would be provided to eligible pupils, it is possible that this would impact on pupils' ability to access extra-curricular / after school activities, and that this impact would be greater in respect of pupils from lower income households. There would also be an impact on the parents of these pupils in terms of accessing school activities.</p>	Neutral		Choose an item.

Source of Outline Evidence to support judgements

7. How does your proposal impact on the council's other key guiding principles?

Principle	How does the proposal impact on this principle?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
Sustainable Development Principle (5 ways of working)				
<i>Long Term: Looking to the long term so that we do not compromise the ability of future generations to meet their own needs.</i>		Choose an item.		Choose an item.
<i>Collaboration: Working with others in a collaborative way to find shared sustainable solutions.</i>	Should the Cabinet agree to proceed with the preferred way forward, full consultation would need to be carried out, which would enable all interested parties to give their views. This would an opportunity to suggest any alternative solutions for the catchment.	Neutral		Choose an item.

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Tudalen 457

Principle	How does the proposal impact on this principle?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<p>Involvement (including Communication and Engagement): <i>Involving a diversity of the population in the decisions that affect them including:</i> Unpaid Carers: <i>Ensuring that unpaid carers views are sought and taken into account</i></p>	<p>Should Cabinet decide to proceed with the preferred way forward as outlined in the PBC, full consultation would be required in accordance with the School Organisation Code in order to achieve this. This would that all interested parties would have an opportunity to give their views. The findings of this exercise would be reported to Cabinet and would be taken into consideration when determining how to proceed. This impact assessment will be updated throughout the process to reflect any feedback received.</p> <p>All stakeholders would have the opportunity to give their views as part of this process, this would include any unpaid carers in the area.</p>	<p>Good</p>		<p>Choose an item.</p>
<p>Prevention: <i>Understanding the root causes of issues to prevent them from occurring including:</i> Safeguarding: <i>Preventing and responding to abuse and neglect of children, young people and adults with health and social care needs who can't protect themselves.</i></p>	<p>The key issues relating to the schools affected by the preferred way forward have been identified as part of this work. The options appraisal exercise carried out when developing the PBC has focussed on identifying solutions which would address these issues and prevent them occurring again.</p> <p>One of the Investment Objectives identified as part of the PBC process related to safeguarding, and ensuring appropriate safeguarding arrangements. The intention is that the emerging preferred way forward would improve the safeguarding arrangements for all pupils.</p>	<p>Good</p>		<p>Choose an item.</p>

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Principle	How does the proposal impact on this principle?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
Integration: Taking an integrated approach so that public bodies look at all the well-being goals in deciding on their well-being objectives.	No impact.	Neutral		Choose an item.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Tudalen 458</p> <p>Powys County Council Workforce: What Impact will this change have on the Workforce?</p>	<p>The preferred way forward would impact on all current staff at Mount Street Infants, Mount Street Juniors and Cradoc CP School as implementation of the preferred way forward would require a staffing process in order to establish a new school. This could lead to a reduction in overall numbers of staff. However, the new school would be a larger school, which would lead to benefits for staff, including improved development opportunities from being part of a larger team of staff.</p> <p>Should Cabinet decide to proceed, full consultation would be required in accordance with the School Organisation Code in order to achieve this. This process would be supported by relevant LA teams (e.g. HR). this would include consultation with staff, which would ensure that they had an opportunity to give their views.</p> <p>Implementation of the preferred way forward would result in two new build primaries as well as a new build PRU. Working in these new buildings would have a positive impact on staff morale.</p>	Good		Choose an item.

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Principle	How does the proposal impact on this principle?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
Payroll: How will this impact salary, any overtime/enhanced payments etc? Does this affect any particular group of employees? E.g. Male/Female dominated workforce. Does this proposal comply with the Councils Single Status Terms and Conditions?	Implementation of the preferred way forward could impact on salary arrangements for current staff at the affected schools.	Neutral		Choose an item.
Welsh Language impact on staff	Implementation of the preferred way forward would provide an opportunity for Welsh-speaking staff working in the Welsh-medium stream at Sennybridge School to work in a brand new 21 st Century Schools building.	Good		Choose an item.
Apprenticeships: Has consideration been given to whether this change impacts negatively, or positively on Apprenticeships within the service?	No impact	Neutral		Choose an item.
Source of Outline Evidence to support judgements				

8. What is the impact of this proposal on our communities?

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Tudalen 460

Communities	How does the proposal impact on residents and community?	IMPACT See impact definitions in guidance document	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	IMPACT AFTER MITIGATION See impact definitions in guidance document	Source of Outline Evidence to support judgement
Brecon	The preferred way forward would have a positive impact on residents in Brecon as it would lead to a new build primary school in the town, as well as a new build PRU and a new swimming pool.	Minor		Choose an item.	
Cradoc	<p>The preferred way forward would mean that there would no longer be a school in Cradoc, therefore there would be a negative impact on residents in Cradoc. However, pupils would attend a new build facilities, which would provide much improved accommodation compared to the current offer.</p> <p>Additional travel would be required for primary aged pupils living in Cradoc. Whilst home to school transport would be provided for eligible pupils, it is acknowledged that this could have an impact on pupils' ability to access after school activities, and would impact on parents attendance at school events.</p>	Major	Full consideration of the impact on the Cradoc community to be considered as the process moves forward.	Major	
Sennybridge	The preferred way forward would have a positive impact on residents in Sennybridge as it would lead to a new build primary school, which would provide much improved accommodation compared to the current offer.	Minor			

9. What are the risks to service delivery or the council following implementation of this proposal?

Description of risks			
Risk Identified	Inherent Risk Rating Impact X Likelihood (See Risk Matrix in guidance document)	Mitigation	Residual Risk Rating Impact X Likelihood (See Risk Matrix in guidance document)

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<p>If there is no funding available to fund this project, either from the Welsh Government or the Council, then the project will not be able to proceed.</p>	<p>High</p>	<p>The funding to support this project will be considered as part of the overarching financial strategy for the delivery of the entire Council's Strategy for Transforming Education in Powys 2020-30, which will be provided for Cabinet's consideration later this Autumn. An updated Strategic Outline Programme will be submitted to the Welsh Government requesting an increase in the Band B funding envelope.</p>	<p>High</p>

10. Overall Summary and Judgement of this Impact Assessment?

Outline Assessment (to be inserted in cabinet report)	Cabinet Report Reference:	
<p>This impact assessment suggests that the impact is generally positive with some negative aspects, such as the requirement for some pupils to travel further than they currently do to school. The development of new facilities for schools in the Brecon catchment area would address many issues related to the poor condition of the buildings, ensuring that future pupils would be taught in facilities that are fit-for-purpose, improving their learner entitlement and experience. The new facilities would be fully DDA compliant, supporting learners with disabilities. The inclusion of a new facility for the PRU supports the education and wellbeing of vulnerable learners. The inclusion of a pool provides opportunities to improve the health and wellbeing of learners and the wider community.</p>		

11. Is there additional evidence to support the Impact Assessment (IA)?

What additional evidence and data has informed the development of your proposal?
<p>Full consultation will be required to implement this proposal, and this will enable the impact assessment to be further developed.</p>

12. On-going monitoring arrangements?

What arrangements will be put in place to monitor the impact over time?
<p>The Transforming Education Programme Board will continue to monitor impact over time.</p>
Please state when this Impact Assessment will be reviewed.
<p>The impact assessment will be reviewed at all stages of the development.</p>

13. Sign Off

Position	Name	Signature	Date
<p>Impact Assessment Lead:</p>	<p>Sarah Astley</p>	<p>Sarah Astley</p>	<p>16th September 2020</p>

CYNGOR SIR POWYS COUNTY COUNCIL.**CABINET EXECUTIVE****29th September 2020**

REPORT AUTHOR: County Councillor Phyl Davies
Portfolio Holder for Education and Property

REPORT TITLE: Ysgol Calon Cymru Strategic Outline Case (SOC)

REPORT FOR: Decision

1. Purpose

1.1 This report requests Cabinet approval for the following:

- a) To submit a Strategic Outline Case (SOC) to the Welsh Government's 21st Century Schools Programme for investment to develop:
- New facilities for 925 pupils aged 11 – 18 in Llandrindod Wells, replacing the existing poor accommodation at the current Llandrindod campus – to be built on the current Llandrindod Campus;
 - New or remodelled facilities at Builth Wells to accommodate 450 pupils aged 4-18 along with early years facilities – to be built on the current Builth Wells Campus;
 - Community facilities will be included but these have not yet been defined;
 - It is the intention that the Llandrindod Wells campus would deliver English-medium provision and that the Builth Wells campus would deliver Welsh-medium provision.
- b) To bring back a further report to Cabinet by November 2020 outlining the school reorganisation proposals required to achieve the changes outlined above. Full consultation will be undertaken before any final decisions are made.

1.2 The cost of the preferred way forward is estimated to be £61.0 million including *8% Risk and 24% Optimism Bias, which is acceptable at SOC stage, and will be mitigated as the business case process continues into the next stages. This exceeds the funding currently available within the Council's Band B Programme. The funding to support this project will be considered as part of the overarching financial strategy for the delivery of the entire Council's Strategy for Transforming Education in Powys 2020-30 and a request to expand the Band B funding envelope will be made to Welsh Government.

Welsh Government contribution 65%	£39.7m
PCC 35%	£21.4m
Total	£61.0m

1.2 The report is supported by the following appendices:

Appendix A – Ysgol Calon Cymru SOC

Appendix B – Integrated Impact Assessment

2. Background

Strategy for Transforming Education in Powys

2.1 On the 14th April 2020, a new Strategy for Transforming Education in Powys was approved by the Leader via a delegated decision.

2.2 The Strategy was developed following extensive engagement with a range of stakeholders during two separate periods between October 2019 and March 2020. The Strategy sets out a new vision education in Powys, as follows:

‘All children and young people in Powys will experience a high quality, inspiring education to help develop the knowledge, skills and attributes that will enable them to become healthy, personally fulfilled, economically productive, socially responsible and globally engaged citizens of 21st century Wales.’

2.3 The new strategy also sets out a number of guiding principles which will underpin the transformation of education in Powys. These are as follows:

- *A world class rural education system that has learner entitlement at its core*
- *Schools that are fully inclusive, with a culture of deep collaboration in order to improve learner outcomes and experience*
- *A broad choice and high quality of provision for 14 – 19 year old learners, that includes both academic and vocational provision, meeting the needs of all learners, communities and the Powys economy*
- *Welsh-medium provision that is accessible and provides a full curriculum in Welsh from Meithrin to age 19 and beyond Provision for learners with Special Educational Needs (SEN)/Additional Learning Needs (ALN) that is accessible as near to home as is practicably possible, with the appropriate specialist teaching, support and facilities that enables every learner to meet their potential*
- *A digitally-rich schools sector that enables all learners and staff to enhance their teaching and learning experience*

- *Community-focused schools that are the central point for multi-agency services to support children, young people, families and the community*
- *Early years provision that is designed to meet the needs of all children, mindful of their particular circumstances, language requirements or any special or additional learning needs*
- *Financially and environmentally sustainable schools*
- *The highest priority is given to staff wellbeing and professional development*

- 2.4 The new strategy sets out a number of Strategic Aims and Objectives, to shape the Council’s work to transform the Powys education system over the coming years. One of the Strategic Aims of the Strategy is to ‘*improve learner entitlement and experience*’. Within this aim, the Strategy sets out a Strategic Objectives to ‘*Develop a network of all-age schools based around the 13 current secondary school locations*’.
- 2.5 The strategy also includes a Strategic Aim to ‘*improve access to Welsh-medium provision across all key stages*’. Within this aim, the Strategy sets out Strategic Objectives to ‘*Move schools along the language continuum*’ and to ‘*Develop new primary and secondary provision*’.
- 2.6 In addition, the strategy includes an enabling action to implement ‘*a major capital investment programme that will ensure that schools in Powys have inspiring, environmentally sustainable buildings that can provide opportunities for wider community activity, including where possible childcare services, early years, ALN, multi-agency support and community and leisure facilities.*’

The Case for Change

- 2.7 Ysgol Calon Cymru was established in 2017 following the merger of Llandrindod High School and Builth Wells High School, as part of the Council’s previous Secondary School Reorganisation Programme. It is an 11 – 18 school that operates across two campuses in Llandrindod Wells and Builth Wells. It is also a dual-stream school. Welsh-medium and English-medium provision are delivered on the Builth Wells campus, English-medium provision only is delivered on the Llandrindod Wells campus.
- 2.8 The following table provides key information about the school:

Language Category	Bilingual (Type C)
Age range	11-18
Total number of places in school	708 (Llandrindod) 698 (Builth)

Number of pupils¹	1044
Level of surplus places	362 (26%)
Welsh Medium Pupils	156
ALN/SEN Pupils	15% (School Action)
Free School Meals	11.1%
Pupils from ethnic minorities	4.6%
Number of Teachers	62.4
Pupil Teacher Ratio	16.5%
National School Categorisation	Red

2.9 Current and Predicted Numbers

School	Jan 2020	Jan 2021	Jan 2022	Jan 2023	Jan 2024
Ysgol Calon Cymru	1044	1027	981	964	944

2.10 Building condition information

School	Condition	Suitability	Backlog
Builth Campus	C	B	£2.0m
Llandrindod Campus	C/D	B/C	£5.0m

Problems with the status quo

2.11 The case for change at Ysgol Calon Cymru is based on the following key issues:

- i) The current arrangement does not meet the strategic aim of the Council to improve learner entitlement and experience. The current operating model is neither educationally effective, financially efficient nor sustainable. The school had a deficit of £131k as at 31 March 2020 and is forecasting that this will increase to over £650k by the end of this financial year. There is a risk to the authority's budget if the school is unable to bring its budget back to a balanced position.
- ii) The condition of the Llandrindod campus, in particular, is very poor and in need of significant investment. Backlog maintenance costs on the Llandrindod campus alone are £5.05 million. The Builth

¹ PLASC 2020

campus, whilst in a better condition than Llandrindod, has a backlog maintenance cost of £2.07 million.

- iii) There is a need to significantly improve the learning entitlement and experience for Welsh-medium pupils and expand the limited offer of provision currently available.

In addition:

- Following the merger of Llandrindod Wells High School and Builth Wells High School, it is apparent that there is still not a single culture within Ysgol Calon Cymru – individual cultures continue to exist. The campuses service two different communities with different needs.
- Pupils are not getting optimal access to education or educational experience and are unable to access a broad enough curriculum offer.
- Pupils are not getting the provision that they need because of split resources, which leads to poor behaviour and, in turn, money being spent on pastoral care instead of education.
- There are significant safeguarding issues at the Builth Wells campus (e.g. children play in the car park, alongside the bus stop).
- Duplicating provision means that costs, effort and resources are not deployed effectively (e.g. some classrooms stand empty for half of the week).
- Years 12 and 13 miss out on the full post-16 experience, due to a split site for the sixth form. Many post-16 learners choose to attend providers outside of Powys, with additional and extensive travel required.
- The Welsh-medium offer is sub-standard. The Welsh-medium subject offer is limited, increasingly so as learners move through the school into Key Stage 4 and the sixth form. Due to the lack of a full progression route for Welsh-medium pupils in the area, it is noted that some learners who attend Welsh-medium primary provision in the area choose to attend English-medium provision when they are of secondary school age. This does not enable the creation of a critical mass required to develop a wider curriculum and does not support the development of fully bilingual citizens.

Problems with the Status Quo – Welsh-medium provision at Ysgol Calon Cymru

- 2.12 There is a range of Welsh Medium education provision within the Builth and Llandrindod catchment areas. In the primary sector, Welsh-medium provision is delivered at three dual stream primary schools. In the secondary sector, Welsh-medium provision is delivered on the Builth site of Ysgol Calon Cymru, through a dual stream arrangement. The number of pupils in Welsh medium education in the area is shown in the table below:

School	Number of pupils
Ysgol Calon Cymru	154
Ysgol Trefonnen	86
Rhayader CiW Primary School	66
Builth CP School	104
Total	410

- 2.13 As indicated above, there are issues with the quality and sustainability of Welsh Medium Education in the catchment area, as detailed in Section 2.2.4 of the Strategic Outline Case (SOC), which is attached as Appendix A. This is particularly the case in respect of secondary provision.
- 2.14 The Strategy for Transforming Education in Powys outlines a number of challenges facing education in Powys, one of which is 'Inequality in access to Welsh-medium education'. In respect of secondary provision, the strategy states that: 'The size and proportion of the secondary streams varies considerably across the county, and the range of subjects available through the medium of Welsh also varies significantly. The curriculum offer is increasingly limited for Welsh-medium learners, and there is significant concern amongst the profession regarding the commitment of the authority to learners who study in Welsh.'
- 2.15 In order to address the issues with Welsh-medium provision in the county, the Strategy includes an aim to 'improve access to Welsh-medium provision across all key stages.'
- 2.16 The current Welsh-medium provision at Ysgol Calon Cymru does not meet the Council's aspirations for Welsh-medium provision. Ensuring that learners can access comprehensive Welsh-medium provision throughout their educational careers will be a key requirement of this project.
- 2.17 The Council's aspiration is to establish a Welsh-medium provision which acts as a hub for mid Powys, and potentially beyond, which would ultimately be more attractive to prospective learners and teachers, leading to an increase in the number of learners choosing Welsh-medium education in the catchment, and contributing to the Welsh Government's aspiration to achieve a Million Welsh Speakers by 2050.

The Strategic Outline Case (SOC)

- 2.18 The SOC has been developed in accordance with HM Treasury's Five Case Business Model. The five 'cases' are:
- Strategic Case (The Case for Change)

- Economic Case (Options to address the issues raised in the case for change)
- Commercial Case (Procurement routes)
- Financial Case (high-level indicative costs)
- Management Case (how the project will be managed)

2.19 A wide range of options for Ysgol Calon Cymru have been considered when developing the SOC. These are outlined in pages 31-56 of the SOC, which is attached as Appendix A.

The Preferred Way Forward

2.20 Following an appraisal of options against the identified Investment Objectives and Critical Success Factors, an Economic Appraisal of shortlisted options and a Financial evaluation, the emerging preferred option for Ysgol Calon Cymru is as follows:

- A new 925 11-18 English-medium English-medium (EM) campus in Llandrindod Wells; plus
- A new 450 pupil 4-18 Welsh-medium (WM) all-through campus in Builth Wells.

2.21 Whilst the Welsh-medium pupil numbers would be fairly small, it is expected that an improved Welsh-medium secondary provision would enable parents to have more confidence in placing pupils in pre-school and primary Welsh-medium provision, as there would be full progression available in the locality and wider area, from pre-school through to post-16, and that in the longer term, this would lead to an increase in Welsh-medium pupil numbers.

