

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"> 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 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
<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. 	<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.
<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; 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.
<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. 	<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;

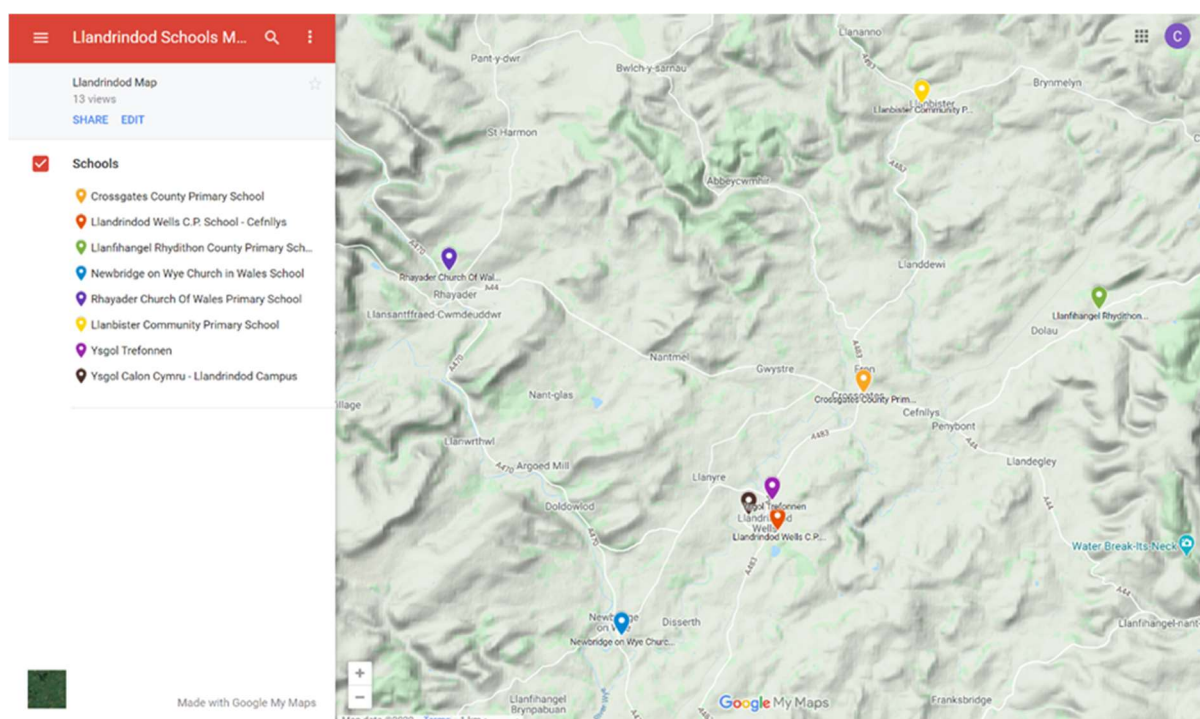
Investment Objectives	Target	Measure
	<ul style="list-style-type: none"> • Broader Welsh medium curriculum available to learners at all key stages. 	<ul style="list-style-type: none"> • Curriculum fully available through the medium of Welsh at all key stages by March 2024.
<p>6. To promote the welfare 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