Advantages and Disadvantages of the preferred way forward

Advantages	Disadvantages
<ul style="list-style-type: none"> • Doesn't deviate from the Council's newly approved Education Strategy (i.e. there is continuity of secondary education in both communities); • Would stimulate, optimise and provide a real focus on Welsh-medium education in Mid Powys; • Would provide economies of scale on the Llandrindod Campus; • Existing sites are available for use; • Allows a much broader curriculum on both campuses; 	<ul style="list-style-type: none"> • Community opposition in Builth Wells as a result of the loss of English Medium (secondary) education from the town; • Welsh Medium all through school would be small and may be revenue intensive; • English Medium learners from Builth would have to travel to Llandrindod on a daily basis (travel to learn time). • Pupil numbers in the Welsh-medium campus would be small initially, particularly in the secondary sector;

<ul style="list-style-type: none"> • Provides value for money and would optimise the use of teacher and asset time; • Removes backlog maintenance of circa £7m; • Delivers new 21st Century standard school buildings at Builth and Llandrindod; • Significant reduction in pupil and teacher travel time between campuses; • Likely to enable some energy efficiencies at the Llandrindod Campus reducing the buildings carbon footprint and ongoing running costs; • Opportunity to develop a critical mass of Welsh Medium learners in the area; • Provides a model whereby the campuses could be 'de-coupled' in future, to run on a stand alone basis. • Continuity of education across all key stages in Welsh medium education; • Enables clear choice for parents in school selection based on language category; • Single language medium schools are more cost efficient to run than dual stream equivalents; • Likely to enable a wider range of Welsh-medium post-16 subjects to be made available; • May be more attractive to Welsh-medium teachers particularly at KS3 and above, with a potential improvement in quality • Delivers a broad Welsh-medium curriculum in a central location • Supports WG ambitions for one million Welsh speakers by 2050. • Eliminates travel between campuses during the school day. 	<ul style="list-style-type: none"> • Sixth form pupil numbers in the Welsh-medium campus would be small initially, and may need to collaborate with the English medium school to meet the Learning and Skills Measure; • Likely to result in an increase in home-to-school transport costs.
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3 Advice

- 3.1 The advice of officers is that the SOC should be submitted to Welsh Government for approval, to enable the Council to proceed with the project and progress to the next stage of the business case process.
- 3.2 The Welsh Government's intervention rate for schools within Band B of the 21st Century Schools programme is 65%, which represents good value for money for the Council. Cabinet is advised that there is a significant early stage risk contingency of 25% within the estimated project costs, which is appropriate at a SOC stage. More detailed estimated costs will be confirmed at Full Business Case stage.
- 3.3 Submitting the SOC to Welsh Government does not pre-judge the outcome of any formal consultation processes linked to the project.
- 3.4 The process of obtaining funding as part of the 21st Century Schools Programme is based on HM Treasury's Five Case Business Model. The first stage is to develop a Strategic Outline Case which sets out the strategic intention and includes high level information. If formal consultation is required, then this must be carried out and concluded before the second stage takes place, which is the development of an Outline Business Case. If the decision following consultation is not to proceed with the project, then no further business cases would be developed. If the decision is to proceed with the project, then an Outline Business Case and a Full Business Case are developed. Construction can only start following successful approval of the FBC.
- 3.5 It is also advised that officers bring back a further report to Cabinet by November 2020 outlining the school reorganisation proposals required to achieve the changes outlined above. Full consultation will be undertaken before any final decisions are made.
- 3.6 It must be noted that the Council is currently working on developing a new model of post-16 education across the whole county. This may have implications on the age range of the school, but the scheme will need to be developed with enough flexibility should there be changes to post-16 education in the future. The same is true for ALN/SEN provision, with a new model of delivery currently being developed.
- 3.7 Whilst it is acknowledged that the preferred way forward identified for Ysgol Calon Cymru would address issues related to Welsh-medium provision in the Mid Powys area, the Council is also committed to improving the provision of Welsh-medium education across all areas of the county, including South Powys – options for this area will be brought back to Cabinet at a later date.

3.5 Indicative Timescales

Date	Actions (commencement)
11/2020	Consultation
07/2020	Cabinet decision following consultation
	The following stages will only be taken forward if Cabinet approves the proposal following the consultation process
09/2021	OBC approval
11/2021	Appoint Contractor
08/2022	FBC approval
08/2022	Construction commences
09/2024	New Llandrindod campus opens, new/remodelled Builth campus opens - the exact sequencing of construction will need to developed during the next stages of business cases

4. Resource Implications

4.1 Estimated costs are as follows:

Project Costs	
Capital Cost	£45.6m
Optimism Bias	£10.9m
Risk	£4.6m
VAT (only to be included where non-recoverable by applicant)	N/A
Total Project Cost (inclusive of optimism bias and risk)	£61.0m
Welsh Government Contribution (65%)	£39.7m
PCC Contribution (35%)	£21.4m

4.2 The attached SOC identifies a potential revenue saving of £0.6 million per annum which combines the savings that would fall to the school as well as those that would fall to the Council. The amount of funding provided to schools is driven by the funding formula. Any change to the formula funding provided will impact on the Council's revenue budget. Based on the current formula, the savings falling to the Council's revenue budget is estimated to be £0.3m per annum.

4.3 The current 21st Century School grant conditions allow Welsh Government to claw back grant, if the school has over 15% surplus capacity 5 years after occupation of the school. The capacity of these facilities seems to be in excess of the current demand, so this remains a risk to this scheme.

- 4.4 Development and implementation of the proposal would require involvement from a number of service areas, including staff from the Schools Service, Finance, HR and ICT. These service areas will be kept informed of the development of the proposal throughout the statutory process.
- 4.5 The Head of Finance (Section 151 Officer) states: The funding to support this project will be considered as part of the overarching financial strategy for the delivery of the entire Council's Strategy for Transforming Education in Powys 2020-30, which will be provided for Cabinet's consideration later this Autumn. The revenue funding to support the Schools funding formula is considered as part of the Council Budget process and the individual allocation to the new school will be recalculated at the point of opening. Confirmation of the funding will be considered at Full Business Case submission and is not subject to approval at this stage.

5. Legal implications

- 5.1 Legal: The recommendation can be supported from a legal point of view.
- 5.2 The Head of Legal and Democratic Services (Monitoring Officer) has commented as follows: "I note the legal comment and have nothing to add to the report".

6. Comment from local member(s)

6.1

7. Integrated Impact Assessment

- 7.1 An initial impact assessment of the preferred way forward is attached as Appendix B. The impact assessment considers the proposal's impact on the Welsh Government's well-being goals, as outlined in the Well-being of Future Generations Act.

The summary of the impact assessment is as follows:

'This impact assessment suggests that the impact is generally positive. The development of new facilities for Ysgol Calon Cymru's Llandrindod and Builth campuses address many issues related to the poor condition of the buildings. Co-locating all the English-medium pupils and Welsh-medium pupils on different sites would enable the school to provide a greater level of educational opportunities for all pupils. Improving the Welsh-medium secondary provision in Mid Powys is a key consideration as part of this development. There are currently significant concerns about the level of provision available to Welsh-medium learners in the area. Implementation of the preferred option

would lead to the establishment of a Welsh-medium all-age school in Builth Wells, enabling learners to access full Welsh-medium provision throughout their educational careers, and enabling them to become confidently bilingual, with Welsh language skills that will enable them to use these Welsh language skills throughout their lives.’

Should Cabinet approve continuing with the preferred option, the impact assessment will be regularly updated throughout the process to take account of any feedback received.

8. Recommendation

8.1 It is recommended that Cabinet approves the following:

- a) To submit a Strategic Outline Case (SOC) to the Welsh Government’s 21st Century Schools Programme for investment to develop:
 - New facilities for 925 pupils aged 11 – 18 in Llandrindod Wells, replacing the existing poor accommodation at the current Llandrindod campus – to be built on the current Llandrindod Campus;
 - New or remodelled facilities at Builth Wells to accommodate 450 pupils aged 4-18 along with early years facilities – to be built on the current Builth Wells Campus;
 - Community facilities will be included but these have not yet been defined;
 - It is the intention that the Llandrindod Wells campus would deliver English-medium provision and that the Builth Wells campus would deliver Welsh-medium provision.

- b) That officers bring back a further report to Cabinet by November 2020 outlining the detailed implementation steps, including consultation, required to achieve the new facilities.

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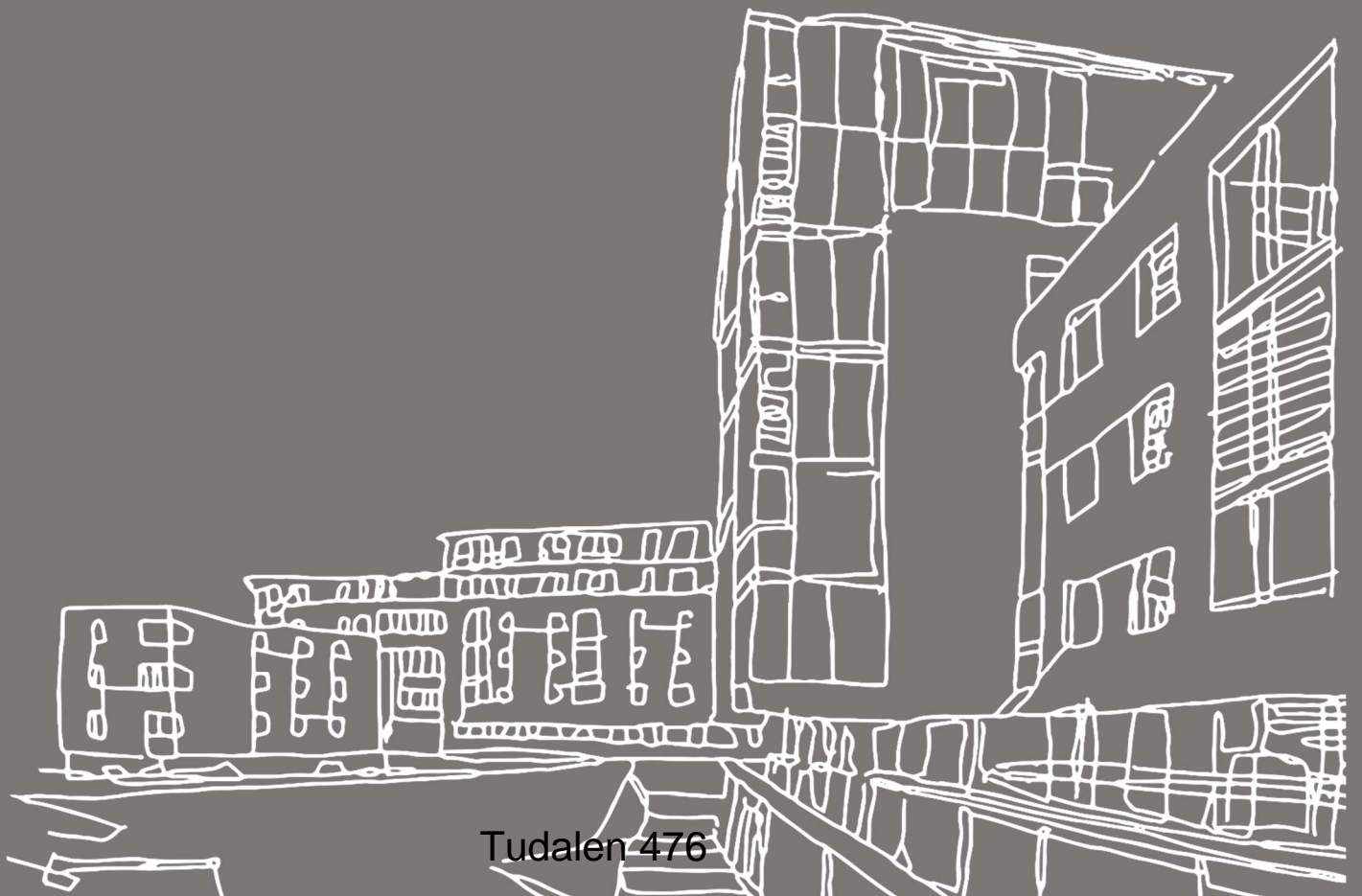
Strategic Outline Case:

Ysgol Calon Cymru

August 2020

Version 0.5





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0. Document Control

0.1 Version Control

Version	Status	Date	Author	Update
0.1	Draft	23/07/20	LD/MH	Baseline Document Created and option appraisal inserted
0.2	Update to Final draft	11/08/20	MH	Document updated to final draft stage
0.3	Reviewed Draft	13/08/20	ME/SA	Document reviewed and amendments highlighted for resolution
0.4	Final Draft	13/08/20	MH	Amendments to Final Draft completed
0.5	Revised	10/09/20	LD	Amendments following discussions with finance

1 Executive Summary

1.1 Strategic Case

The purpose of this Strategic Outline Case (SOC) is to present the case for investment for a project that seeks to establish a new model of working within Ysgol Calon Cymru – a dual-sited secondary school with campuses in Llandrindod Wells and Builth Wells. The new approach is predicated on:

1. A new 925 11-18 English-medium English-medium (EM) campus in Llandrindod Wells; plus
2. A new 450 pupil 4-18 Welsh-medium (WM) all-through campus in Builth Wells, with early years facilities.
3. The schemes would also include community facilities, although these have not been defined at this stage.

The cost of the preferred option is estimated to be £45,564,640 (excluding Risk and Optimism Bias).

A school reorganisation process, including formal consultation, may be required to achieve the above, dependent on the implementation approach.

The case for change at Ysgol Calon Cymru is based on three significant issues:

1. The current arrangement does not meet the strategic aim of the Council to improve learner entitlement and experience. The current operating model is neither educationally effective, financially efficient nor sustainable. The school had a deficit of £131k as at 31 March 2020 and is forecasting that this will increase to over £650k by the end of this financial year. There is a risk to the authority's budget if the school is unable to bring its budget back to a balanced position.
2. The condition of the Llandrindod campus, in particular, is very poor and in need of significant investment. Backlog maintenance costs on the Llandrindod campus alone are £5.05M. The Builth campus, whilst in a better condition than Llandrindod, has backlog maintenance costs of £2.07M.
3. There is a need to significantly improve the learning entitlement and experience for Welsh-medium pupils and expand the limited offer of provision currently available.

On 14 April 2020 the Council approved a new Strategy for Transforming Education in Powys 2020-30, replacing the legacy School Organisation Policy 2018. The new Strategy sought to address a number of significant concerns raised by Estyn on the progress of the Council's school reorganisation, acknowledging a historical lack of political decision making and a deep scepticism amongst the teaching profession regarding the Council's political commitment to schools and to the delivery of the improvements that are needed.

In directly addressing these issues the new Strategy outlines:

- a new vision for education in Powys;
- a summary of the challenges faced by the education sector in Powys;

- a final set of guiding principles;
- strategic aims and objectives;
- a programme of activity;
- the legislative process;
- new monitoring arrangements.

The Strategy is supported by a new Strategic Outline Programme (SOP) for capital funding for school building projects to be phased over a ten year period. The capital funding required to enable the strategy to be delivered has been estimated at £350m. This revised SOP includes provision for a change to the way that Ysgol Calon Cymru is organised, with a view to retaining two campuses, but removing the dual stream approach to English-medium and Welsh-medium Education within the school.

1.2 Economic Case

Following an initial assessment of the of the scope of work required, a long list of options was developed within the remit of the scope:

- Option 1: Backlog Maintenance/remodelling on existing campuses (2 x sites).
- Option 2: Remodelling of Builth site plus backlog maintenance on Llandrindod site.
- Option 3: Remodelling of Llandrindod site plus backlog maintenance on Builth site.
- Option 4: New build dual stream (11-18) Llandrindod (single site).
- Option 5: New build dual stream (11-18) Builth (single site).
- Option 6: Refurb/remodel Builth (11-18) and new build 11-18 Llandrindod.
- Option 7: Refurb/remodel Llandrindod (11-18) and new build 11-18 Builth.
- Option 8: New EM Secondary campus (11-18) Llandrindod and New WM all through campus (4-18) Builth (both on existing sites).
- Option 9: New EM Secondary campus (11-18) Llandrindod and New WM all through campus (4-18) Builth (new site Llandrindod and existing site Builth).
- Option 10: New WM secondary campus Builth (11-18) and EM secondary campus Llandrindod (11-18) on existing sites.
- Option 11: New EM secondary campus Builth (11-18) and WM secondary campus Llandrindod (11-18) on existing sites.

Each of these options were subjected to a review of advantages and disadvantages and an appraisal against the Investment Objectives and Critical Success Factors agreed by the Powys officers team.

During the appraisal, it was clear that Option 1 (Do Nothing) did not sufficiently meet the Investment Objectives or Critical Success Factors, but was carried forward as a baseline comparator, in line with the guidance in the HM Treasury Green Book.

As a result of this, the following three options were short-listed for Economic and Financial appraisal:

1. Option 1: Backlog Maintenance/remodelling on existing campuses (2 x sites).
2. Option 8: New EM Secondary campus (11-18) Llandrindod and New WM all through campus (4-18) Builth (both on existing sites).
3. Option 10: New WM secondary campus Builth (11-18) and EM secondary campus Llandrindod (11-18) on existing sites.

The short-listed options were assessed over a 60 year period (20 years in the case of Option 1, Do Nothing), to understand the Net Present Cost (NPC) and Equivalent Annual Cost (EAC) of each option.

As the assessment periods were not uniform, the Equivalent Annual Cost is deemed the main point of comparison between the options.

The Economic Appraisal resulted in the following outcome:

Discounted Cash flow (DCF) Summary Sheet		Inc. Optimism Bias		Excl. Optimism Bias	
Option No.	Option Name/Description	NPC (£m)	EAC (£m)	NPC (£m)	EAC (£m)
1:	Backlog Maintenance/remodelling on existing schools (2 x sites).	117.8	8.01	116.1	7.89
8:	New EM Secondary school (11-18) Llandrindod and New WM all through school (4-18) Builth (both on existing sites)	229.1	8.73	201.7	7.69
10:	New WM secondary Builth (11-18) and EM secondary Llandrindod (11-18) on existing sites.	230.2	8.78	209.3	7.98

DCF = Discounted Cash flow

NPC = Net Present Cost

EAC = Equivalent Annual Cost

Option 8 ranks as 'best' against the Economic appraisal. Option 10 is second of three – leaving Option 1 (Do Nothing) as the least favourable option in both appraisals.

1.3 Commercial Case

The Council has good experience of working with contractor frameworks and has achieved positive outcomes using such frameworks. The Council has therefore concluded that the optimum procurement route will be to use the revised SEWSCAP framework that was re-launched in June 2019 (SEWSCAP 3).

1.4 Financial Case

Project Costs	
Capital Cost	£45,564,640
Optimism Bias	£10,935,514
Risk	£4,556,464
VAT (only to be included where non-recoverable by applicant)	N/A
Total Project Cost (inclusive of optimism bias and risk)	£61,056,618
Welsh Government Contribution (65%)	£39,686,802
PCC Contribution (35%)	£21,369,816

In terms of overall affordability and balance sheet treatment, a balance sheet asset addition of £45,564,640 will be made for the new school campuses. Short term additional funding is required of £45,564,640 for years 0 through 3 (inclusive), excluding VAT, retained risks and optimism bias. There is also an ongoing requirement for revenue funding of £6,600,311 (year 4 only) and £5,629,367 per annum thereafter, from the inception of the new build school campuses. This reflects a reduction in current revenue costs of approximately £736K per annum.

The Band B submission has been scrutinised and assessed by the Council's Section 151 Officer for affordability in light of the 65% programme intervention rate.

The Council's funding to support these projects will be considered as part of the overarching financial strategy for the delivery of the entire Council's Strategy for Transforming Education in Powys 2020-30.

1.5 Management Case

This scheme is a constituent of Powys County Council's Transforming Education Programme, and has been identified within that Programme as a priority. It will be managed in accordance with best practice in programme and project management principles – MSP and PRINCE2 to provide a systematic and effective delivery framework.

Outline Project Plan

Date	Actions (commencement)
10/2020	Statutory Consultation
06/2021	RIBA Stages 0 -2 completed

Date	Actions (commencement)
07/2021	Decision on Consultation Tender document issued Planning application made
09/2021	OBC approved
09/2021	Planning Approval Appoint Design and Build Contractor
06/2022	Complete RIBA Stage 4 Construction Mobilisation Commence
07/2022	Submit FBC to PCC Cabinet Submit FBC to WG Construction Commence
08/2022	FBC approval
09/2024	New Llandrindod campus Open
01/2025	Builth campus remodelled and operational

2 Strategic Case

2.1 Strategic Fit

2.1.1 National Strategies

The proposals contained within this business case contribute to the following national and international strategies and policies:

- United Nations Convention on the Rights of the Child;
- Wellbeing and Future Generations Act 2015;
- The Learning Country: Vision into Action 2008;
- Skills framework for 3-19 year olds in Wales 2008;
- One Wales: One planet, a new sustainable development scheme for Wales May 2009 or any successor strategy;
- Learner Travel Operational Guidance - April 2009;
- A Curriculum for all Learners 2010;
- Measuring the capacity of schools in Wales – Circular 021/2011;
- Welsh Government Welsh Medium Education Strategy 2010;
- Improving Schools National Implementation Plan 2012-15;
- A Living Language: A language for Living: Welsh Language Strategy 2012-17;
- Building a Brighter Future: Early Years and Childcare Plan 2013;
- The Curriculum for Wales
- School Standards and Organisation (Wales) Act 2013;
- School Organisation Code 2018;
- School Organisation: Consultation with Children and Young People – Guidance Document 2013.