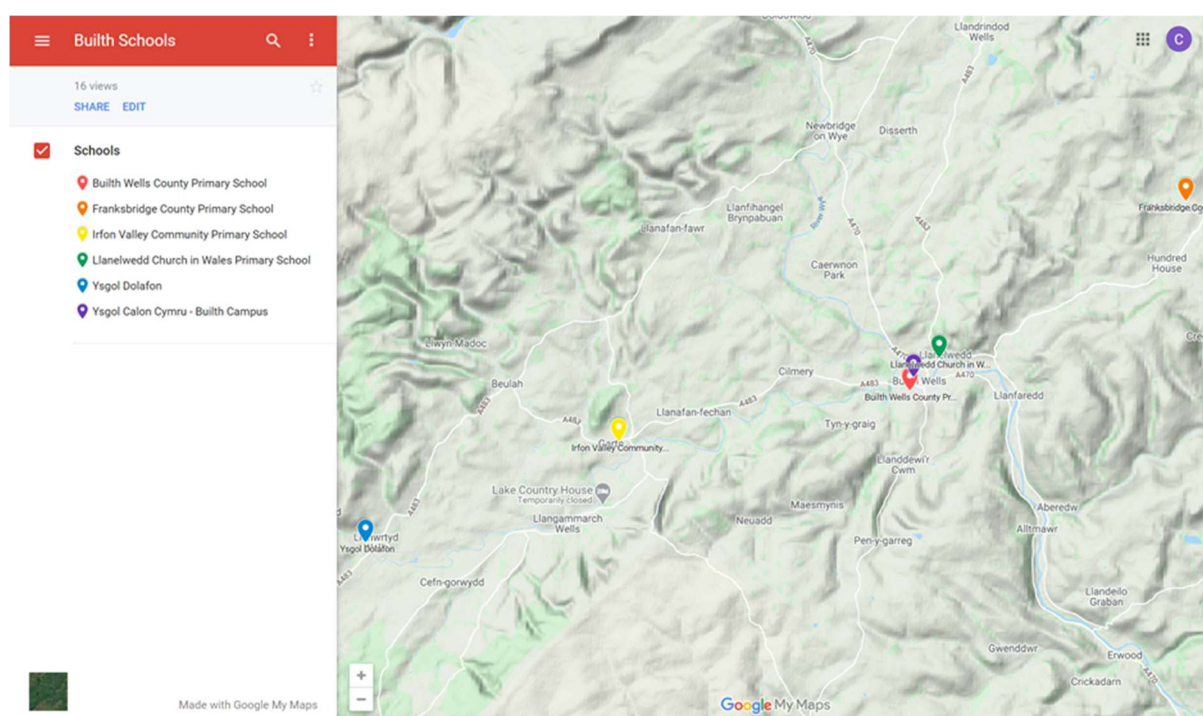


There are seven schools in and around the town of Llandrindod. The school estate in this area comprises one bilingual (type C) secondary school and six primary schools, three of which (Newbridge, Rhayader and Trefonnen) are Church in Wales Schools. Rhayader CIW Primary School and Ysgol Trefonnen CIW 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 Bwlth 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.
<p>2 x secondary campuses 11-18 (1 x English Medium, 1 x Welsh Medium);</p>	
<p>Advantages</p>	<p>Disadvantages</p>
<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.
<p>2 x all through campuses 4-18 (1 x English Medium, 1 x Welsh Medium);</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 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.
<p>2 x all through campuses 4-18 (both English 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 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.
2 x all through campuses 4-18 (both 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 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;
Option 4: New build dual stream (11-18) Llandrindod (single site).	
Advantages	Disadvantages
<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.
Option 5: New build dual stream (11-18) Builth (single site).	
Advantages	Disadvantages
<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

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

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)			



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 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

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.

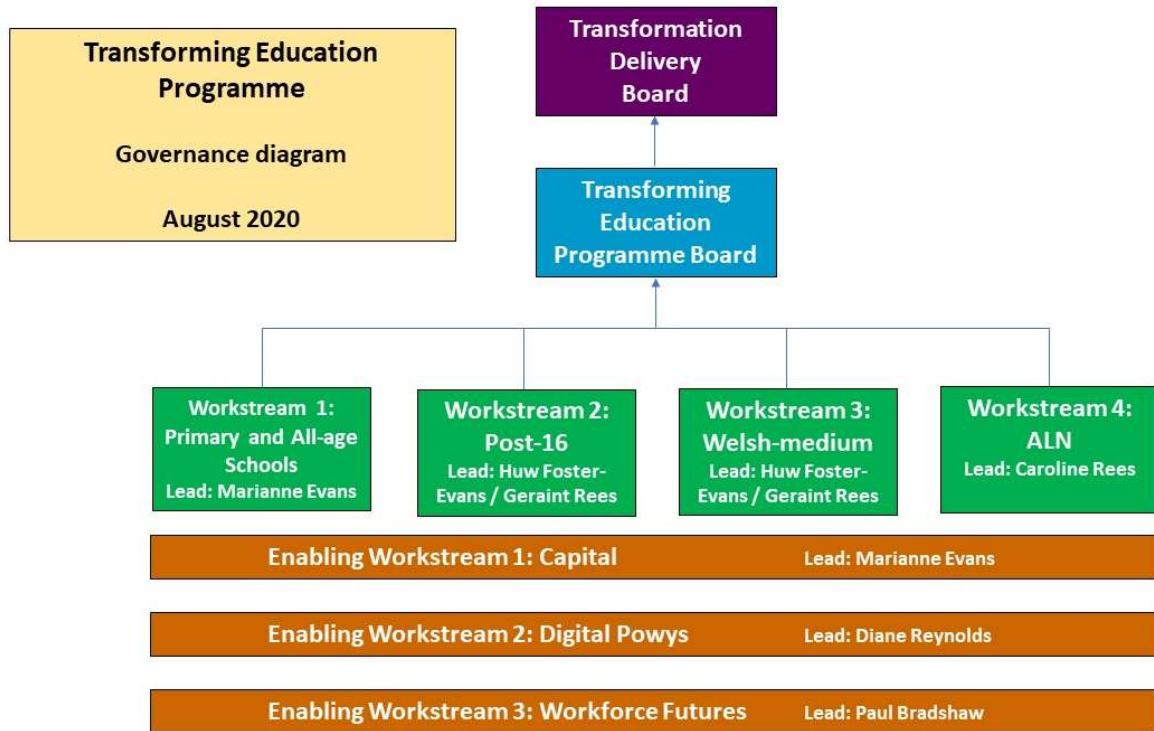
Overall corporate governance for the Transforming Education Programme (formerly known as the 21st Century Schools Transformation Programme) is in accordance with the governance arrangements for the Council's Transformation Programmes, as outlined in the following diagram:

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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