2.1.2 Local Strategies

- Vision 2025 sets out the Cabinet's priorities for the council up to 2025. 'Strengthening Learning and Skills' is one of the four priorities outlined within this vision;
- Strategy for Transforming Education in Powys, which sets out Powys' approach to developing the school infrastructure and the planning of school places;
- Welsh in Education Strategic Plan 2017-20 sets out the council's priorities for developing Welsh-medium provision within Powys;
- Powys Community Focused Schools Strategy, which ensures that key services are sufficiently integrated and able to work collaboratively;

- Powys Carbon Reducing & Sustainability Strategies, which identifies that all new schools will be part of a new generation of energy efficient buildings;
- Powys Regenerations Strategy aims to deliver outcomes which will have a positive impact upon the physical, social, environmental, economic and cultural attributes of the county; and
- Powys ICT Strategy which aims at delivering learners' entitlement to use technology to support their learning and to enable schools to become more innovative and effective in their teaching and learning.

2.2 Case for Change

2.2.1 Investment Objectives

The Investment Objectives underlying the case for change for this project are:

1. Provide learners with the opportunity to access a broad and relevant curriculum, that meets their individual needs, extends their aspirations and widens their ambitions.
2. Develop an educational model that meets the aspirations of the Curriculum for Wales 2022, ensuring that all learners, regardless of background or ability, are engaged in meaningful lifelong learning and have an equal opportunity to achieve the highest standards.
3. A fit for purpose building solution that delivers a stimulating and technologically progressive learning environment and ensures the economic, environmental and financial sustainability of the school.
4. To remove non DDA compliant condition C and D buildings, reduce backlog maintenance and provide full accessibility to all pupils, staff and visitors.
5. To promote the Welsh language and culture by meeting and stimulating the demand for Welsh-medium Education and by providing access to high quality provision through all key stages in Mid Powys.
6. To promote the welfare of children and young people by providing an optimal safeguarding environment through a child centred and coordinated approach.
7. Provide facilities that benefit the local community and strengthen partnership working in a way that mobilises, encourages, connects and supports people to take action and make a collective difference to children, young people and families.

2.2.2 Targets and measures

The following table identifies the measures and targets that will be utilised to ensure that the identified investment objectives are SMART.

Table 1 – Targets and Measures

Investment Objectives	Target	Measure
<p>1. Provide learners with the opportunity to access a broad and relevant curriculum, that meets their individual needs, extends their aspirations and widens their ambitions.</p>	<ul style="list-style-type: none"> • Improved motivation, engagement, attendance & extracurricular involvement as evidenced by: <ol style="list-style-type: none"> 1) School Self Evaluation 2) School Improvement Plan 3) Estyn inspection 4) Local authority review 	<ul style="list-style-type: none"> • All aspects of pupil wellbeing (as detailed in Estyn guidance) to be awarded a judgement of at least Good by September 2026 • Local Authority core visits report improved engagement, motivation and pupil wellbeing by September 2026 • Attendance percentage rate to increase to 95% for the academic year 2025/2026
<p>2. Develop an educational model that meets the aspirations of the Curriculum for Wales 2022, ensuring that all learners, regardless of background or ability, are engaged in meaningful lifelong learning and have an equal opportunity to achieve the highest standards.</p>	<ul style="list-style-type: none"> • A broad and balanced curriculum offer that allows for all pupils, regardless of their background, language or ability to flourish and grow without any barriers into capable, healthy, confident, and ethically informed citizens. • Every pupil will be effectively prepared to contribute fully as ambitious and enterprising individuals for the changing local, national and global social and economic demands of the 21st century. • Outcomes and progress for all pupils will be of the highest level. 	<ul style="list-style-type: none"> • All pupils to have access to a broad and balanced curriculum and to leave Ysgol Calon Cymru with strong outcomes and as confident and capable individuals. • Local Authority core support visit reports demonstrate strong provision and pupil outcomes at all key stages. • Strong outcomes in all areas of an Estyn core inspection. • KS3 outcomes demonstrate strong pupil progress from KS2 and outcomes at KS4 and KS5 are above or at least in line with similar schools for all key performance indicators.

Investment Objectives	Target	Measure
3. A fit for purpose building solution that delivers a stimulating and technologically progressive learning environment and ensures the economic, environmental and financial sustainability of the school.	<ul style="list-style-type: none"> Reduction in energy use and carbon emissions. 	<ul style="list-style-type: none"> Reduction in combined gas and electricity consumption to 124kwh/m2 by September 2025; Reduction in CO2 emission to 19.7kg/m2 by September 2025.
4. To remove non DDA compliant condition C and D buildings, reduce backlog maintenance and provide full accessibility to all pupils, staff and visitors.	<ul style="list-style-type: none"> Reduced backlog maintenance and accessibility costs; School campuses are DDA compliant. 	<ul style="list-style-type: none"> Reduction in backlog maintenance and accessibility costs by £7.1m by March 2024; Both new campuses are DDA compliant upon opening in March 2024.
5. To promote the Welsh language and culture by meeting and stimulating the demand for Welsh-medium Education and by providing access to high quality provision through all key stages in Mid Powys.	<ul style="list-style-type: none"> Increased number of learners studying through the medium of Welsh. 	<ul style="list-style-type: none"> 100% of learners in the Builth and Llandrindod catchment areas have the opportunity to study at a Welsh Medium School by March 2024; Increase in the % of primary pupils taught through the medium of Welsh in the Builth and Llandrindod catchments by September 2029; Increase in the % of secondary pupils taught through the medium of Welsh in the Builth and Llandrindod catchments by September 2029;

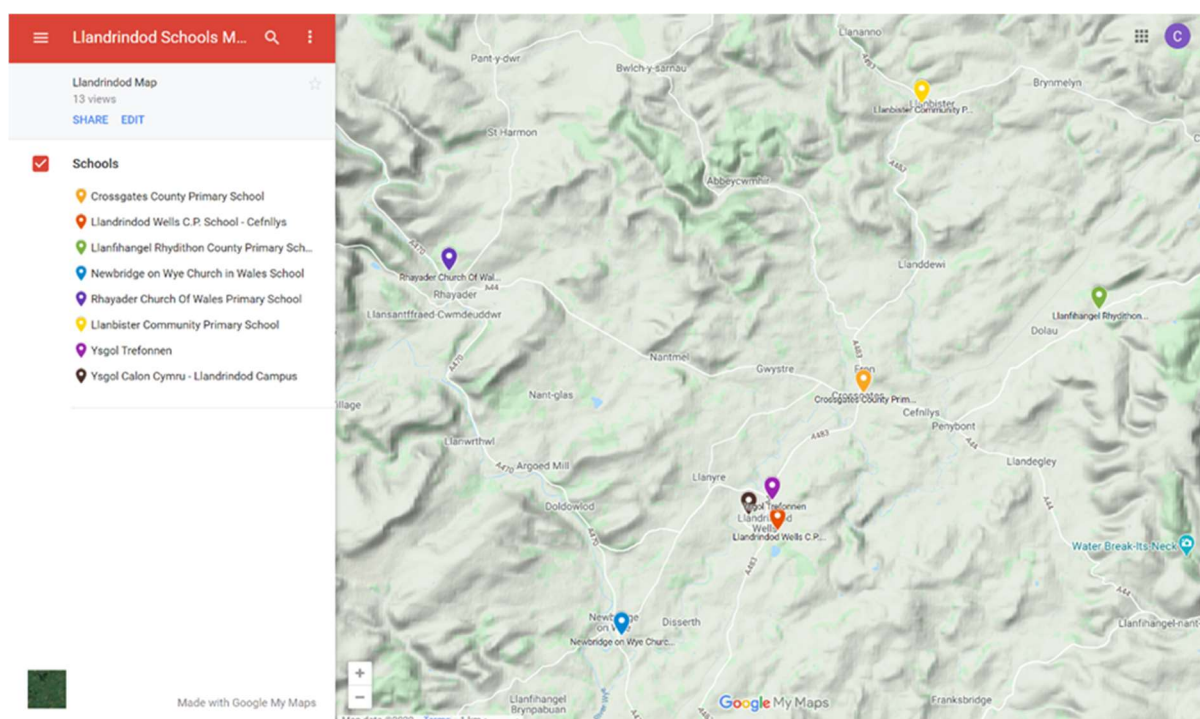
Investment Objectives	Target	Measure
	<ul style="list-style-type: none"> • Broader Welsh medium curriculum available to learners at all key stages. 	<ul style="list-style-type: none"> • Curriculum fully available through the medium of Welsh at all key stages by March 2024.
<p>6. To promote the welfare of children and young people by providing an optimal safeguarding environment through a child centred and coordinated approach</p>	<ul style="list-style-type: none"> • Building design meets building bulletin requirements and has appropriately designed safeguarding arrangements. 	<ul style="list-style-type: none"> • Achieved through design from opening of new school campuses.
<p>7. Provide facilities that benefit/ the local community and strengthen partnership working in a way that mobilises, encourages, connects and supports people to take action and make a collective difference to children, young people and families.</p>	<ul style="list-style-type: none"> • Increased usage of community facilities 	<ul style="list-style-type: none"> • % increase in usage of community facilities within 18 months of opening

2.2.3 Existing Arrangements

Ysgol Calon Cymru was established in 2017 following the merger of Llandrindod High School and Builth Wells High School, as part of the Council's Secondary School Reorganisation Programme. The school is an 11 – 18 school that operates across two campuses in Llandrindod Wells and Builth Wells. The school is a dual-stream school. Welsh-medium and English-medium provision are delivered on the Builth Wells campus, English-medium provision is delivered on the Llandrindod Wells campus.

The location of the two campuses in relation to the towns and communities that make up the Llandrindod and Builth catchments are shown in figures one and two below.

Figure 1: Llandrindod Area School Catchment

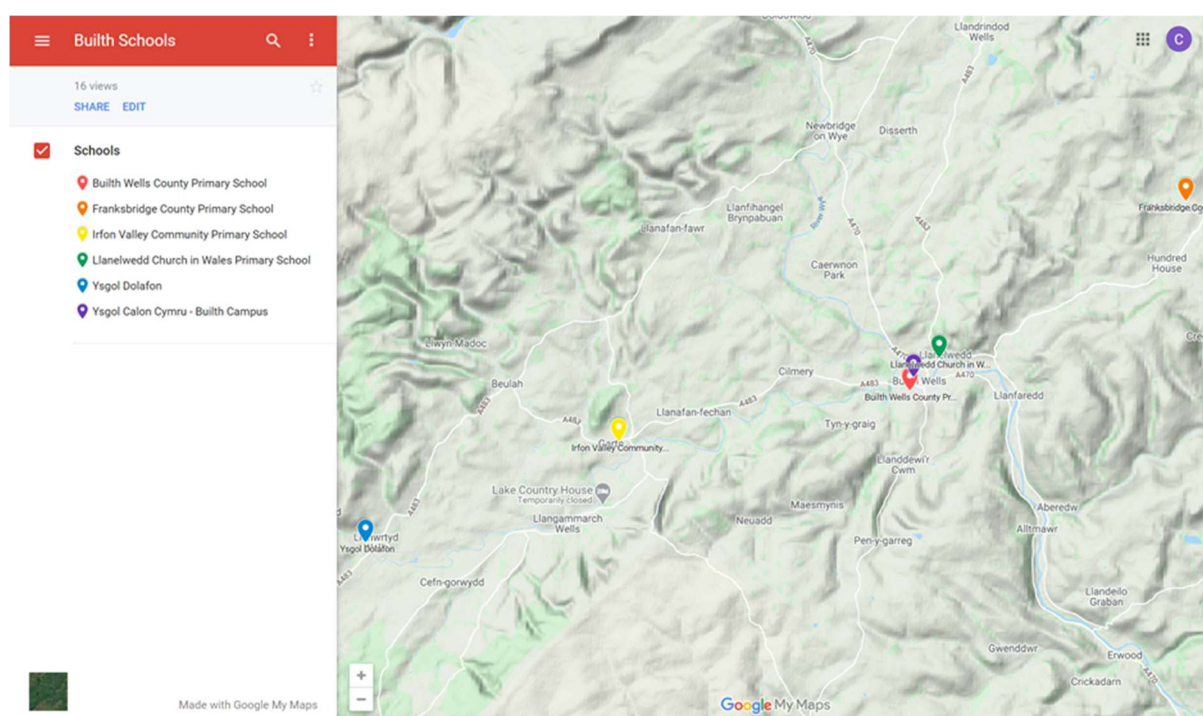


There are seven schools in and around the town of Llandrindod. The school estate in this area comprises one bilingual (type C) secondary school and six primary schools, three of which (Newbridge, Rhayader and Trefonnen) are Church in Wales Schools. Rhayader CIW Primary School and Ysgol Trefonnen CIW Community Primary School are dual stream schools. The remaining five primary schools are English medium schools.

The number of places available across the school estate within the catchment is broadly balanced to the current level of demand. There are a total of 1058 primary school places and 972 current pupils (91.9% full). Short-term forecasts for future demand predict that there will be limited change in the number of pupils within the area, with a predicated number of primary pupils of 970 in 2024.

With the exception of Llanbister Community Primary (category C), the general condition of the primary school infrastructure within the catchment is reasonably good with a range of category A and B condition schools. Outstanding backlog maintenance liabilities are also limited with only Llanbister Community Primary showing any significant requirements (circa £387k). Conversely the Llandrindod campus of Ysgol Calon Cymru is in relatively poor condition with a mixture of C/D buildings and outstanding liabilities in excess of £5m. From an infrastructure perspective the clear priority for the Council within the catchment is for investment in and redevelopment of the secondary school.

Figure 2: Builth Area School Catchment



The Builth catchment area features six schools, five primary and one secondary school campus. Llanelwedd is the only Church in Wales school in this area. Builth Wells Community Primary is a dual stream primary. The remaining five primary schools are English medium.

There are currently a total of 426 pupils attending the five catchment primary schools, while there are a total of 506 places (84.2% full). Unlike the Llandrindod catchment the number of pupils forecast to attend catchment schools in 2024 is predicted to fall, with a decrease of 11% or 47 places over this period.

The school infrastructure within the catchment is not in as good condition as that found in the Llandrindod catchment with a mixture of condition B and C school buildings. Three of the six schools have substantial outstanding backlog maintenance liabilities, with circa £430K at both Irfon Valley and Ysgol Dolafon and in excess of £2m at Ysgol Calon Cymru Builth campus.

Figure 3: Ysgol Calon Cymru Llandrindod Campus



Figure 4: Ysgol Calon Cymru Builth Campus



Table 2 – Ysgol Calon Cymru Summary Information

Language Category	Bilingual (Type C)
Age range	11-18
Total number of places in school	708 (Llandrindod) 698 (Builth)
Number of pupils	1044
Level of surplus places	362 (26%)
Welsh Medium Pupils	156
ALN/SEN Pupils	15% (School Action)
Free School Meals	11.1%
Pupils from ethnic minorities	4.6%
Number of Teachers	62.4
Pupil Teacher Ratio	16.5%
National School Categorisation	Red

Table 3– Learner Outcomes

Area	Literacy	Numeracy	Science	Welsh Bacc.
Ysgol Calon Cymru	43.2	38.5	40.6	31.3
Local Authority	40.1	38.3	38.4	36.6
Wales	39.0	37.3	36.8	37.5

Table 4 – Present & forecast pupil numbers

School	Jan 2020	Jan 2021	Jan 2022	Jan 2023	Jan 2024
Ysgol Calon Cymru	1044	1027	981	964	944

Table 5– Latest condition assessments

School	Condition	Suitability	Backlog
Builth Campus	C	B	£2,071,850
Llandrindod Campus	C/D	B/C	£5,052,435

2.2.4 Problems with the status quo

There are a raft of problems associated with the existing 'Calon Cymru' model. There are three significant issues:

- **Key issue 1:** The current arrangement does not meet the strategic aim of the Council to improve learner entitlement and experience. The current operating model is neither educationally effective, financially efficient nor sustainable. The school had a deficit of £131k as at 31 March 2020 and is forecasting that this will increase to over £650k by the end of this financial year. There is a risk to the authority's budget if the school is unable to bring its budget back to a balanced position.
- **Key issue 2:** The condition of the Llandrindod campus, in particular, is very poor and in need of significant investment. Backlog maintenance costs on the Llandrindod campus alone are £5.05M. The Builth campus, whilst in a better condition than Llandrindod, has backlog maintenance costs of £2.07M.
- **Key issue 3:** There is a need to significantly improve the learning entitlement and experience for Welsh-medium pupils and expand the limited offer of provision currently available.

These are detailed further below:

- The condition of school buildings is poor, with the most recent building condition surveys showing that the Llandrindod campus is at 'end of life' stage (Condition D) and there is a risk of business failure unless this is addressed.
- There is still not a single culture with Ysgol Calon Cymru - individual cultures continue to exist. The campuses service two different communities with different needs.
- Pupils are not getting the optimal access to education or educational experience and are unable to access a broad enough curriculum offer.
- Pupils are not getting the provision that they need because of split resources, which leads to poor behaviour and, in turn, money being spent on pastoral care instead of education.
- There are significant safeguarding issues at the Builth Wells campus
- Duplicate provision means that costs, effort and resources are not effective (e.g. some classrooms stand empty for half of the week).
- Years 12 and 13 miss out on the full post 16 experience, due to a split site for the 6th form. Many post 16 learners choose to attend providers outside of Powys, with additional and extensive travel required.
- Welsh Medium offering is sub-standard. The Welsh-medium subject offer is limited, increasingly so as learners move through the school into Key Stage 4 and the sixth form.
- Due to the lack of progression routes for Welsh-medium pupils, it is noted that some learners who attend Welsh-medium primary provision in the area choose to attend English-medium provision when they are of secondary school age. This does not enable the creation of a critical mass required to develop a wider curriculum, and does not support the development of fully bilingual citizens.

2.3 Welsh Medium Education

There is a range of Welsh Medium education provision within the Builth and Llandrindod catchment areas. In the primary sector, Welsh-medium provision is delivered at three dual stream primary schools. In the secondary sector, Welsh-medium provision is delivered on the Builth site of Ysgol Calon Cymru, through a dual stream arrangement.

As indicated in section 2.2.4 above, there are issues with the quality and sustainability of Welsh Medium Education in the catchment area. This is particularly the case in respect of secondary provision.

In April 2020, the Council approved a new Strategy for Transforming Education in Powys. The Strategy outlines a number of challenges facing education in Powys, one of which is 'Inequality in access to Welsh-medium education'. In respect of secondary provision, the strategy states that:

'The size and proportion of the secondary streams varies considerably across the county, and the range of subjects available through the medium of Welsh also varies significantly. The curriculum offer is increasingly limited for Welsh-medium learners, and there is significant concern amongst the profession regarding the commitment of the authority to learners who study in Welsh.'

In order to address the issues with Welsh-medium provision in the county, the Strategy includes an aim to 'improve access to Welsh-medium provision across all key stages.'

The current Welsh-medium provision at Ysgol Calon Cymru does not meet the Council's aspirations for Welsh-medium provision. Ensuring that learners can access comprehensive Welsh-medium provision throughout their educational careers will be a key requirement of this project.

The Council's aspiration is to provide Welsh-medium provision which acts as a hub for mid Powys and potentially beyond, which would ultimately be more attractive to prospective learners, leading to an increase in the number of learners choosing Welsh-medium education in the catchment, and contributing to the Welsh Government's aspiration to achieve a Million Welsh Speakers by 2050.

2.4 Childcare/Nursery Provision

The following Childcare/Nursery provision is currently provided in the Ysgol Calon Cymru catchment area:

Llandrindod area:

- Cylch Meithrin Llandrindod, located on the site of Trefonnen CiW Community Primary School
- Trefonnen Early Years, located on the site of Trefonnen CiW Community Primary School
- Pips Bach Cefnlllys, located on the site of Llandrindod CP School Cefnlllys

- Cylch Meithrin Rhayader, located on the site of Rhayader CiW School
- Rhayader under 5's, located in Rhayader cricket club
- Little Acorns, located on the site of Crossgates CP School
- In addition, there are three private nurseries in the Llandrindod Wells area – Jigsaw pre school, First Steps and Little Rascals

Builth Wells area:

- Cylch yn yr Ysgol, located on the site of Builth Wells CP School
- Llanelwedd Little Learners, located on the site of Llanelwedd CiW Primary School
- Newbridge on Wye, located on the site of Newbridge on Wye CiW Primary School
- Dolafon Ducklings, located on the site of Ysgol Dolafon
- Irfon Valley Rainbow Tots, located on the site of Irfon Valley CP School

Powys County Council is committed to providing suitable infrastructure to enable providers to provide the 30-hour childcare scheme. Whether or not there is a need to incorporate nursery / early years provision will be a key consideration in respect of any construction project, particularly so where this includes primary provision. As this scheme proceeds, the Council will take a holistic approach based on community needs to determine whether early years provision, including nursery provision, is required as part of the scheme.

A community use strategy is also developed as part of all construction schemes, and consideration will be given in the design stages as to the need for provision such as after school, breakfast and holiday clubs.

2.5 Active Travel

It is the council's view that active travel is essential to encourage staff, pupils and wider members of the community to walk and cycle to new facilities, meaning that more people can enjoy the benefits of active travel.

Any construction project taken forward based on this SOC will be developed in line with the Welsh Government Active Travel Wales Act (2013) and design guidance, with the aim of improving active travel links.

Active travel will be considered early on in site selection and feasibility stage.

2.6 Community/Sports Facilities

Community/Sports Facilities are currently provided at both Ysgol Calon Cymru campuses.

The Llandrindod Sports Centre is located on the school's Llandrindod campus. The centre includes a 20 metre swimming pool as well as a sports hall and access to a range of exercise classes.

Builth Wells Sports Centre is located on the school's Builth campus. The centre houses a sports hall and gym, and provides access to a range of fitness classes. There is also a

swimming pool at Builth Wells, this is located in a separate building outside the school grounds.

The Council acknowledges the benefits of incorporating community and sports facilities in school construction projects. This is reflected in the Council's Strategy for Transforming Education in Powys, which includes a commitment to 'a major capital investment programme that will ensure that schools in Powys have inspiring, environmentally sustainable buildings that can provide opportunities for wider community activity, including where possible childcare services, early years, ALN, multi-agency support and community and leisure facilities'.

As the scheme moves forward, the Council will take a holistic approach based on community needs to determine what community facilities are included within each scheme. All developments will be in line with Building Bulletin and Sport Wales guidance.

2.7 Main Benefits

The main benefits associated with the strategic case are outlined below:

Table 6 – Benefits by Investment Objective

Investment Objectives	Benefit
1. Provide learners with the opportunity to access a broad and relevant curriculum, that meets their individual needs, extends their aspirations and widens their ambitions.	<ul style="list-style-type: none"> • Improved motivation of students and teachers – less sickness absence and improved school attendance rates. • Improved pupil satisfaction and a reduction in the number of incidences of poor behaviour. • Opportunities for teachers to broaden their skill sets
2. Develop an educational model that meets the aspirations of the Curriculum for Wales 2022, ensuring that all learners, regardless of background or ability, are engaged in meaningful lifelong learning and have an equal opportunity to achieve the highest standards.	<ul style="list-style-type: none"> • Broadest curriculum available to teachers and learners; • School will be able to attract new teaching staff becomes of the breadth and depth of curriculum; • Improved reputation of the school; • Increased number of lifelong learning opportunities for the local communities; • Improved educational outcomes • Increased numbers of learners who transfer into further and higher education; • Reduced travel to learn time and costs. • Improved use of assets (Human Capital and physical assets) and improved Value for Money (through a reduction in revenue costs).

Investment Objectives	Benefit
<p>3. A fit for purpose building solution that delivers a stimulating and technologically progressive learning environment and ensures the economic, environmental and financial sustainability of the school.</p>	<ul style="list-style-type: none"> • Reduction in energy use and carbon emissions; • Removal of surplus places across the catchment; • Improved environmental efficiency • Reduced energy costs and usage; • Increased number of opportunities for young people to engage with technology.
<p>4. To remove non DDA compliant condition C and D buildings, reduce backlog maintenance and provide full accessibility to all pupils, staff and visitors.</p>	<ul style="list-style-type: none"> • Reduced backlog maintenance and accessibility costs (£7.1M); • School campuses become DDA compliant.
<p>5. To promote the Welsh language and culture by meeting and stimulating the demand for Welsh-medium Education and by providing access to high quality provision through all key stages in Mid Powys.</p>	<ul style="list-style-type: none"> • Increased number of learners studying through the medium of Welsh; • Broader Welsh medium curriculum available to learners at all key stages; • Welsh Medium provision to meet untapped (latent) demand in the Mid Powys area; • Increased use of the Welsh Language in day to day life in Mid Powys.
<p>6. To promote the welfare of children and young people by providing an optimal safeguarding environment through a child centred and coordinated approach.</p>	<ul style="list-style-type: none"> • Reduction in the number of safeguarding incidents on Ysgol Calon Cymru schools campuses; • Better environment (by design) to provided safe space for children in the new school campuses.

Investment Objectives	Benefit
7. Provide facilities that benefit the local community and strengthen partnership working in a way that mobilises, encourages, connects and supports people to take action and make a collective difference to children, young people and families.	<ul style="list-style-type: none"> • Opportunities for life long learning in the communities of Builth and Llandrindod Wells; • Improved leisure opportunities for the communities of Builth and Llandrindod Wells.

2.8 Main Risks

The main risks associated with the strategic case are outlined below.

Table 7 – Strategic Risks and Countermeasures

Main Risk	Counter Measures
Business and Political Risks	
1. An unexpected reduction in the level/availability of capital or revenue funding leads to delays and reduction in the scope of the project.	No contractual commitments will be made until firm assurances have been given regarding the affordability and availability of funding.
2. The project requires political endorsement	The Council's Cabinet has given approval in principle to the project and will be kept informed as the project develops.
3. Pupil numbers fall in the short term, making it more difficult to make the case	Detailed (long term) strategic planning about Welsh & English Medium education (including Post 16) in mid Powys to underpin the business case.
Service Risks	
1. Legislative changes	Plan flexibility into the options where possible.
2. WG policy changes	Plan flexibility into the options where possible.

External Environmental Risks	
1. Issues relating to planning permission or planning constraints	Early engagement with the Local Authority Planning Department on the proposed site and to identify any issues relating to planning permission or planning constraints.
2. Covid 19	Early engagement with contractors to establish an appropriate risk response

2.9 Project Constraints

The project is subject to the following constraints:

- Availability of capital funding from Welsh Government and Powys County Council for any new build required;
- Any planning consent which may be required for any new build required;
- Requirement to meet BREEAM Excellent standard;
- Need to minimise negative impact on current pupils.

2.10 Project Dependencies

The project dependencies are as follows:

- Political support at local and national level;
- Successful statutory consultation;
- Stakeholder support – parents, governors, community, diocesan education authority;
- Capital funding from Welsh Government and Powys County Council;
- Internal officer capacity;
- Capacity of other service areas to provide support;
- Planning permission and any other statutory consents that may be required.

3 Economic Case

3.1 Critical Success Factors

CSF1: Strategic Fit

- The option must satisfy all 5 investment objectives and business needs
- The option must optimise the benefits as presented in the Main Benefits Criteria
- The option must be aligned with and promote the national, regional and local strategies

CSF2: Potential Value for Money (VFM)

- The option must optimise the resources available for the delivery of learning
- The option must provide value for money in the delivery of learning

CSF3: Potential Achievability

- The option must be acceptable to learners, staff, governors and the wider community;
- The option must be politically acceptable at local, county and national level;
- The option must be achievable within current legislation;
- The options must be operationally achievable/physically achievable.

CSF4: Supply side Capacity and Capability

- The option must secure sufficient appropriate resources and expertise to be deployed within Powys to achieve the investment objectives.

CSF5: Potential Affordability

- The extent to which the option is affordable within the forecasted revenue of participating organisations;
- The extent to which the option is affordable within the forecasted capital finding of participating organisations.

3.2 Long List Options

The long list of options was generated by a cross departmental group of stakeholders at a workshop held on Thursday 15th July 2020. The following individuals were present:

- Marianne Evans – Senior Manager Education Services;
- Sarah Astley – Programme Manager;
- Eurig Towns – Senior Challenge Advisor;
- Anwen Orrells – Challenge Advisor
- Glyn Whiteford – Challenge Advisor;
- Mari Thomas – Finance Manager;
- Sharon Hughes – Senior Foundation Phase Advisor.

3.3 Scope Appraisal

3.3.1 Options

Minimum Scope:

Continue with EM campus (11-18) and continue dual stream campus (11-18);

Intermediate Scope:

1. Continue with existing dual stream campus (11-18) on 1 site;
2. 1 x WM Secondary campus (11-18) and 1 x EM all through campus (4-18);
3. 1 x EM Secondary campus (11-18) and 1 x WM all through campus (4-18);
4. 2 x secondary campuses 11-18 (1 x English Medium, 1 x Welsh Medium);

Maximum Scope:

5. 2 x all through campuses 4-18 (1 x English Medium, 1 x Welsh Medium);
6. 2 x all through campuses 4-18 (both English Medium);
7. 2 x all through campuses 4-18 (both Welsh Medium).

3.3.2 Advantages and Disadvantages

Table 8 – Scope advantages and disadvantages

Continue with EM campus (11-18) and continue dual stream campus (11-18);	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Minimises disruption for pupils, parents and teachers; • Maintains secondary education provision in both towns; • No additional transport costs; 	<ul style="list-style-type: none"> • Does not address the deficit issues in the current school budget; • Has limited potential for achievement of ongoing revenue savings for PCC; • Does not enhance transition from Primary to Secondary education within the catchment; • Does not enable a broader more wide ranging curriculum to be provided; • Learners will still need to travel between schools to access subjects if they choose an offer that are not available; • Would not improve Welsh-medium provision.
Continue with existing dual stream campus (11-18) on 1 site;	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Reduces the cost of staff travel incurred as part of two campus solution; 	<ul style="list-style-type: none"> • One community will lose its local secondary school provision;

<ul style="list-style-type: none"> • Reduces unproductive travel time for staff in moving between sites; • Provides economies of scale through a single site solution; • Increases the critical mass of pupils on one site thereby increasing the viability of the school; • Creates a critical mass of pupils at post-16, enabling more subjects to be delivered from one location and minimising the requirement for additional inter-school travel and transport; • Larger school may enable wider curriculum and a greater degree of pupil choice in course selection; • Frees up one site for a capital receipt 	<ul style="list-style-type: none"> • Increased learner travel time for those residing in the community which loses its secondary school; • Substantially increased school transport costs; • Pupils living in the catchment that loses its school may find it more difficult to access after-school activities due to living further away from the school, and the reliance on home-to-school transport; • Welsh-medium stream would become a smaller percentage of the overall school numbers, making it more difficult to promote a Welsh-medium ethos than currently happens on the Bulth campus of Ysgol Calon Cymru. • Does not align to current PCC strategic education policies.
<p>1 x WM Secondary campus (11-18) and 1 x EM all through campus (4-18);</p>	
<p>Advantages</p>	<p>Disadvantages</p>
<ul style="list-style-type: none"> • Maintains secondary education provision in both towns; • Continuity of education across all key stages in English medium education; • Enables clear choice for parents in school selection based on language category; • Single language medium schools are more cost efficient to run than dual stream equivalents; • Delivers a broad Welsh-medium curriculum in a central location for both Mid and South Powys; • Supports WG ambitions for one million Welsh speakers by 2050. 	<ul style="list-style-type: none"> • Does not enhance transition from Welsh medium Primary to Secondary education within the catchment; • Welsh-medium campus would be small initially; • Increased level of surplus places in the Welsh-medium campus; • Integrated all through model for education would offer limited value for money in Llandrindod due to relatively good condition of primary school infrastructure; • Likely to result in an increase in school transport costs.
<p>1 x EM Secondary campus (11-18) and 1 x WM all through campus (4-18);</p>	
<p>Advantages</p>	<p>Disadvantages</p>
<ul style="list-style-type: none"> • Would maintain secondary education provision in both towns; • Continuity of education across all key stages in Welsh-medium education; • Enables clear choice for parents in school selection based on language category; • Single language medium schools are more cost efficient to run than dual stream equivalents; • Likely to enable a wider range of Welsh-medium post-16 subjects to be made available; 	<ul style="list-style-type: none"> • Does not enhance transition from English medium Primary to Secondary education within the catchment; • Pupil numbers in the Welsh-medium campus would be small initially, particularly in the secondary sector; • Sixth form pupil numbers in the Welsh-medium campus would be small initially, and may need to collaborate with the English medium school to meet the Learning and Skills Measure; • Increased level of surplus places in the Welsh-medium campus;

<ul style="list-style-type: none"> Delivers a broad Welsh-medium curriculum in a central location for both Mid and South Powys; Supports WG ambitions for one million Welsh speakers by 2050. 	<ul style="list-style-type: none"> Likely to result in an increase in school transport costs.
2 x secondary campuses 11-18 (1 x English Medium, 1 x Welsh Medium);	
Advantages	Disadvantages
<ul style="list-style-type: none"> Maintains secondary education provision in both towns; Enables clear choice for parents in school selection based on language category; Single language medium schools are more cost efficient to run than dual stream equivalents; Delivers a broad Welsh-medium curriculum in a central location for both Mid and South Powys; Supports WG ambitions for one million Welsh speakers by 2050. 	<ul style="list-style-type: none"> Does not enhance transition from Welsh or English medium Primary to Secondary education within the catchment; Pupil numbers in the Welsh-medium campus would be small initially; Sixth form pupil numbers in the Welsh-medium campus would be small initially, and may need to collaborate with the English medium school to meet the Learning and Skills Measure; Increased level of surplus places in the Welsh-medium campus; Likely to result in an increase in school transport costs.
2 x all through campuses 4-18 (1 x English Medium, 1 x Welsh Medium);	
Advantages	Disadvantages
<ul style="list-style-type: none"> Maintains secondary education provision in both towns; Continuity of education across all key stages in English and Welsh medium education; Enables clear choice for parents in school selection based on language category; Single language medium schools are more cost efficient to run than dual stream equivalents; Likely to generate some efficiencies in the management structures of re-organised schools; Delivers a broad Welsh-medium curriculum in a central location for both Mid and South Powys Likely to enable a wider range of Welsh-medium post-16 subjects to be made available; Supports WG ambitions for one million Welsh speakers by 2050. 	<ul style="list-style-type: none"> Pupil numbers in the Welsh-medium campus would be small initially, particularly in the secondary sector; Sixth form pupil numbers in the Welsh-medium campus would be small initially, and may need to collaborate with the English medium school to meet the Learning and Skills Measure; Increased level of surplus places in the Welsh-medium campus; Integrated all through model for education in Llandrindod offers limited value for money due to relatively good condition of primary school infrastructure; School reorganisation has the potential to unsettle the currently well managed, popular and successful primary provision in Llandrindod; Requires substantial school re-organisation, associated consultation and officer time to deliver; Very complex consultation with the potential for significant local objections; Likely to result in an increase in school transport costs.
2 x all through campuses 4-18 (both English Medium);	

Advantages	Disadvantages
<ul style="list-style-type: none"> • Maintains secondary education provision in both towns; • Continuity of education across all key stages in English medium education; • Single language medium schools are more cost efficient to run than dual stream equivalents; • Likely to generate some efficiencies in the management structures of re-organised schools. 	<ul style="list-style-type: none"> • Would not provide opportunities for learning through the medium of Welsh at secondary school age for those living within catchment; • Would not contribute towards the WG ambition for one million Welsh speakers by 2050; • Integrated all through model for education in Llandrindod offers limited value for money due to relatively good condition of primary school infrastructure; • School reorganisation has the potential to unsettle the currently well managed, popular and successful primary provision in Llandrindod; • Requires substantial school re-organisation, consultation and officer time to deliver; • Very complex consultation with the potential for significant local objections; • Unlikely to receive local or political support; • Likely to result in an increase in school transport costs.
<p>2 x all through campuses 4-18 (both Welsh Medium).</p>	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Maintains secondary education provision in both towns; • Continuity of education across all key stages in Welsh medium education; • Single language medium schools are more cost efficient to run than dual stream equivalents; • Likely to generate some efficiencies in the management structures of re-organised schools; • Delivers a broad Welsh-medium curriculum in a central location for both Mid and South Powys • Likely to enable a wider range of Welsh-medium post-16 subjects to be made available; • Substantial contribution to WG ambitions for one million Welsh speakers by 2050. 	<ul style="list-style-type: none"> • Does not provide opportunities for learning through the medium of English at secondary school age for those living within catchment; • Does not meet demand profile for WM education in the area; • Would result in substantial transport costs incurred through parental choice in language medium selection; • Integrated all through model for education in Llandrindod offers limited value for money due to relatively good condition of primary school infrastructure; • School reorganisation has the potential to unsettle the currently well managed, popular and successful primary provision in Llandrindod; • Requires substantial school re-organisation, consultation and officer time to deliver; • Very complex consultation with the potential for significant local objections; • Unlikely to receive local or political support; • Likely to result in significant extra demand for other English medium secondary schools within mid and south Powys; • Likely to result in an increase in school transport costs.

3.3.3 Conclusion

Table 9 – Scope appraisal summary

Reference to:	Min	Int. (2)	Int.. (3)	Int.. (4)	Int.. (5)	Max (6)	Max (7)	Max (8)
Provide learners with the opportunity to access a broad and relevant curriculum, that meets their individual needs, extends their aspirations and widens their ambitions.	x	✓	✓	✓	✓	✓	✓	✓
Develop an educational model that meets the aspirations of the Curriculum for Wales 2022, ensuring that all learners, regardless of background or ability, are engaged in meaningful lifelong learning and have an equal opportunity to achieve the highest standards.	x	✓	✓	✓	✓	✓	✓	✓
A fit for purpose building solution that delivers a stimulating and technologically progressive learning environment and ensures the economic, environmental and financial sustainability of the school.	x	✓	✓	✓	✓	✓	✓	✓
To remove non DDA compliant condition C and D buildings, reduce backlog maintenance and provide full accessibility to all pupils, staff and visitors.	x	✓	✓	✓	✓	✓	✓	✓
To promote the Welsh language and culture by meeting and stimulating the demand for Welsh-medium Education and by providing access to high quality provision through all key stages in Mid Powys.	x	✓	✓	✓	✓	✓	x	✓
To promote the welfare of children and young people by providing an optimal safeguarding environment through a child centred and coordinated approach.	x	✓	✓	✓	✓	✓	✓	✓
Provide facilities that benefit the local community and strengthen partnership working in a way that mobilises, encourages, connects and supports people to take action and make a collective difference to children, young people and families.	x	✓	✓	✓	✓	✓	✓	✓
Critical Success Factors								
Business Need	?	?	x	✓	✓	✓	✓	✓
Strategic Fit	x	?	✓	✓	✓	✓	✓	✓
Potential VFM	x	✓	?	✓	✓	x	x	x
Benefits optimisation	x	?	?	✓	?	?	?	?
Potential achievability	✓	?	✓	✓	✓	✓	✓	✓
Supply side capability	✓	✓	✓	✓	✓	✓	✓	✓
Affordability	x	?	?	✓	✓	?	x	x
Summary	Carry Forward	Possible	Discounted	Possible	Possible	Discounted	Discounted	Discounted

3.4 Service Solution Appraisal

3.4.1 Options

- Option 1: Backlog Maintenance/remodelling on existing campuses (2 x sites).
- Option 2: Remodelling of Builth site plus backlog maintenance on Llandrindod site.
- Option 3: Remodelling of Llandrindod site plus backlog maintenance on Builth site.
- Option 4: New build dual stream (11-18) Llandrindod (single site).
- Option 5: New build dual stream (11-18) Builth (single site).
- Option 6: Refurb/remodel Builth (11-18) and new build 11-18 Llandrindod.
- Option 7: Refurb/remodel Llandrindod (11-18) and new build 11-18 Builth.
- Option 8: New EM Secondary campus (11-18) Llandrindod and New WM all through campus (4-18) Builth (both on existing sites).
- Option 9: New EM Secondary campus (11-18) Llandrindod and New WM all through campus (4-18) Builth (new site Llandrindod and existing site Builth).
- Option 10: New WM secondary campus Builth (11-18) and EM secondary campus Llandrindod (11-18) on existing sites.
- Option 11: New EM secondary campus Builth (11-18) and WM secondary campus Llandrindod (11-18) on existing sites.

3.4.2 Advantages and Disadvantages

Table 10 – Service solution advantages and disadvantages

Option 1: Backlog Maintenance/remodelling on existing campuses (2 x sites).	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Minimal capital spend required immediately; • Enables alternative use of capital funding within the programme envelope; • Addresses current backlog maintenance issues of circa £7m; 	<ul style="list-style-type: none"> • Would not attract 21st Century Schools funding • Inadequate school buildings that are in poor condition would continue in use; • Would not generate any lifecycle efficiencies; • Would not generate any property revenue efficiencies; • No new potential for additional revenue income streams; • Would not address safeguarding and access issues;

	<ul style="list-style-type: none"> • Current layouts are inappropriate; • Would not optimise the learning skills measure; • Would not provide the additional benefits enabled through all through models of educational delivery; • Would not free up a site for disposal for a capital receipt. • Would result in significant investment required in medium term; • Would not result in a 21st Century standard school.
<p>Option 2: Remodelling of Builth site plus backlog maintenance on Llandrindod site.</p>	
<p>Advantages</p>	<p>Disadvantages</p>
<ul style="list-style-type: none"> • Would extend the life of the Builth campus building; • Moderate Capital investment required means less immediate drain on Council's capital resources; • Removes backlog maintenance of circa £7m; • Likely to enable some energy efficiencies reducing the buildings carbon footprint and ongoing running costs; 	<ul style="list-style-type: none"> • Would not in result in a 21st Century standard school. • Would not address issues with the existing layout of the Llandrindod campus; • Substantial disruption to existing school setting during building work; • Limited potential for additional revenue income streams; • Minor overall impact on addressing safeguarding and access issues; • Would require temporary relocation of Builth campus pupils during building work and associated costs of this; • Unlikely to generate significant property revenue efficiencies; • Remodelling existing building introduces substantial complexities within design; • Would not optimise the learning skills measure; • Does not provide the additional benefits enabled through all through models of educational delivery; • Does not free up a site for disposal for a capital receipt; • Unlikely to enhance current public perception of the school.
<p>Option 3: Remodelling of Llandrindod site plus backlog maintenance on Builth site.</p>	
<p>Advantages</p>	<p>Disadvantages</p>
<ul style="list-style-type: none"> • Would extend the life of the Llandrindod campus building; • Moderate Capital investment required, therefore less immediate drain on Council's capital resources; • Removes backlog maintenance of circa £7m; • Likely to enable some energy efficiencies reducing the building's carbon footprint and ongoing running costs; 	<ul style="list-style-type: none"> • Would not in result in a 21st Century standard school. • Would not address issues with the existing layout of the Builth campus; • Substantial disruption to existing school setting during building work; • Limited potential for additional revenue income streams; • Minor overall impact on addressing safeguarding and access issues;

	<ul style="list-style-type: none"> • Would require temporary relocation of Builth campus pupils during building work and associated costs of this; • Unlikely to generate significant property revenue efficiencies; • Remodelling existing building introduces substantial complexities within design; • Would not optimise the learning skills measure; • Does not provide the additional benefits enabled through all through models of educational delivery; • Does not free up a site for disposal for a capital receipt; • Unlikely to enhance current public perception of the school;
<p>Option 4: New build dual stream (11-18) Llandrindod (single site).</p>	
<p>Advantages</p>	<p>Disadvantages</p>
<ul style="list-style-type: none"> • Would deliver a new 21st Century standard school building; • Capital spend efficiencies through the requirement to only build one school; • Larger school enables economies of scale in procurement for the school governing body; • Would deliver a new build school which would extend the time horizon for the requirement for substantial future works into the long term • Would enable energy efficiencies reducing the buildings carbon footprint and ongoing running costs; • Creates financial efficiencies in school staffing structure; • Increases the critical mass of pupils; • Addresses current surplus of school places at Builth; • Continuity of education in Llandrindod; • Removes backlog maintenance of circa £7m; • Frees up the Builth campus site for disposal to generate a capital receipt; • Building work on one site enables more efficient temporary accommodation arrangements than working on two sites at the same time. 	<ul style="list-style-type: none"> • Negative affect on community cohesion through loss of secondary education provision in Builth; • Substantial increase in transport costs incurred by transporting all pupils living in Builth to the Llandrindod catchment for secondary education; • Increased learner travel time for those pupils residing in the Builth catchment area; • Pupils living in the catchment that loses its school may find it more difficult to access after-school activities due to living further away from the school, and the reliance on home-to-school transport; • Welsh-medium stream becomes a smaller percentage of the overall school numbers, making it more difficult to promote a Welsh-medium ethos than currently happens at Builth HS; • Would not optimise the learning skills measure; • Does not provide the additional benefits enabled through all through models of educational delivery; • Does not align to current PCC strategic education policies.
<p>Option 5: New build dual stream (11-18) Builth (single site).</p>	
<p>Advantages</p>	<p>Disadvantages</p>
<ul style="list-style-type: none"> • Would deliver a new 21st Century standard school building; 	<ul style="list-style-type: none"> • Negative affect on community cohesion through loss of secondary education provision in Llandrindod;

<ul style="list-style-type: none"> • Capital spend efficiencies through the requirement to only build one school; • Larger school enables economies of scale in procurement for the school governing body; • Delivers a new build school which extends the time horizon for the requirement for substantial future works into the long term • Would enable energy efficiencies reducing the buildings carbon footprint and ongoing running costs; • Creates financial efficiencies in school staffing structure; • Increases the critical mass of pupils; • Continuity of education in Builth; • Removes backlog maintenance of circa £7m; • Frees up the Llandrindod campus site for disposal to generate a capital receipt; • Building work on one site enables more efficient temporary accommodation arrangements than working on two sites at the same time. 	<ul style="list-style-type: none"> • Substantial increase in transport costs incurred by transporting all pupils living in Llandrindod to the Builth catchment for secondary education; • Increased learner travel time for those pupils residing in the Llandrindod catchment area; • Pupils living in the catchment that loses its school may find it more difficult to access after-school activities due to living further away from the school, and the reliance on home-to-school transport; • Welsh-medium stream becomes a smaller percentage of the overall school numbers, making it more difficult to promote a Welsh-medium ethos than currently happens at Builth HS; • Would not optimise the learning skills measure; • Does not provide the additional benefits enabled through all through models of educational delivery; • Does not align to current PCC strategic education policies.
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Option 6: Refurb/remodel Builth (11-18) and new build 11-18 Llandrindod.

Advantages	Disadvantages
<ul style="list-style-type: none"> • Would extend the life of the Builth campus building; • Removes backlog maintenance of circa £7m; • Likely to enable some energy efficiencies at the Builth Campus reducing the buildings carbon footprint and ongoing running costs; • Delivers a new 21st Century standard school building at Llandrindod; • Delivers a new build school which extends the time horizon for the requirement for substantial future works at Llandrindod campus into the long term • Would enable energy efficiencies reducing the Llandrindod campus buildings carbon footprint and ongoing running costs; • Continuity of education in both communities; • Removes backlog maintenance of circa £7m; 	<ul style="list-style-type: none"> • Substantial disruption to existing school setting during building work; • Remodelling existing building introduces substantial complexities within design; • Existing schedule of accommodation would require substantial reconfiguration in order to meet building bulletin requirements, the feasibility of which is contentious; • Would not optimise the learning skills measure; • Does not provide the additional benefits enabled through all through models of educational delivery; • Does not free up a site for disposal for a capital receipt;

Option 7: Refurb/remodel Llandrindod (11-18) and new build 11-18 Builth.

Advantages	Disadvantages
<ul style="list-style-type: none"> • Would extend the life of the Llandrindod campus building; • Removes backlog maintenance of circa £7m; 	<ul style="list-style-type: none"> • Substantial disruption to existing school setting during building work;

<ul style="list-style-type: none"> • Likely to enable some energy efficiencies at the Llandrindod Campus reducing the buildings carbon footprint and ongoing running costs; • Delivers a new 21st Century standard school building at Builth; • Delivers a new build school which extends the time horizon for the requirement for substantial future works at Builth campus into the long term • Would enable energy efficiencies reducing the Builth campus buildings carbon footprint and ongoing running costs; • Continuity of education in both communities; • Removes backlog maintenance of circa £7m. 	<ul style="list-style-type: none"> • Remodelling existing building introduces substantial complexities within design; • Existing schedule of accommodation would require substantial reconfiguration in order to meet building bulletin requirements, the feasibility of which is contentious; • Would not optimise the learning skills measure; • Does not provide the additional benefits enabled through all through models of educational delivery; • Does not free up a site for disposal for a capital receipt.
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Option 8: New EM Secondary campus (11-18) Llandrindod and New WM all through campus (4-18) Builth (both on existing sites).

Advantages	Disadvantages
<ul style="list-style-type: none"> • Doesn't deviate from the Council's newly approved Education Strategy (i.e. there is continuity of secondary education in both communities); • Would stimulate, optimise and provide a real focus on Welsh Medium Education in mid Powys; • Would provide economies of scale on the Llandrindod Campus; • Existing sites are available for use; • Allows a much broader curriculum on both campuses; • Provides value for money and would optimise the use of teacher and asset time; • Removes backlog maintenance of circa £7m; • Delivers new 21st Century standard school buildings at Builth and Llandrindod; • Significant reduction in pupil and teacher travel time between campuses; • Likely to enable some energy efficiencies at the Llandrindod Campus reducing the buildings carbon footprint and ongoing running costs; • Opportunity to develop a critical mass of Welsh Medium learners in the Builth and broader area; • Provides a model whereby the campuses could be 'de-coupled' in future, to run on a stand alone basis. 	<ul style="list-style-type: none"> • Community opposition in Builth Wells as a result of the loss of English Medium (secondary) education from the town; • Welsh Medium all through school would be small and may be revenue intensive; • English Medium learners from Builth would have to travel to Llandrindod on a daily basis (travel to learn time).

Option 9: New EM Secondary campus (11-18) Llandrindod and New WM all through campus (4-18) Builth (new site Llandrindod and existing site Builth).

Advantages	Disadvantages
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<ul style="list-style-type: none"> • Doesn't deviate from the Council's newly approved Education Strategy (i.e. there is continuity of secondary education in both communities); • Would stimulate, optimise and provide a real focus on Welsh Medium Education in mid Powys; • Would provide economies of scale on the Llandrindod Campus; • Existing sites are available for use; • Allows a much broader curriculum on both campuses; • Provides value for money and would optimise the use of teacher and asset time; • Removes backlog maintenance of circa £7m; • Delivers new 21st Century standard school buildings at Builth and Llandrindod; • Significant reduction in pupil and teacher travel time between campuses; • Likely to enable some energy efficiencies at the Llandrindod Campus reducing the buildings carbon footprint and ongoing running costs; • Opportunity to develop a critical mass of Welsh Medium learners in the Builth and broader area; • Provides a model whereby the campuses could be 'de-coupled' in future, to run on a stand alone basis. 	<ul style="list-style-type: none"> • Community opposition in Builth Wells as a result of the loss of English Medium (secondary) education from the town; • Welsh Medium all through school would be small and may be revenue intensive; • English Medium learners from Builth would have to travel to Llandrindod on a daily basis (travel to learn time). • Land (to the right size) may not be available in Llandrindod Wells; • Cost of land purchase for a new site in Llandrindod may be prohibitive; • Any new school site in Llandrindod may have implications for additional travel costs.
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Option 10: New WM secondary campus Builth (11-18) and EM secondary campus Llandrindod (11-18) on existing sites.

Advantages	Disadvantages
<ul style="list-style-type: none"> • Doesn't deviate from the Council's newly approved Education Strategy (i.e. there is continuity of secondary education in both communities); • Would stimulate, optimise and provide a real focus on Welsh Medium Education in mid Powys; • Would provide economies of scale on the Llandrindod campus; • Existing sites are available for use; • Allows a much broader curriculum on both campuses; • Provides value for money and would optimise the use of teacher and asset time; • Removes backlog maintenance of circa £7m; • Delivers new 21st Century standard school buildings at Builth and Llandrindod; • Significant reduction in pupil and teacher travel time between campuses; • Likely to enable some energy efficiencies at the Llandrindod Campus reducing the 	<ul style="list-style-type: none"> • Community opposition in Builth Wells as a result of the loss of English Medium (secondary) education from the town; • Welsh Medium secondary school in Builth would be small and may be revenue intensive; • English Medium learners from Builth would have to travel to Llandrindod on a daily basis (travel to learn time). • Does not provide the additional benefits enabled through all through models of educational delivery; • Builth campus may not be financially viable.

<p>buildings carbon footprint and ongoing running costs;</p> <ul style="list-style-type: none"> • Opportunity to develop a critical mass of Welsh Medium learners in the Builth and broader area; • Provides a model whereby the campuses could be 'de-coupled' in future, to run on a stand alone basis. 	
<p>Option 11: New EM secondary campus Builth (11-18) and WM secondary campus Llandrindod (11-18) on existing sites.</p>	
<p>Advantages</p>	<p>Disadvantages</p>
<ul style="list-style-type: none"> • Doesn't deviate from the Council's newly approved Education Strategy (i.e. there is continuity of secondary education in both communities); • Would stimulate, optimise and provide a real focus on Welsh Medium Education in mid Powys; • Would provide economies of scale on the Builth Campus; • Existing sites are available for use; • Allows a much broader curriculum on both campuses; • Would optimise the use of teacher and asset time; • Removes backlog maintenance of circa £7m; • Delivers new 21st Century standard school buildings at Builth and Llandrindod; • Significant reduction in pupil and teacher travel time between campuses; • Likely to enable some energy on both campuses, reducing the buildings carbon footprint and ongoing running costs; • Opportunity to develop a critical mass of Welsh Medium learners in the Llandrindod and broader area; • Provides a model whereby the campuses could be 'de-coupled' in future, to run on a stand alone basis. 	<ul style="list-style-type: none"> • Community opposition in Llandrindod Wells as a result of the loss of English Medium (secondary) education from the town; • Welsh Medium secondary school in Llandrindod would be small and may be revenue intensive; • Welsh Medium school in Llandrindod would mean that the majority of learners in the catchment would need to travel to Builth to receive English Medium education; • Welsh Medium learners from Builth would have to travel to Llandrindod on a daily basis (travel to learn time); • Builth site may not be large enough to house the right sized English medium secondary school; • Does not provide the additional benefits enabled through all through models of educational delivery; • Builth campus may not be financially viable.

3.4.3 Conclusion

Table 11 – Service Solution appraisal summary

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Reference to:	1	2	3	4	5	6	7	8	9	10	11
Provide learners with the opportunity to access a broad and relevant curriculum, that meets their individual needs, extends their aspirations and widens their ambitions.	x	x	x	✓	✓	x	x	✓	✓	✓	✓
Develop an educational model that meets the aspirations of the Curriculum for Wales 2022, ensuring that all learners, regardless of background or ability, are engaged in meaningful lifelong learning and have an equal opportunity to achieve the highest standards.	x	x	x	✓	✓	x	x	✓	✓	✓	✓
A fit for purpose building solution that delivers a stimulating and technologically progressive learning environment and ensures the economic, environmental and financial sustainability of the school.	x	x	x	✓	✓	x	x	✓	✓	✓	✓
To remove non DDA compliant condition C and D buildings, reduce backlog maintenance and provide full accessibility to all pupils, staff and visitors.	x	x	x	✓	✓	?	?	✓	✓	✓	✓
To promote the Welsh language and culture by meeting and stimulating the demand for Welsh-medium Education and by providing access to high quality provision through all key stages in Mid Powys.	x	x	x	✓	✓	x	x	✓	✓	✓	✓
To promote the welfare of children and young people by providing an optimal safeguarding environment through a child centred and coordinated approach.	x	x	?	✓	✓	?	?	✓	✓	✓	✓
Provide facilities that benefit the local community and strengthen partnership working in a way that mobilises, encourages, connects and supports people to take action and make a collective difference to children, young people and families.	x	x	x	✓	✓	x	x	✓	✓	✓	✓
Critical Success Factors											
Business Need	x	x	x	?	?	x	x	✓	✓	✓	x
Strategic Fit	x	x	x	?	?	?	?	✓	✓	✓	✓



Reference to:	1	2	3	4	5	6	7	8	9	10	11
Potential VFM	x	x	x	✓	x	?	?	✓	✓	?	?
Benefits optimisation	x	x	x	✓	x	?	?	✓	✓	✓	✓
Potential achievability	x	x	x	✓	✓	✓	✓	✓	?	✓	x
Supply side capability	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Affordability	✓	✓	✓	✓	✓	✓	✓	✓	x	?	x
Summary	Carry Forward	Discounted	Discounted	Possible	Discounted	Discounted	Discounted	Possible	Discounted	Possible	Discounted

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3.5 Service Delivery Appraisal

3.5.1 Options

- Minimum – Local Authority delivery;
- Intermediate – Local Authority and Private Sector partner arrangements;
- Maximum – Private Sector partnership (PPP);

3.5.2 Advantages and Disadvantages

Table 12 – Service delivery advantages and disadvantages

Minimum: Local Authority	
Advantages	Disadvantages
<ul style="list-style-type: none"> • All requisite delivery structures are already in place; • Local Authority has extensive experience in delivering this service delivery model; • Cost effective model; • Strategic link to Council's School Transformation Programme; • Most expedient model for delivery; • Politically acceptable; • Limited risk due to specialist support within LA 	<ul style="list-style-type: none"> • May stifle innovation.
Intermediate: Local Authority and Private Sector Partner arrangements	
Advantages	Disadvantages
<ul style="list-style-type: none"> • All requisite delivery structures in place; • Local Authority has extensive experience in delivering this service delivery model; • Cost effective model; • Strategic link to Council's School Transformation Programme • Most expedient model for delivery; • Politically acceptable; • Limited risk due to specialist support within LA 	<ul style="list-style-type: none"> • Would prove more expensive for the Local Authority • Contractor may not be au fait with the workings and culture of Local Authority
Maximum: Private Sector partnership (PPP)	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Private sector suppliers would provide specialisms and capacity that the Local Authority alone cannot provide • Services can be delivered relatively quickly 	<ul style="list-style-type: none"> • Private contractor is an unknown quantity • Contractor may not be au fait with the workings and culture of Local Authority • Any private sector partnership would be unlikely to include local contractors; • Profit element of partnership may impact on funds available for development

3.5.3 Conclusion

Table 13 – Service Delivery appraisal summary

Reference to:	LA	LA & PSP	PPP
1. To deliver a fit for purpose building solution that delivers an improved learning environment for pupils with significant additional learning needs – minimum condition B and meeting BREEAM requirements	✓	✓	✓
2. To improve the building's efficiency / running costs	✓	✓	✓
3. To provide facilities that will accommodate a greater proportion of pupils with significant additional learning needs that are currently accessing provision out of Powys	✓	✓	✓
4. To provide improved opportunities for pupils with significant additional learning needs	✓	✓	✓
5. To provide holistic support for Powys children with significant additional needs, incorporating reliable specialised equipment and facilities	✓	✓	✓
6. Increase the capacity of teaching staff to deliver a 21st century curriculum that meets the needs of learners with significant additional learning needs.	✓	✓	✓
Critical Success Factors			
Strategic Fit	✗	✓	✗
Potential VFM	?	✓	✗
Potential achievability	✗	✓	✓
Supply side capability	✗	✓	✓
Affordability	✗	✓	✗
Summary	Discounted	Preferred	Discounted

3.6 Implementation Appraisal

3.6.1 Options

- Minimum – New Schools open September 2024;
- Intermediate – New School opens Spring Term 2024;
- Maximum – New School opens September 2023;

3.6.2 Advantages and Disadvantages

Table 14 – Implementation advantages and disadvantages

Minimum: New School opens September 2024	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Lack of disruption to education in the short term; • Allows for a robust statutory consultation process. 	<ul style="list-style-type: none"> • Delay to accrual of scheme benefits; • Immediate cohorts of learners miss out on 21st Century school facilities.
Intermediate: New School opens Spring Term 2024	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Immediate cohorts of learners enjoy 21st Century school facilities within a reasonable period of time; • Minimises disruption to learners once school becomes operational; • Allows time for innovation in design but ensures completion within a reasonable time scale; • Minimises local community disruption. 	<ul style="list-style-type: none"> • Partial delay to accrual of scheme benefits; • Insufficient time to allow for a robust statutory consultation process.
Maximum: New School opens September 2023	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Immediate cohorts of learners enjoy 21st Century school facilities within a reasonable period of time; • Minimises disruption to learners once school becomes operational; • Ensures Local Authority funding allocation is spent within Welsh Government timescales; • Ensures completion in a timely manner; • Minimises local community disruption. 	<ul style="list-style-type: none"> • Potential for rushed design (lack of innovation); • Timescales may be unrealistic due to lead in time for sourcing materials; • Requires additional bespoke resource for project in order to deliver upon demanding timescale; • Insufficient time to allow for a robust statutory consultation process.

3.6.3 Conclusion

Table 15 – Implementation appraisal summary

Reference to:	Sept 24	Spring 24	Sept 23
1. To deliver a fit for purpose building solution that delivers an improved learning environment for pupils with significant additional learning needs – minimum condition B and meeting BREEAM requirements	✓	✓	✓
2. To improve the building's efficiency / running costs	✓	✓	✓
3. To provide facilities that will accommodate a greater proportion of pupils with significant additional learning needs that are currently accessing provision out of Powys	✓	✓	✓
4. To provide improved opportunities for pupils with significant additional learning needs	✓	✓	✓
5. To provide holistic support for Powys children with significant additional needs, incorporating reliable specialised equipment and facilities	✓	✓	✓
6. Increase the capacity of teaching staff to deliver a 21st century curriculum that meets the needs of learners with significant additional learning needs.	✓	✓	✓
Critical Success Factors			
Strategic Fit	✓	✓	?
Potential VFM	✓	✓	✓
Potential achievability	✓	×	?
Supply side capability	✓	✓	✓
Affordability	✓	✓	✓
Summary	Preferred	Discounted	Possible

3.7 Funding Appraisal

3.7.1 Options

- Minimum – Wholly Local Authority funded from capital programme;
- Intermediate – Mix of Local Authority borrowing and Welsh Government funding;
- Maximum – Wholly Welsh Government grant funded.
- Alternative – Mutual Investment Fund (MIM).

3.7.2 Advantages and Disadvantages

Table 16 – Funding advantages and disadvantages

Minimum: Wholly Local Authority funded from capital programme.	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Wouldn't require any additional Local Authority borrowing; • Maximum control over scale and timescale of scheme. 	<ul style="list-style-type: none"> • Diverts capital from other community priorities such as Social Care and highways; • Cost prohibitive. • Affordability
Intermediate: Mix of Local Authority borrowing and Welsh Government funding.	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Ensures affordability of scheme; • Provides certainty to Welsh Government i.e. the scheme fits strategically; • Allows for the direction of capital monies to other community priorities. 	<ul style="list-style-type: none"> • Repayment costs for Local Authority may impact on revenue budgets; • Welsh Government grant funding requirements may be onerous; • Application process may delay delivery.
Maximum: Wholly Welsh Government grant funded.	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Enables major capital investment in other community priorities. 	<ul style="list-style-type: none"> • Welsh Government grant funding requirements may be prohibitive; • Application process may delay delivery. • May stifle innovation.
Alternative: Mutual Investment Model	
Advantages	Disadvantages
<ul style="list-style-type: none"> • No capital funding required up front; • Sponsorship from Welsh Government; • Cost certainty (capital and revenue); • Welsh Governments preferred model. 	<ul style="list-style-type: none"> • Development partners may not be interested; • Complex ownership and governance model; • Multifaceted governance may stifle innovation.

3.7.3 Conclusion

Table 17 – Funding appraisal summary

Reference to:	WG 100%	Mix	LA 100%	MIM
1. To deliver a fit for purpose building solution that delivers an improved learning environment for pupils with significant additional learning needs – minimum condition B and meeting BREEAM requirements	✓	✓	✓	✓
2. To improve the building's efficiency / running costs	✓	✓	✓	✓
3. To provide facilities that will accommodate a greater proportion of pupils with significant additional learning needs that are currently accessing provision out of Powys	✓	✓	✓	✓
4. To provide improved opportunities for pupils with significant additional learning needs	✓	✓	✓	✓
5. To provide holistic support for Powys children with significant additional needs, incorporating reliable specialised equipment and facilities	✓	✓	✓	✓
6. Increase the capacity of teaching staff to deliver a 21st century curriculum that meets the needs of learners with significant additional learning needs.	✓	✓	✓	✓
Critical Success Factors				
Strategic Fit	✗	✓	✓	?
Potential VFM	✓	✓	✓	✓
Potential achievability	✓	✓	?	?
Supply side capability	?	✓	?	?
Affordability	✗	✓	✓	✓
Summary	Discounted	Preferred	Discounted	Possible



3.8 Summary of appraisals

Table 18 – Long List Summary

Scope appraisal	Continue with EM campus (11-18) and continue dual stream campus (11-18);	Continue with existing dual stream campus (11-18) on 1 site;	1 x WM Secondary campus (11-18) and 1 x EM all through campus (4-18);	1 x EM Secondary campus (11-18) and 1 x WM all through campus (4-18);	2 x secondary campuses 11-18 (1 x English Medium, 1 x Welsh Medium);	2 x all through campuses 4-18 (1 x English Medium, 1 x Welsh Medium);	2 x all through campuses 4-18 (both English Medium);	2 x all through campuses 4-18 (both Welsh Medium).			
Service solution	Option 1: Backlog Maintenance/remodelling on existing campuses (2 x sites).	Option 2: Remodelling of Builth site plus backlog maintenance on Llandrindod site.	Option 3: Remodelling of Llandrindod site plus backlog maintenance on Builth site.	Option 4: New build dual stream (11-18) Llandrindod (single site).	Option 5: New build dual stream (11-18) Builth (single site).	Option 6: Refurb/remodel Builth (11-18) and new build 11-18 Llandrindod.	Option 7: Refurb/remodel Llandrindod (11-18) and new build 11-18 Builth.	Option 8: New EM Secondary campus (11-18) Llandrindod and New WM all through campus (4-18) Builth (both on existing sites).	Option 9: New EM Secondary campus (11-18) Llandrindod and New WM all through campus (4-18) Builth (new site Llandrindod and existing site Builth).	Option 10: New WM secondary campus Builth (11-18) and EM secondary campus Llandrindod (11-18) on existing sites.	Option 11: New EM secondary campus Builth (11-18) and WM secondary campus Llandrindod (11-18) on existing sites.
Service Delivery	Minimum: LA Delivery				Intermediate: LA and Private Sector Delivery			Maximum: Private Sector partnership (PPP)			

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Implementation	Minimum: New School opens September 2024		Intermediate: New School opens Spring Term 2023		Maximum: New School opens September 2023	
Funding	Minimum: Wholly LA Funded		Intermediate: Mixed LA & WG Funded	Maximum: Wholly WG Funded		Alternative: Mutual Investment Fund

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As a result of the appraisal exercise, and the comparison of each option with the Investment Objectives and Critical Success Factors, the following options have been shortlisted:

- **Option 1** – Backlog Maintenance/remodelling on existing schools (2 x sites).
- **Option 8** – New EM Secondary school (11-18) Llandrindod and New WM all through school (4-18) Builth (both on existing sites). At OBC stage there will also be an **Option 8a**, which mirrors option 8, but includes ‘Community Facilities’.
- **Option 10** – New WM secondary Builth (11-18) and EM secondary Llandrindod (11-18) on existing sites. At OBC stage there will also be an **Option 10a**, which mirrors option 10, but includes ‘Community Facilities’.

Option 1 has failed the appraisal, but is carried forward for comparison only, as per the HM Treasury Green Book. These three options are taken forward for further Economic, Financial and Qualitative appraisals. Once this is complete, a preferred option will be designated.

3.9 Economic Appraisal

The following table summarises key results of the economic appraisals for each option. Values used for the economic analysis are expressed in base year terms. Options have been risk-adjusted to account for the 'risk retained' (in £s) by the organisation under each option.

3.9.1 Net Present Cost

Table 19 – Economic Appraisal Summary

Discounted Cash flow (DCF) Summary Sheet		Inc. Optimism Bias		Excl. Optimism Bias	
Option No.	Option Name/Description	NPC (£m)	EAC (£m)	NPC (£m)	EAC (£m)
1:	Backlog Maintenance/remodelling on existing schools (2 x sites).	117.8	8.01	116.1	7.89
8:	New EM Secondary school (11-18) Llandrindod and New WM all through school (4-18) Builth (both on existing sites)	229.1	8.73	201.7	7.69
10:	New WM secondary Builth (11-18) and EM secondary Llandrindod (11-18) on existing sites.	230.2	8.78	209.3	7.98

DCF = Discounted Cash flow

NPC = Net Present Cost

EAC = Equivalent Annual Cost

3.10 Qualitative Benefits Appraisal

All of the benefits from the OBC were grouped into four categories, and the benefit groups were then weighted by the project team in order to provide an assessment against the five options.

Table 20 – Benefit Group Weighting

Benefit Groups	Example of Benefits (<i>info in brackets = how achieved</i>)	Weight
Standards and Breadth of Education	<ul style="list-style-type: none"> More pupils with higher qualifications that can provide greater opportunities for future employment, training and education. More opportunities for teachers' professional and personal development (e.g. through access to a wider range of teaching materials [state of the art ICT and emerging technologies] and accessing and sharing sector leading practice via Professional Learning Communities). 	25%

Benefit Groups	Example of Benefits (<i>info in brackets = how achieved</i>)	Weight
	<ul style="list-style-type: none"> Employers will have young people with a greater range of employability skills. 	
Standards of Facilities and Estate	<ul style="list-style-type: none"> Securing positive learning experiences. Increased efficiency through school reorganisation and rationalisation. Facilities which maximise the potential of both teachers and pupils. 	20%
Welsh Language	<ul style="list-style-type: none"> Improvement in Welsh Medium transition rates at year 7. Stimulus of Welsh medium Education in mid Powys. Increased number of people who speak Welsh in Mid Powys, providing impetus towards Welsh Government's target of 1 Million Welsh speakers by 2050. 	20%
Welfare of Children	<ul style="list-style-type: none"> Improved safeguarding of children. Less opportunities for children to be injured/hurt during their school lives. 	15%
Equality of opportunity	<ul style="list-style-type: none"> Improved access to specialist ALN/SEN provision with the schools. 	20%

Each of the benefit groups were scored on a range of 0-10 for each option. These scores were agreed by the workshop participants (see Section 3.2 for participants), to confirm that the scores were fair and reasonable.

Table 21 – Benefits Appraisal

Benefit Group	Weight	Maximum Score	Raw			Weighted		
			Option 1	Option 8	Option 10	Option 1	Option 8	Option 10
Standards of Education	25	10	3	9	7	75	225	175
Facilities and Estate	20	10	3	8	9	60	160	180
Welsh Language	20	10	3	9	6	60	180	120
Welfare of Children	15	10	3	9	7	45	135	105
Equality of opportunity	20	10	3	9	7	60	180	140
Total	100	10	15	44	36	300	880	720
Rank			3	1	2	3	2	1

3.11 Summary of Appraisals

Table 22 – Summary of Appraisals

Evaluation Results	Option 1	Option 8	Option 10
Economic appraisals (Equivalent Annual Cost)	3	1	2
Qualitative Benefits appraisal	3	1	2
Risk appraisal	N/A	N/A	N/A
Overall Ranking	3	1	2

Option 8 ranks as 'best' against both the Economic and Qualitative Benefit appraisals. In both instances, Option 10 is second of three – leaving Option 1 (Do Nothing) as the least favourable option in both appraisals.

Risk has not been appraised at this stage, but a full appraisal will be completed at OBC.

4 Commercial Case

4.1 Procurement Method

4.1.1 Procurement Strategy

Three procurement strategy routes were considered in Powys County Council's 21st Century Schools Strategic Outline Programme Commercial Case. Considerations included the following:

- Public/Private partnerships (including via the Mutual Investment Model);
- Joint venture with the private sector;
- Conventional procurement routes utilising framework contractors.

Consideration of these procurement routes concluded that a Joint Venture with the private sector and the Public/Private Partnerships route were unfeasible in this instance of the following reasons:

- i. There was no commitment to further commercial opportunities of significant scale that could be offered to a separate private entity. This would reduce the commercial appeal of entering into a formal partnership or joint venture with Powys County Council.
- ii. Both Private/Public Partnerships and Joint Ventures are more complex and time consuming to set up and manage. Powys only has limited major construction projects to offer, therefore it is less likely that the fixed costs involved in setting up the partnerships would be recovered through down the line savings or savings achieved through quantities of scale.
- iii. Given the scale of development required within the Council's Band A and B 21st Century Schools Programme, it is felt that the additional costs incurred by the complexities of Public/Private partnerships or a Joint Venture with the private sector will not be justified by the potential benefits from entering into these arrangements.

The Council has good experience of working with contractor frameworks and has achieved positive outcomes using such frameworks. The Council has therefore concluded that the optimum procurement route will be to use the revised SEWSCAP framework that was re-launched in June 2019 (SEWSCAP 3). The benefits of utilising contractors from this existing Contractor Frameworks list are as follows:

1. Consultation and design development can be carried out by the Heart of Wales Property Services Ltd (HoWPS), which is a 50:50 joint venture partnership between PCC and Kier. The design team will then remain actively involved throughout the duration of the project, fulfilling the intelligent client role once the project is passed over to the successful contractor, thus ensuring continuity of professional staff representing PCC during all stages of the project programme.
2. Compliant with EU procurement directives and the Public Contract Regulations (2014), offering a swift route to market and opportunities for early contractor involvement;

3. The framework is free to use, offering a variety of contracts, pricing models and the potential for further savings achieved via mini-competition;
4. The new SEWSCAP Property Construction Framework is divided into the following lots:
 - Lot 1: Provision of Construction services to include new build, extensions and refurbishment under traditional or design and build with all associated works – (£250,000 to £1,500,000) - Powys County Council and other Potential Employers based or operating in Powys or operating nearby;
 - Lot 2: Provision of Construction services to include new build, extensions and refurbishment under traditional or design and build with all associated works – (£250,000 to £1,500,000) - Torfaen County Borough Council, Blaenau Gwent County Borough Council, Monmouthshire County Council, Caerphilly County Borough Council or other Potential Employers based or operating near those areas;
 - Lot 3: Provision of Construction services to include new build, extensions and refurbishment under traditional or design and build with all associated works – (£250,000 to £1,500,000) - Rhondda Cynon Taf County Borough Council, Merthyr Tydfil County Borough Council and Bridgend County Borough Council and any Participating Authorities based or operating near those areas
 - Lot 4: Provision of Construction services to include new build, extensions and refurbishment under traditional or design and build with all associated works – (£250,000 to £1,500,000) - Vale of Glamorgan Council, The County Council of the City of Cardiff Council, Newport City Council or other Potential Employers based or operating near those areas;
 - Lot 5: Provision of Construction services, extensions and refurbishment under traditional or design and build with all associated works – (£1,500,001 to £3,000,000) - Powys County Council and other Potential Employers based or operating in Powys or operating nearby to include new build
 - Lot 6: Provision of Construction services to include new build, extensions and refurbishment under traditional or design and build with all associated works – (£1,500,001 to £3,000,000) - All Potential Employers
 - Lot 7: Provision of Construction services to include new build, extensions and refurbishment under traditional or design and build with all associated works – (£3,000,001 to £5,000,000) - All Potential Employers
 - Lot 8: Provision of Construction services to include new build, extensions and refurbishment under traditional or design and build with all associated works – (£5,000,001 to £10,000,000) - All Potential Employers
 - Lot 9: Provision of Construction services to include new build, extensions and refurbishment under traditional or design and build with all associated works – (£10,000,001 to £25,000,000) - All Potential Employers
 - Lot 10: Provision of Construction services to include new build, extensions and refurbishment under traditional or design and build with all associated works – (£25,000,001 to £100,000,000) – All Potential Employers

In this instance the Council propose to use Lot 10 (£25M - £100M), as both campuses would be subject to one procurement exercise. The Core principles of the framework are the overriding objectives guiding the Authority and the Contractor in the operation of this Framework Agreement, and in entering into and performing Call-Off Contracts. The Authority and the Contractor hereby agree:

- To work together and with the Potential Employers, Employers and their advisers in good faith and in a spirit of mutual trust and co-operation;
- To act in a co-operative and collaborative manner so as to achieve and advance the relevant Construction Project;
- To share information honestly and openly; and
- To highlight any difficulties at the earliest possible opportunity.

The Authority and the Contractor agree to work together in accordance with the terms of this Framework Agreement and in co-operation and collaboration with the Potential Employers, Employers and their advisers, to achieve the successful delivery of a series of Construction Projects and in particular, the Core Principles.

4.1.2 Award methodology

Within this framework two methods may be used by Participating Authorities to award contracts under the framework, as summarised below (Direct award applies to Lots 1-7 and 11 only):

1. Mini-tender – Contractors in the relevant Lots will be invited to tender against a range of quality and pricing criteria. This method will apply to all Lots;
2. Early Contractor Involvement mini-tender - Early Contractor Involvement allows the Employer to engage with a Contractor via a contract to carry out services such as initial design, feasibility and assisting in planning and business cases etc. This process known as a 2 stage design and build requires bidders to submit an overall price for the whole of the works including the design. This will form the basis for the ECI appointment and will be discussed and refined during ECI with the aim of agreeing prices or a contract sum within the price envelope prior to the start of the construction stage.

Under this mini tendering process, the framework contractors will be asked to price scheme specific Preliminaries and Design Costs including an approximate Target Cost as a guide. All other costs would be in accordance with their (already tendered) framework submission. Under NEC3 Option C, the interim valuations will be paid on actual invoiced costs for labour, plant, materials and sub-contractors plus overheads and profit with a gain/pain percentage share on completion.

4.2 Required Services

4.2.1 The required service streams:

A new 11-18 English Medium Secondary school (800 capacity) plus a new 4-18 (all through Welsh Medium) school (200 & 250 capacity).

4.2.2 The specification of required outputs:

- CO2 or energy arising from site activities as deemed required by the contractor to achieve BREEAM Excellent;
- CO2 or energy arising from transport to and from site as deemed required by the contractor to achieve BREEAM Excellent;
- Water consumption arising from site activities as deemed required by the contractor to achieve BREEAM Excellent;
- Air (dust) pollution arising from the site as deemed required by the contractor to achieve BREEAM Excellent;
- Water (ground and surface) pollution occurring on the site as deemed required by the contractor to achieve BREEAM Excellent;
- 80% of site timber is responsibly sourced and 100% is legally sourced.

4.3 Potential for Risk Transfer.

Table 23 – Risk category

Risk Category	Potential allocation		
	Public	Private	Shared
Design risk			✓
Construction and development risk		✓	
Transition and implementation risk			✓
Availability and performance risk		✓	
Operating risk	✓		
Variability of revenue risks	✓		
Termination risks		✓	
Technology and obsolescence risks	✓		
Control risks	✓		
Residual value risks	✓		
Financing risks	✓		
Legislative risks			✓
Other project risks			✓

4.4 Project Bank Accounts (PBAs)

Details around the approach to PBAs will be developed as this proposal moves through the various approval gates. This will include details of:

- Who will approve the PBA documentation and how? For example, who will approve and sign the Deeds of Trust, Deeds of Adherence / Joining Deed, Bank Mandate.
- Who will agree payments due to the lead contractor and each of their named suppliers and how?
- Who will be responsible for paying money into the PBA and authorising payments out?
- Who will agree why certain supply chain members may not be paid directly from the PBA and the criteria this will be based upon?

It is important that the benefits of PBAs are understood and prospective tenderers understand that they should communicate these benefits down the supply chain, to maximise sub-contractor sign up to the PBA. To support this, a briefing pack and information sheet will be provided to tenderers outlining these benefits and requirements.

4.5 Community Benefits

4.5.1 Agreed schedule

The inclusion of community benefits/social requirements within contracts will ensure that wider social and economic issues are taken into account when tendering construction and development work. The Council particularly considers that the works afford an ideal opportunity to the contractor to enhance employment prospects and skills through the recruitment, training and retention of economically inactive people at a disadvantage in the labour market.

4.5.2 Delivery of agreed targets

Based on previous experience, for a project of this value, we anticipate that the successful contractor would:

- Deliver a Meet the Buyer Event to raise awareness of project to local supply chain;
- Use Sell2Wales to advertise opportunities;
- Complete 100% payments to sub-contractors within 23 days of receipt of invoice;
- Utilise and complete the Value Wales Measurement Tool;
- Provide weeks of employment (to be decided); training and/or work experience opportunities for unemployed people, those leaving and educational establishment or training provider; trainee's or apprentices;
- Employee apprentices on the project (numbers to be decided as the scheme develops);
- Conduct a number of pupil interactions;
- Spend a % of contract spend in Wales;
- Divert a % of waste from landfill; and

- Conduct a number of community initiatives throughout the duration of the project.

5 Financial Case

5.1 Project Summary Costs

Table 24 – Key metrics

Project Title and Location	Ysgol Calon Cymru, campus reorganisation (Builth Wells and Llandrindod Wells).
New Build % (Area)	100%
Description of work & any unusual constraints	New campus buildings on site of existing Ysgol Calon Cymru campuses
# Pupil Places	800 (+125) English Medium Secondary campus and 450 Welsh Medium all-through campus
# SEN Places	Included in totals
Total # Places	800 (+125) English Medium secondary campus and 450 Welsh Medium all through campus
# Storeys (including basement)	2
Delivered through Regional Framework?	Yes (SEWSCAP framework)
Contract period in weeks	27 months
GFA (M2)	7,210 sq M (Llandrindod campus) and 6,085 sq.M (Builth campus)
Anticipated Community Benefits	Subject to the outcome of procurement
# Trainee and apprenticeship opportunities	Subject to the outcome of procurement
Use of local subcontractors as a % of total cost	Not yet known

5.2 Breakdown of Capital Costs

Table 25 – Breakdown of capital costs

Project Costs	
Capital Cost	£45,564,640
Optimism Bias	£10,935,514
Risk	£4,556,464
VAT (only to be included where non-recoverable by applicant)	N/A
Total Project Cost (inclusive of optimism bias and risk)	£61,056,618
Welsh Government Contribution (65%)	£39,686,802

Project Costs	
PCC Contribution (35%)	£21,369,816

5.3 Impact on the Organisation's income and expenditure account

Table 26 – Impact on the organisation's income and expenditure account

£s	Total Cost	Years (years 8-60 same as year 7, with the exception of Lifecycle costs, which are only shown from year 9, at 5-year periods, and therefore not in the abridged table).								
		0	1	2	3	4	5	6	7	8
		2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Preferred way forward:										
New Build Capital	£45,564,640	£1,208,228	£13,502,252	£19,102,524	£11,751,636	£0	£0	£0	£0	£0
Revenue/Current Cost	£380,870,846	£7,029,600	£7,029,600	£7,029,600	£7,029,600	£6,600,311	£6,293,675	£6,293,675	£6,293,675	£6,293,675
Cash Releasing Benefits	£0	£0	£0	£0	£0	£0	£0	£0	£0	£0
Total	£426,435,486	£8,237,828	£20,531,852	£26,132,124	£18,781,236	£6,600,311	£6,293,675	£6,293,675	£6,293,675	£6,293,675
Funded by:										
Existing Revenue	£421,776,000	£7,029,600	£7,029,600	£7,029,600	£7,029,600	£7,029,600	£7,029,600	£7,029,600	£7,029,600	£7,029,600
Total Existing	£421,776,000	£7,029,600	£7,029,600	£7,029,600	£7,029,600	£7,029,600	£7,029,600	£7,029,600	£7,029,600	£7,029,600
Additional Funding Req.	£4,659,486	£1,208,228	£13,502,252	£19,102,524	£11,751,636	-£429,289	-£735,925	-£735,925	-£735,925	-£735,925
Cumulative Funding		£1,208,228	£14,710,480	£33,813,004	£45,564,640	£45,135,351	£44,399,426	£43,663,501	£42,927,576	£42,191,651

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5.4 Overall Affordability and Balance Sheet Impact

A balance sheet asset addition of £45,564,640 is made for the new school campuses. Short term additional funding is required of £45,564,640 for years 0 through 3 (inclusive), excluding VAT, retained risks and optimism bias. There is also an ongoing requirement for revenue funding of £6,600,311 (year 4 only) and £5,629,367 per annum thereafter, from the inception of the new build school campuses. This reflects a reduction in current revenue costs of approximately £736K per annum. The Band B submission has been scrutinised and assessed by the Council's Section 151 Officer for affordability in light of the 65% programme intervention rate.

The Council's funding to support these projects will be considered as part of the overarching financial strategy for the delivery of the entire Council's Strategy for Transforming Education in Powys 2020-30.

6 Management Case

6.1 Programme Management Arrangements

This scheme is a constituent of Powys County Council's Transforming Education Programme, and has been identified within that Programme as a priority. It will be managed in accordance with best practice in programme and project management principles – MSP and PRINCE2 to provide a systematic and effective delivery framework.

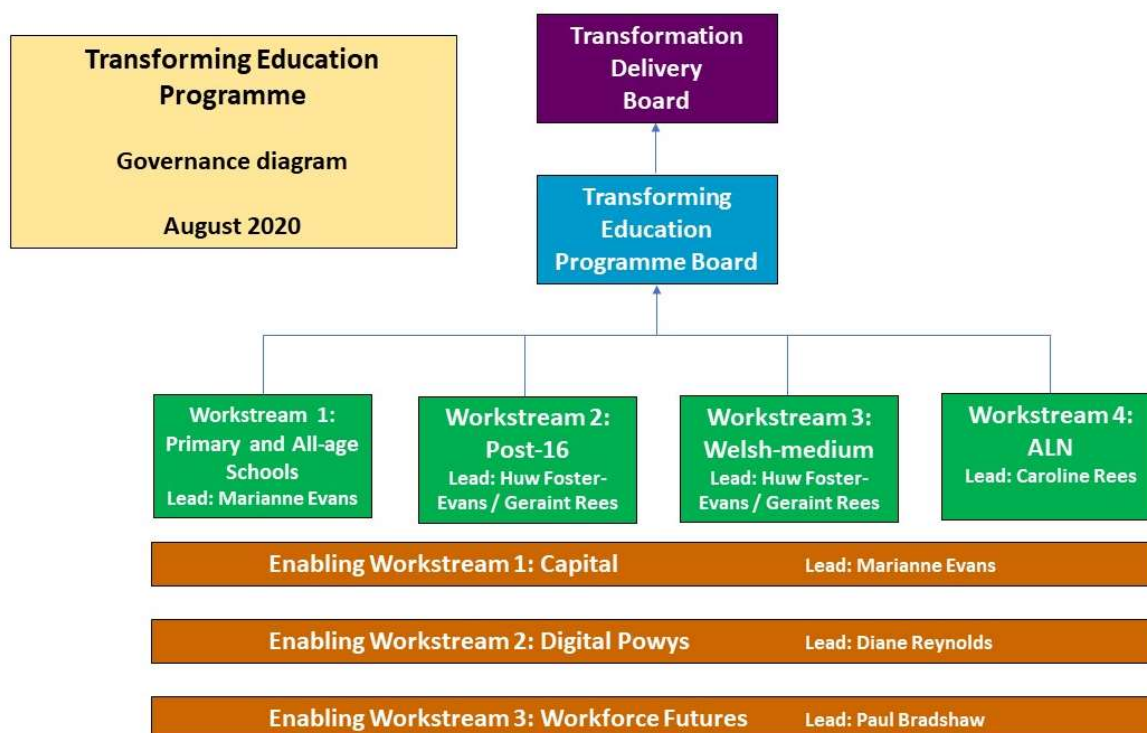
Overall corporate governance for the Transforming Education Programme (formerly known as the 21st Century Schools Transformation Programme) is in accordance with the governance arrangements for the Council's Transformation Programmes, as outlined in the following diagram:

Figure 5: Corporate Vision



Governance arrangements for the Transforming Education Programme are set out in the diagram below:

Figure 6: Programme Governance



6.2 Project Management Arrangements

6.2.1 Project Structure

The project will report to Enabling Workstream 1: Capital, as outlined in the diagram above, and will be managed in accordance with the general principles of PRINCE2 methodology.

Outline Project Plan

Table 27 – Outline project plan

Date	Actions (commencement)
11/2020	Consultation begins
07/2021	Cabinet decision following consultation
	The following stages will only be taken forward if Cabinet approves the proposal following the consultation process
09/2021	OBC approval
09/2021	Appoint Contractor
08/2022	FBC approval
08/2022	Construction commences

Date	Actions (commencement)
09/2024	New Llandrindod campus opens, new/remodelled Builth campus opens – the exact sequencing of construction will be developed during the next stages of business cases
2025	Builth campus opens

6.2.2 Benefits Realisation

The strategy, framework and plan for dealing with the management and delivery of benefits will be developed at OBC stage, but it is understood that benefits that will be realised may be either financial or qualitative (for example improvement in educational standards). A strategy and supporting plan for benefits will clearly show what will happen, where and when the benefits will occur. A full benefit realisation plan will be developed for the preferred option at Full Business Case.

6.3 Risk Management

6.3.1 Risk Workshop

All projects have an element of risk and there must be a proactive approach to risk management to balance risks against the potential rewards and plan to minimise or avoid them. It is also acknowledged that taking some amount of risk will be inevitable to the success of the project. The strategy, framework and plan for dealing with the management of risk for the preferred option follows a PRINCE2 methodology.

The register will be a 'living document' and reviewed and amended (where required) during workshops where a risk manager will be appointed to manage the identification, monitoring, updating, control and mitigation of project risks. The framework and plan of the risk register will involve a rated table format. The risk will be described and the date of its identification noted. An initial risk rating will be made and the probability and impact of the risk evaluated, followed by a residual risk rating column. The effects and impact of risk can involve elements such as environment, time, quality, cost, resource, function or safety and regular meetings will be held to review all aspects. Within the format there will also be the facility for proposals to mitigate and manage, identifying the control strategy, risk owner and the current risk status.

The risks and issues identified within this project will be cross referenced with the risks/issues held by the Programme Board so that cross cutting issues can be mitigated safely.

6.3.2 Risk Identification

Risk identification can occur at all levels of the project, whether from the project teams or the project manager regarding the sub-elements of the project or from the Programme Board (where external risks are identified). Initial risks will be identified through structured workshops

attended by the relevant experts and these risks will be captured in a formal project risk register document.

When a risk is identified, the project manager will be responsible for evaluating each risk in terms of the likelihood and impact. The project manager will also enter this information onto the risk register and assign a risk owner who will update the project manager on the status of the risk including the results of mitigating actions.

Risk management will be fundamental to the management of the project and as such, the project risk register will be reviewed on a weekly basis by the project manager. All risks arising from the project teams will be sent to the project manager for evaluation. The total risk score for each risk will be calculated by multiplying the probability score (between 1-4 with 4 being certain) and impact score (between 1-4 with 4 being project failure) and all risks scoring 8 and above will be referred to the Project Board for decision. The risk tolerance line for the project is illustrated in the following table.

Figure 7: Risk Tolerance Profile

Probability	4	4	8	12	16
	3	3	6	9	12
	2	2	4	6	8
	1	1	2	3	4
		1	2	3	4
		Impact			

The risk register will include details of the responsible owner and the required mitigation action for the risk.

6.4 Change and Contract Management

The main aim here is to manage proposed changes to the culture, systems, processes and people working to establish the best option for the council. Change management is not about the provision of the best option but instead focuses on those actions that are necessary to make the best option a working success.

Managers responsible for the key areas will adopt appropriate project management disciplines to meet specific responsibilities. The individual activities may be projects in their own right or be work streams within the overall project.

Planning has been developed for all activities within this change management process through the identification of key outcomes and actions required to ensure successful delivery.

Timescales for carrying out such actions, the resources required, and where required, the need for additional resources, have also been determined.

6.5 Gateway Reviews

The Council confirm that it is prepared to complete a Gateway review of the programme at Welsh Government convenience. Further Gateway reviews may then be undertaken during the remaining life of the programme.

6.6 Post Project Evaluation

The outline arrangements for Post Implementation Review (PIR) and Project Evaluation Review (PER) have been established in accordance with best practice and are as follows.

6.6.1 Post Implementation Review (PIR)

These reviews ascertain whether the anticipated benefits have been delivered and are timed to take place a year post construction, i.e. March 2025.

6.6.2 Project Evaluation Reviews (PERs)

PERs appraise how well the project was managed and delivered compared with expectations and are timed to take place one-year post construction, i.e. March 2025.

6.7 Contingency Plans

In the event of project failure, the existing schools will continue to operate until such time that the project can be righted.

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Impact Assessment (IA)

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Please read the accompanying guidance before completing the form.

This **Impact Assessment (IA)** toolkit, incorporates a range of legislative requirements that support effective decision making and ensure compliance with all relevant legislation. **Draft versions of the assessment should be watermarked as “Draft” and retained for completeness. However, only the final version will be made publicly available. Draft versions may be provided to regulators if appropriate. In line with Council policy IAs should be retained for 7 years.**

Service Area	Schools Service	Head of Service	Lynette Lovell / Emma Palmer	Portfolio Holder	Clr Phyl Davies
Proposal	Ysgol Calon Cymru Strategic Outline Case				
Outline Summary / Description of Proposal					
The Council has developed a Strategic Outline Case (SOC) in respect of Ysgol Calon Cymru. The SOC identified the following preferred way forward for Ysgol Calon Cymru:					
<ul style="list-style-type: none"> - A new facility for 925 pupils aged 11-18 in Llandrindod Wells, replacing the existing poor accommodation on the Calon Cymru Llandrindod campus – to be built on the current Llandrindod Wells Campus; and - New or remodelled facilities at Builth Wells to accommodate 450 pupils aged 4-18, along with early years facilities – to be built on the current Builth Wells Campus. - Community facilities will be included, although these have not been defined yet. - It is the intention that the Llandrindod Wells campus would deliver English-medium provision and the Builth Wells campus would deliver Welsh-medium provision. 					
The Council’s Cabinet will consider the SOC on the 29 th September, and will be asked to approve the following:					
<ul style="list-style-type: none"> - To submit the SOC to Welsh Government’s 21st Century Schools Programme for investment - To bring back a further report to Cabinet by November 2020 outlining the school reorganisation proposals required to achieve the changes outlined above. Full consultation will be undertaken before any final decisions are made 					
This initial impact assessment considers the potential impact of implementation of the preferred way forward identified in respect of Ysgol Calon Cymru. Should the Council proceed with implementation of the preferred way forward as outlined above, the impact assessment will be updated at each stage of the process.					

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1. Version Control (services should consider the impact assessment early in the development process and continually evaluate)

Version	Author	Job Title	Date
1	Sarah Astley	Strategic Programme Manager – Schools Transformation	September 2020

2. Profile of savings delivery (if applicable)

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2018-19	2019-20	2020-21	2021-22	2022-23	TOTAL
£	£	£	£	£	£

3. Consultation requirements

Consultation Requirement	Consultation deadline/or justification for no consultation
Public consultation required	<p>Consultation in accordance with the School Organisation Code would be required in order to achieve the preferred way forward as outlined in the SOC.</p> <p>Should Cabinet approve the SOC, the intention is that a further paper would be taken to Cabinet in November 2020 outlining the steps required to achieve the preferred way forward, and the timescales for this.</p>

Impact on Other Service Areas

Does the proposal have potential to impact on another service area? (Have you considered the implications on Health & Safety and Corporate Parenting?)
PLEASE ENSURE YOU INFORM / ENGAGE ANY AFFECTED SERVICE AREAS AT THE EARLIEST OPPORTUNITY

Adult Services	<input type="checkbox"/>	Education	✓	Legal and Democratic Services	✓
Children's Services	✓	Finance	✓	Property, Planning and Public Protection	✓
Commissioning	<input type="checkbox"/>	Highways, Transportation and Recycling	<input type="checkbox"/>	Transformation and Communications	✓
Digital Services	✓	Housing and Community Development	<input type="checkbox"/>	Workforce and OD	✓

Data Protection Impact Assessment

Will the proposal involve processing the personal details of individuals? Yes No

Not currently, however should the Council proceed with statutory processes to change the provision at Ysgol Calon Cymru, this would involve processing the personal details of individuals

Is Powys County Council the data controller? Yes No N/A currently

If you have answered yes to either of the above you will be required to complete, as a minimum, the screening questions on the data protection impact assessment.

For further advice please contact the Data Compliance Team.

4a Geographical Locations

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What geographical area(s) will be impacted by the proposal? (Chose all those applicable)							
Powys	<input type="checkbox"/>	Brecon	<input type="checkbox"/>	Llandrindod and Rhayader	<input checked="" type="checkbox"/>	Machynlleth	<input type="checkbox"/>
		Builth and Llanwrtyd	<input checked="" type="checkbox"/>	Llanfair Caereinion	<input type="checkbox"/>	Newtown	<input type="checkbox"/>
North	<input type="checkbox"/>	Crickhowell	<input type="checkbox"/>	Llanfyllin	<input type="checkbox"/>	Welshpool and Montgomery	<input type="checkbox"/>
Mid	<input checked="" type="checkbox"/>	Hay and Talgarth	<input type="checkbox"/>	Llanidloes	<input type="checkbox"/>	Ystradgynlais	<input type="checkbox"/>
South	<input type="checkbox"/>	Knighton and Presteigne	<input type="checkbox"/>				

5. How does your proposal impact on Vision 2025?

Council's Well-being Objective	How does the proposal impact on this Well-being Objective?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
The Economy We will develop a vibrant economy	Implementation of the preferred way forward would result in significant capital investment in the area, consisting of a new build secondary provision in Llandrindod Wells and new/remodelled provision in Builth Wells.	Good		Choose an item.
Health and Care We will lead the way in providing effective, integrated health and care in a rural environment	No impact	Neutral		Choose an item.

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Council's Well-being Objective	How does the proposal impact on this Well-being Objective?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
Learning and skills We will strengthen learning and skills	<p>The intention of the SOC is to address the issues identified with the current Ysgol Calon Cymru operating model, thereby improving the quality of provision and educational opportunities provided to pupils.</p> <p>The preferred way forward would also provide new facilities in Llandrindod, replacing the current sub-standard buildings, and new or remodelled facilities in Builth. It is anticipated that this, alongside the changes to the operating model, would have a positive impact on learning and skills.</p>	Very Good		Choose an item.

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Council's Well-being Objective	How does the proposal impact on this Well-being Objective?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<p>Residents and Communities We will support our residents and communities</p>	<p>The proposal would have a positive impact on residents in the catchment area served by Ysgol Calon Cymru as it would improve the quality of provision and educational opportunities provided to pupils.</p> <p>The preferred way forward would retain secondary provision in both Llandrindod and Builth. However, the intention is that the Llandrindod Wells campus would deliver English-medium provision and the Builth Wells campus would deliver Welsh-medium provision. It is acknowledged that moving all secondary English-medium provision to Llandrindod Wells would have an impact on pupils and families in the Builth Wells area, as they would be required to travel to Llandrindod to access secondary provision.</p> <p>Whilst home to school transport would be provided to eligible pupils, it is acknowledged that there would be an impact on pupils' ability to access after school activities, and there would also be an impact on families in terms of attending school activities. However, pupils travelling to Llandrindod Wells would be accessing a brand new building, which would provide enhanced learning opportunities compared with the provision currently available at Builth Wells.</p>	<p>Poor</p>	<p>Consideration to be given to including community facilities in Builth Wells as part of the development in order to mitigate the negative impact on the Builth Wells community.</p>	<p>Neutral</p>

Source of Outline Evidence to support judgements

6. How does your proposal impact on the Welsh Government’s well-being goals?

Well-being Goal	How does proposal contribute to this goal?	IMPACT Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	IMPACT AFTER MITIGATION Please select from drop down box below
<p>A prosperous Wales: An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work.</p>	<p>The preferred way forward would result in a new secondary build in Llandrindod and new / remodelled facilities in Builth Wells. Community benefits to include opportunities for traineeships / apprenticeships are a key requirement of 21st Century Schools projects, therefore it is anticipated that these opportunities would be available as part of implementing the preferred way forward.</p>	<p>Good</p>		<p>Choose an item.</p>

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Well-being Goal	How does proposal contribute to this goal?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<p>A resilient Wales: A nation which maintains and enhances a biodiverse natural environment with healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for example climate change).</p>	<p>Implementation of the preferred way forward would result in new secondary facilities in Llandrindod and new / remodelled facilities in Builth Wells. This would result in more environmentally friendly buildings, which would be more energy efficient than the current buildings.</p> <p>Implementation of the preferred way forward would also require additional travel for English-medium secondary pupils currently attending provision at Builth Wells. This would have a negative environmental impact as more home to school transport would need to be provided to transport pupils in the Builth Wells catchment to Llandrindod Wells.</p>	<p>Neutral</p>		<p>Choose an item.</p>
<p>A healthier Wales: A society in which people’s physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood.</p> <p>Public Health (Wales) Act, 2017: Part 6 of the Act requires for public bodies to undertake a health impact assessment to assess the likely effect of a proposed action or decision on the physical or mental health of the people of Wales.</p>	<p>Implementation of the preferred way forward would result in new secondary facilities in Llandrindod and new / remodelled facilities in Builth Wells. This would have a positive impact on the well-being and morale of both pupils and staff.</p> <p>The preferred way forward would result in all English-medium secondary pupils attending the same campus. It is expected that this would have a positive impact on the opportunities that would be available to take part in sports activities and other extra-curricular activities, and would ensure that all pupils have access to the same opportunities.</p>	<p>Good</p>		<p>Choose an item.</p>

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Well-being Goal	How does proposal contribute to this goal?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
A Wales of cohesive communities: Attractive, viable, safe and well-connected Communities.	Implementation of the preferred way forward would result in new / remodelled educational facilities across the area. Providing community facilities is a key consideration as part of all new build projects, therefore it is likely that community facilities would be provided as part of implementing the preferred way forward.	Good		Choose an item.
A globally responsible Wales: A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being. Human Rights - is about being proactive (see guidance) UN Convention on the Rights of the Child: The Convention gives rights to everyone under the age of 18, which include the right to be treated fairly and to be protected from discrimination; that organisations act for the best interest of the child; the right to life, survival and development; and the right to be heard.	The aim of implementing the preferred way forward is to provide the best possible opportunities to all secondary learners in the area, enabling them to reach their full potential. Should the Council proceed with plans to implement the preferred way option, a consultation exercise would be required, which would include consultation with children and young people affected by the proposal, ensuring that all affected by the plans have the opportunity to give their views.	Good		Choose an item.
A Wales of vibrant culture and thriving Welsh language: A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation. <i>Incorporating requirements under the Welsh Language (Wales) Measure 2011 and the Welsh Language Standards</i>				

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Well-being Goal	How does proposal contribute to this goal?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<p><i>Opportunities for persons to use the Welsh language, and treating the Welsh language no less favourable than the English language</i></p>	<p>Improving the Welsh-medium secondary provision in Mid Powys is a key consideration as part of this development. There are currently significant concerns about the level of provision available to Welsh-medium learners in the area. Implementation of the preferred way forward would lead to the establishment of a Welsh-medium all-age school in Builth Wells, enabling learners to access full Welsh-medium provision throughout their educational careers, and enabling them to become confidently bilingual, with Welsh language skills that will enable them to use these Welsh language skills throughout their lives.</p> <p>As well as a full Welsh-medium curriculum, it is likely that establishing a Welsh-medium all-age school would also result in increased opportunities for pupils to access Welsh language activities, including activities provided by the school and activities provided by other organisations e.g. Menter Brycheiniog a Maesyfed, the Urdd.</p> <p>Establishing designated Welsh-medium provision would significantly raise the profile of Welsh-medium education in the area, which should lead to an increase in pupils numbers, therefore contributing to the Welsh Government target to achieve a million Welsh speakers by 2050.</p>	<p>Very Good</p>		<p>Choose an item.</p>

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Well-being Goal	How does proposal contribute to this goal?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<p><i>Opportunities to promote the Welsh language</i></p>	<p>Establishing designated Welsh-medium provision would significantly raise the profile of Welsh-medium education in the area and would provide numerous additional opportunities to promote the Welsh language, both within the school and in the wider community.</p> <p>The intention is that a new Welsh-medium school would act as a focus for the Welsh language in the area, and the greater awareness of Welsh-medium education would lead to an increase in pupils numbers, therefore contributing to the Welsh Government target to achieve a million Welsh speakers by 2050.</p>	<p>Very Good</p>		<p>Choose an item.</p>
<p><i>People are encouraged to do sport, art and recreation.</i></p>	<p>The preferred way forward would result in all English-medium secondary pupils attending the same campus. It is expected that this would have a positive impact on the opportunities that would be available to take part in sports activities and other extra-curricular activities, and would ensure that all pupils have access to the same opportunities.</p> <p>The preferred way forward would also result in establishing a Welsh-medium all-age school. Numbers in the school would be small initially, however the intention would be to increase pupil numbers over time. In the short term, the small pupil numbers may limit the opportunities for pupils to take part in sports activities and other types of activities.</p>	<p>Neutral</p>	<p>Work with the governing body / SLT to ensure that an appropriate number and range of activities are available for Welsh-medium pupils</p>	<p>Neutral</p>

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Well-being Goal	How does proposal contribute to this goal?	IMPACT Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	IMPACT AFTER MITIGATION Please select from drop down box below
A more equal Wales: A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances). Incorporating requirements under the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011 and the Social Economic duty (2020).				
Age	The aim of the proposal is to provide improved educational opportunities for all secondary aged pupils in the area currently served by Ysgol Calon Cymru, regardless of their age.	Good		Choose an item.
Disability	The aim of the proposal is to provide improved educational opportunities for all secondary aged pupils in the area currently served by Ysgol Calon Cymru, including any pupils with disabilities. Implementation of the preferred way forward would include a new build in Llandrindod Wells and new/remodelled facilities in Builth Wells. This would significantly improve the accommodation for secondary aged pupils in the area, and would ensure full access for disabled pupils in accordance with the requirements of the Equality Act 2010.	Very Good		Choose an item.
Gender reassignment	The aim of the proposal is to provide improved educational opportunities for all secondary aged pupils in the area currently served by Ysgol Calon Cymru, regardless of their gender.	Neutral		Choose an item.
Marriage or civil partnership	No impact.	Neutral		Choose an item.
Race	The aim of the proposal is to provide improved educational opportunities for all secondary aged pupils in the area currently served by Ysgol Calon Cymru, regardless of their race.	Good		Choose an item.

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Well-being Goal	How does proposal contribute to this goal?	IMPACT Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	IMPACT AFTER MITIGATION Please select from drop down box below
<i>Religion or belief</i>	The aim of the proposal is to provide improved educational opportunities for all secondary aged pupils in the area currently served by Ysgol Calon Cymru, regardless of their religion or belief.	Good		Choose an item.
<i>Sex</i>	The aim of the proposal is to provide improved educational opportunities for all secondary aged pupils in the area currently served by Ysgol Calon Cymru, regardless of their sex.	Good		Choose an item.
<i>Sexual Orientation</i>	The aim of the proposal is to provide improved educational opportunities for all secondary aged pupils in the area currently served by Ysgol Calon Cymru, regardless of their sexual orientation.	Good		Choose an item.
<i>Pregnancy and Maternity</i>	No impact.	Neutral		Choose an item.

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Well-being Goal	How does proposal contribute to this goal?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
Socio-economic duty	<p>The aim of the proposal is to provide improved educational opportunities for all secondary aged pupils in the area currently served by Ysgol Calon Cymru, including e.g. any learners eligible for Free School Meals.</p> <p>Should the preferred way forward be implemented, no English-medium secondary education would be provided in Builth Wells. This would mean that pupils accessing English-medium secondary education would need to travel to Llandrindod Wells. Whilst home to school transport would be provided to eligible pupils, it is possible that this would impact on pupils' ability to access extra-curricular / after school activities, and that this impact would be greater in respect of pupils from lower income households. There would also be an impact on the parents of these pupils in terms of accessing school activities.</p>	Neutral		Choose an item.

Source of Outline Evidence to support judgements

7. How does your proposal impact on the council's other key guiding principles?

Principle	How does the proposal impact on this principle?	IMPACT Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	IMPACT AFTER MITIGATION Please select from drop down box below
Sustainable Development Principle (5 ways of working)				
Long Term: <i>Looking to the long term so that we do not compromise the ability of future generations to meet their own needs.</i>	The SOC developed in respect of Ysgol Calon Cymru acknowledges that the school's current operating model does not provide the best possible opportunities for pupils, and aims to address this so that the provision available to future generations provides a range of opportunities to them, enabling them to fully meet their potential.	Good		Choose an item.
Collaboration: <i>Working with others in a collaborative way to find shared sustainable solutions.</i>	Should the Cabinet agree to proceed with the preferred way forward, full consultation would need to be carried out, which would enable all interested parties to give their views. This would an opportunity to suggest any alternative solutions for Ysgol Calon Cymru.	Neutral		Choose an item.

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Principle	How does the proposal impact on this principle?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<p>Involvement (including Communication and Engagement): <i>Involving a diversity of the population in the decisions that affect them including:</i></p> <p>Unpaid Carers: <i>Ensuring that unpaid carers views are sought and taken into account</i></p>	<p>Should Cabinet decide to proceed with the preferred way forward as outlined in the SOC, full consultation would be required in accordance with the School Organisation Code in order to achieve this. This would that all interested parties would have an opportunity to give their views. The findings of this exercise would be reported to Cabinet and would be taken into consideration when determining how to proceed. This impact assessment will be updated throughout the process to reflect any feedback received.</p> <p>All stakeholders would have the opportunity to give their views as part of this process, this would include any unpaid carers in the area.</p>	<p>Good</p>		<p>Choose an item.</p>
<p>Prevention: <i>Understanding the root causes of issues to prevent them from occurring including:</i></p> <p>Safeguarding: <i>Preventing and responding to abuse and neglect of children, young people and adults with health and social care needs who can't protect themselves.</i></p>	<p>The key issues relating to the Ysgol Calon Cymru operating model have been identified as part of this work. The options appraisal exercise carried out during the SOC has focussed on identifying solutions which will address these issues and prevent them occurring again.</p> <p>One of the Investment Objectives identified as part of the SOC process related to safeguarding, and ensuring appropriate safeguarding arrangements. The intention is that the emerging preferred way forward would address the issues identified and would improve the safeguarding arrangements for all pupils.</p>	<p>Good</p>		<p>Choose an item.</p>

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Principle	How does the proposal impact on this principle?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
Integration: Taking an integrated approach so that public bodies look at all the well-being goals in deciding on their well-being objectives.	No impact.	Neutral		Choose an item.

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Principle	How does the proposal impact on this principle?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<p>Powys County Council Workforce: What Impact will this change have on the Workforce?</p>	<p>The preferred way forward would impact on all current staff at Ysgol Calon Cymru, and potentially some staff at Builth Wells CP School.</p> <p>Should Cabinet decide to proceed with the preferred way forward as outlined in the SOC, full consultation would be required in accordance with the School Organisation Code in order to achieve this. This process would be supported by relevant LA teams (e.g. HR). This would include consultation with staff, which would ensure that they had an opportunity to give their views.</p> <p>In the case of current staff at Ysgol Calon Cymru, it is acknowledged that many of the school's staff will recently have been through the management of change process as part of establishing Ysgol Calon Cymru, therefore there is a possibility that further staffing changes may have an impact on staff morale whilst these processes are ongoing.</p> <p>In the longer term, the intention is to provide new / remodelled secondary facilities in both Builth Wells and Llandrindod Wells, which would have a positive impact on staff morale.</p> <p>In addition, implementation of the preferred way forward would result in the establishment of separate Welsh-medium provision, which would have a positive impact on Welsh-medium staff by enabling them to work in a fully Welsh-medium environment.</p>	<p>Neutral</p>	<p>Processes to be carried out as swiftly as possible to minimise the period of uncertainty for staff.</p>	<p>Choose an item.</p>

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Principle	How does the proposal impact on this principle?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
Payroll: How will this impact salary, any overtime/enhanced payments etc? Does this affect any particular group of employees? E.g. Male/Female dominated workforce. Does this proposal comply with the Councils Single Status Terms and Conditions?	The preferred way forward would impact on salary arrangements for current Ysgol Calon Cymru and potentially some staff at Builth Wells CP School. Should the proposal be implemented, appropriate leadership arrangements would need to be made for both locations, which could result in a change in pay levels for senior leadership roles.	Neutral		Choose an item.
Welsh Language impact on staff	Implementation of the preferred way forward would provide an opportunity for Welsh-speaking staff to work in a designated Welsh-medium school with new / remodelled facilities. As well as secondary aged staff, this would also potentially impact on Welsh speaking staff at Builth Wells CP School. The preferred way forward would provide additional opportunities for primary aged staff in particular from being part of an all-age school, through opportunities to network with a larger pool of Welsh speaking staff.	Good		Choose an item.
Apprenticeships: Has consideration been given to whether this change impacts negatively, or positively on Apprenticeships within the service?	No impact	Neutral		Choose an item.
Source of Outline Evidence to support judgements				

Principle	How does the proposal impact on this principle?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below

8. What is the impact of this proposal on our communities?

Tudalen 565

Communities	How does the proposal impact on residents and community?	<u>IMPACT</u> See impact definitions in guidance document	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> See impact definitions in guidance document	Source of Outline Evidence to support judgement
Llandrindod Wells	<p>The preferred way forward would have a positive impact on residents in the Llandrindod Wells area as it would lead to new build secondary provision in the town, which could also include community facilities. There would be more pupils attending the school, which would mean that additional opportunities could be provided to pupils.</p> <p>Welsh-medium pupils would continue to access secondary provision in Builth Wells, however the Welsh-medium curriculum available to them would be improved.</p>	Minor		Choose an item.	

Tudalen 566	Builth Wells	<p>The preferred way forward mean that English-medium secondary education would no longer be provided in Builth Wells, therefore potentially there would be a negative impact on residents in Builth Wells. However, English-medium pupils would attend a new build facility in Llandrindod Wells, which would provide enhanced opportunities to learners compared with the current offer.</p> <p>Additional travel would be required for pupils living in the Builth Wells area. Whilst home to school transport would be provided for eligible pupils, it is acknowledged that this could have an impact on pupils' ability to access after school activities, and would impact on parents attendance at school events.</p> <p>Secondary education would be retained in Builth Wells through the establishment of a Welsh-medium all-age school in the town. This would enable Welsh-medium pupils to continue to access secondary provision in Builth. the town, and would provide a clear pathway within Welsh-medium education. In the longer term, it is hoped that this would lead to an increase in Welsh-medium pupil numbers, which would minimise the impact on residents in Builth Wells.</p>	Major			
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9. What are the risks to service delivery or the council following implementation of this proposal?

Description of risks			
Risk Identified	Inherent Risk Rating Impact X Likelihood (See Risk Matrix in guidance document)	Mitigation	Residual Risk Rating Impact X Likelihood (See Risk Matrix in guidance document)

Cyngor Sir Powys County Council

Impact Assessment (IA)

The integrated approach to support effective decision making



<p>If there is no funding available to fund this project, either from the Welsh Government or the Council, then the project will not be able to proceed.</p>	<p>High</p>	<p>The funding to support this project will be considered as part of the overarching financial strategy for the delivery of the entire Council's Strategy for Transforming Education in Powys 2020-30, which will be provided for Cabinet's consideration later this Autumn. An updated Strategic Outline Programme will be submitted to the Welsh Government requesting an increase in the Band B funding envelope.</p>	<p>High</p>
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10. Overall Summary and Judgement of this Impact Assessment?

<p>Outline Assessment (to be inserted in cabinet report)</p>	<p>Cabinet Report Reference:</p>
<p>This impact assessment suggests that the impact is generally positive. The development of new facilities for Ysgol Calon Cymru's Llandrindod and Builth campuses address many issues related to the poor condition of the buildings. Co-locating all the English-medium pupils and Welsh-medium pupils on different sites would enable the school to provide a greater level of educational opportunities for all pupils. Improving the Welsh-medium secondary provision in Mid Powys is a key consideration as part of this development. There are currently significant concerns about the level of provision available to Welsh-medium learners in the area. Implementation of the preferred way forward would lead to the establishment of a Welsh-medium all-age school in Builth Wells, enabling learners to access full Welsh-medium provision throughout their educational careers, and enabling them to become confidently bilingual, with Welsh language skills that will enable them to use these Welsh language skills throughout their lives.</p>	

11. Is there additional evidence to support the Impact Assessment (IA)?

<p>What additional evidence and data has informed the development of your proposal?</p>
<p>Full consultation will be required to implement this proposal, and this will enable the impact assessment to be further developed.</p>

12. On-going monitoring arrangements?

<p>What arrangements will be put in place to monitor the impact over time?</p>
<p>The Transforming Education Programme Board will continue to monitor impact over time.</p>
<p>Please state when this Impact Assessment will be reviewed.</p>
<p>The impact assessment will be reviewed at all stages of the process.</p>

13. Sign Off

Position	Name	Signature	Date
<p>Impact Assessment Lead:</p>	<p>Sarah Astley</p>	<p>Sarah Astley</p>	<p>16th September 2020</p>

Cyngor Sir Powys County Council
Impact Assessment (IA)

The integrated approach to support effective decision making



Head of Service:	Lynette Lovell / Emma Palmer		
Portfolio Holder:	Cllr Phyl Davies		

14. Governance

Decision to be made by	Cabinet	Date required	29 th September 2020
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FORM ENDS

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